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## Important Dates

Monday 14 August 2023  
• Mates on a Mission

Tuesday 15 August 2023  
• Year 10/11 Course Counselling interviews

Wednesday 16 August 2023  
• Science & Engineering Challenge  
• Athlete Country Program

Thursday 24 August 2023  
• Road Safety Session - Parent session

Friday 25 August 2023  
• Year 10 Work Experience

Friday 11 August 2023  
• Student Breakfast

Friday 1 September 2023  
• Student Breakfast

Monday 4 September 2023  
• Volleyball Competition

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## Principal's Report

Steve Carli-Seebohm



Dear Parents and Caregivers

"Knowledge is knowing that a tomato is a fruit. Wisdom is knowing that tomato doesn't go in fruit salad." Welcome back to Term 3! I hope everyone enjoyed a restful break and took the time to re-energise and refresh for the next part of the school year.

The staff of Penola High School certainly began in earnest with a focussed 2 days of professional development working on understanding literacy improvement strategies as well as how to extend our exploration of improving reading and comprehension as a literacy improvement strategy for the school.

This is where my quote comes to the fore. Our staff have a range of experiences, knowledge and understanding around teaching and learning strategies. What I am looking for is a combined wisdom of these learning strengths to continually better improve our student results and progress within the school.

Teaching staff completed the Step 4 review process against our Site Improvement plan at the conclusion of last term, and I am continually impressed with the dedication and engagement in this improvement process to ensure as a site we are striving to deliver best practice pedagogy in the teaching and learning environments.

One area that will be a focus for this semester is around attendance. We are currently reviewing our attendance policy and strategies, and the roles that all staff play in supporting young people attend school as much as possible. I am hoping you all took the time to read through my words last newsletter to consider the overall implication of attendance on student learning and development. Each newsletter we will continue to have a spotlight on our attendance, and hopefully reflecting the positive gains we will make in this space.

I would like to take a moment and thank One Forty One for their recent donations to the school to support the Tech and Agriculture learning spaces. A range of timber products were donated to the school for use in these areas. As a school, we appreciate all level of donations and resources that assist with our programs.

I would like to also acknowledge the Lions Club who ran a breakfast at the end of week 2. Once a month they will be on site with their newly refurbished catering van to provide a warm breakfast for students (and a few staff too!), as well as a number of programs the school will be working with Lions on in the future.

By the end of week 2, submissions for potential logo and branding designs have closed. Thank you to those staff, students and even some families who provided a range of feedback, concepts and design ideas for consideration. The next part of the process is to share some final designs for feedback, before working with a graphic or lead designer to work on the final product. Survey feedback is still inconclusive around potential name changes, so I will keep asking the question of the Penola High School community to ensure we make the right and best decision around logo, branding and identity moving forward.

Lastly, I want to acknowledge some staffing for Term 3. Olivia Jaeschke has returned to us after a term at Lucindale; Jessie Cope has returned from maternity leave and is working in setting up our well-being classroom and support space; Jaz Brain has

obtained Special Authority to Teach status and is taking on working with the Year 8 and 9 English/HASS classes; Lance Pedlow has joined us for 3 days a week teaching across a number of subjects and gaps in our timetable; Tim Finch has added some time in the Tech and Agriculture spaces to support learning; and we welcome Sophie Charlton who has joined the staff as an SSO supporting students in classrooms.

Kind regards



## Welcome - Sophie Charlton

*Sophie Charlton*

Penola High School would like to welcome Sophie Charlton to our wonderful educational community. Sophie is currently studying a Bachelor of Primary Education (Honours) at the University of Adelaide. Sophie will be working in classroom support.



### Role

Student Services Officer - Classroom Support

### What are you looking forward to most in your role?

I'm most looking forward to being able to work with kids and support their learning. I want to become a Primary School Teacher and being in this role is hopefully going to give me a great insight as to how to become a great teacher!

### What is your best memory from your own school days?

When I was at school my favourite time of the year was always book-week. I loved dressing up as a character and celebrating all the wonderful things about books and reading throughout the week.

### What are you passionate about and why?

I'm passionate about teaching and helping young kids grow and be successful. I'm excited to be able to support students to grow into genuine, passionate and driven young adults throughout the years. If I wasn't to say I was passionate about teaching, I'd have to say I was passionate about music and the arts. I love singing and playing piano, as well as painting, drawing, and creating things. It's so therapeutic!

### If you were Prime Minister for a day, what would you do?

I've honestly never really considered this question. I'd likely give more funding to the public school system so there was more room for support surrounding these students.

### What is the one word which best describes you?

Bubbly. All of my friends know that when they see me I'm likely to be bright and enthusiastic with heaps of energy!

## Immersion Days - Construction

*Kathleen Phillips*

Over the last 3 days, Year 10 students have had the opportunity to take part in a Construction Immersion Week at TafeSA in Mount Gambier. Students participated in activities such as building frames, bricklaying, and tiling. Students will also complete the White Card training, which is a mandatory requirement for anyone working in the construction industry in Australia.

This hands-on learning opportunity can be incredibly valuable for students as they explore potential career paths and gain practical skills. With the experience of studying at TafeSA giving the students a greater understanding of Flexible Industry Pathway courses for Year 11.



# Open Basketball

Matt Strother

Last week, Keith hosted an exhilarating Open Boys and Girls Basketball competition that had everyone on the edge of their seats. While the girls' team might not have secured a victory, they displayed incredible spirit. Kiara Epiha stunned the crowd with an impressive three-pointer, showcasing her shooting prowess. Not to be outdone, Olivia Berkin and Reese Balshaw added to the scoreboard, leaving a lasting impression.



The boys' team delivered an electrifying performance, clinching their first victory with an array of talented goal scorers. From precision shooting to expert teamwork, their diverse skills shone brightly. As the crowd roared with every basket, the boys' team proved that dedication and hard work pay off, however, the boys finished the day with tough competition, but were unable to secure victory. Thank you to Josh Pearce and Chloe Clayfield, our Physical Education staff for organising the day, and our families for supporting the early start to the day.



# Let's look at...Year 9 English

Jasmine Brain



This Term Year 9's have been practising creative writing. One task included 'constrained writing' - to write a short story without the letter 'e.' Students were only given 10 minutes to do this.

I grasp Otto, my dog, as I stand up. I look around to find a way out of this burning building. I run towards my door as I try to snatch Simba, my cat who is still from horror. I ran down old stairs with my cat and dog in my arms. Shouting fills my conscious as I watch the building burn with us still in it. My cat and dog squirm in my hands as I run through rooms looking for a way out. It isn't until black surrounds us that I fall down towards my living room.

- Nellie Lear

You an amazing school instructor. I am happy to start this part of school with you. You an astonishing dignitary. I can't wait to find out what you can do with our class and Year 8 class. Can you bring your dog to school? Your dog is charming and your dog would land many pats.

- Mia Gartner

Last night I got in a lion's mouth with Quandarius. During this, I and Quandarius did many things such as go to William's. William was not at Williams so I and Quandarius took all of his light bulbs in his crib so it was dark. I and Quandarius could not go away from Williams as it was too dark to find the doorknob, I was stuck in Williams crib. Wyatt was at Williams crib too. Wyatt was with Jaq. After Jaq and Wyatt had sat on a scooter and found a door with a doorknob, Wyatt put his hand on the doorknob and swung the door right. Wyatt found a tortilla and stood still.

- Bodhi Lear

Killing an Arthropod  
'BOOM' 'CRASH' 'BANG' I crouch down  
As I'm hitting that old floor  
With my old thong  
Killing that old arthropod  
Oh no  
No arthropods.

- Alexis Pollard

# Principal Appreciation Day

Sarah Walker

Penola High School celebrated PRINCIPAL APPRECIATE DAY on Wednesday, with a assembly where a insightful and humorous video was shown, with students sharing their views and thoughts on our wondrous leader.

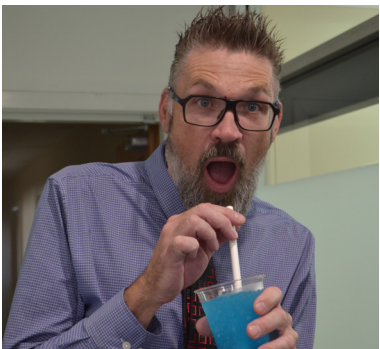
Penola High School has been very fortunate to have a principal whose leadership, dedication, and commitment to providing a high level of education for our students has been clearly evident.

Since Steve’s arrival at Penola High School, his unwavering determination to make a positive impact and consistently stand up for what is in the best interests of our school, has ensured our students receive the best education possible.

His well-developed sense of humour and active engagement with the school community do not go unnoticed, with his ability to connect with students, staff, and parents alike creating a welcoming and supportive environment.

While his official title may be “PRINCIPAL,” it’s clear to us that he embodies the spirit of being “ABSOLUTELY AWESOME” in every way.

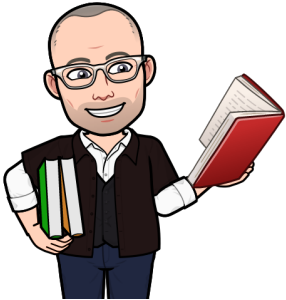
Thank you, “Steve, Mr Carli-Seebohm, Mr C-S”, for being an outstanding leader, mentor, and friend to us all.



# Welcome - Lance Pedlow

Lance Pedlow

Penola High School would like to welcome Lance Pedlow to Penola High School. Coming into education later in life, 2023 has seen Lance work in a combination of relief teaching and contract roles in schools across the Limestone Coast. After completing relief work at Penola High School in Term 2, Lance was offered the opportunity to become a part-time teacher which, he readily accepted. Lance is looking forward to getting to know everyone better and becoming a part of the Penola community. Lance will be teaching Art and Physical Education for the remainder of the school year.



**Role**  
Teacher - Art and Physical Education

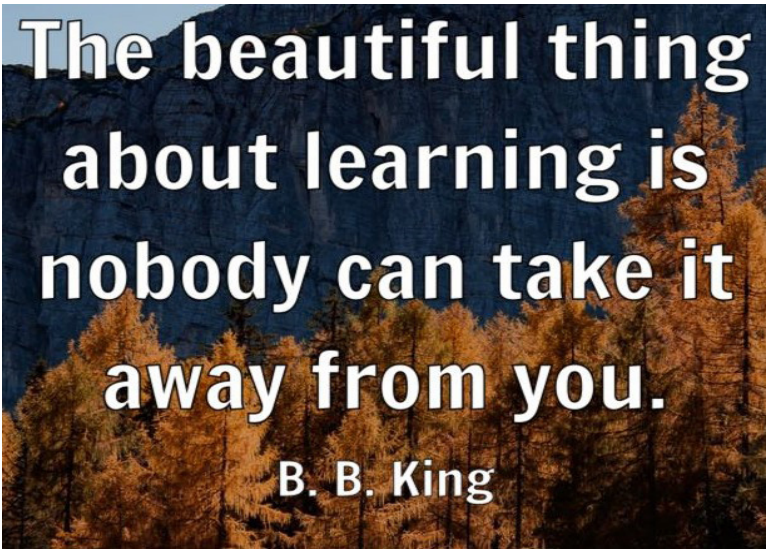
**What are you looking forward to most in your role?**  
Getting to know the community at Penola High School.

**What is your best memory from your own school days?**  
Having had four teachers in my own school life that I was lucky enough to be taught by, with all four very passionate, caring and knowledgeable about their subjects. Qualities I try to live by.

**What are you passionate about and why?**  
Every individual has the right to a quality education.

**If you were Prime Minister for a day, what would you do?**  
Combine all state education curriculums into one national curriculum.

**What is the one word which best describes you?**  
Adaptable



# Lions Club Bacon & Egg Brekkie

Sarah Walker

Penola High School students and staff were treated to a delicious breakfast last Friday, despite the cold and wintry weather. The Penola Lions Club's generous donation of bacon and egg sandwiches and juice, provided a fulfilling start to the day.

The contribution of the Lions Club is highly appreciated, and it we are very fortunate that they are committed to supporting our school community.

With the breakfast a huge success, students can look forward to more breakfast donation by the Penola Lions Club in the near future.



# Let's look at...Senior Maths and Science

Mike Hentschke

Year 12 Maths students have complete excellent test results for Modelling Strategies, and are well underway in the Finance topic. Year 11s have investigated key values in Statistics as well as commencing working with Vectors.

Year 10s have completed the algebra section for the year and have begun working with triangles in Geometry, investigating congruence and similarity. Meanwhile, the Year 9s are working on an extended project to design drink containers of varied sizes to reduce the materials required. The final component of the task is to design the carton to package their cans.

The Chemistry class has studied the forces that hold molecules together as well as the naming and structure of organic and hydrocarbon compounds. The Year 10 Science students has confirmed the road safety messages of the *Wipe off 5* campaign, showing the final speed of motorists that exceed the speed limit. They also completed the Physics racetrack to determine a lap speed of a car as it races around the racetrack.

# Wilson's Contracting Thank You

Cory O'Connor

Penola High School would like to thank Wilson Contracting for their assistance in helping rebuild and re-energise the agricultural block.

Wilson Contracting kindly donated their time by driving in fence posts to form a new laneway, which will allow for easier and efficient movement of stock to new yards.

This external support ensures that our school can continue to offer educational studies and experiences in areas such as Agriculture to all year levels.



# Let's look at...Year 7 Science

Mike Hentschke

'ity' - expressing state, condition or quality.

Year 7 students continued their learning in Earth Science by unpacking the words *porosity* and *permeability*. To do this they looked at the suffix 'ity' to understand its meaning. Porosity means to be in the state of being porous, and permeability is the state of being permeable. Porosity is the space or holes which liquid or air may pass and permeability is allowing liquid or gas to move through. To explore this concept, the Year 7 students were given three different types of chocolate, Cadbury Dairy Milk, Kit-Kat and Cadbury Bubbly. They bit the ends off and tried to suck the milk through the chocolate. If the milk came through, the chocolate could be permeable or have high porosity. Check out some of the photos...



# Let's look at...Year 11 Independent Living

Josh Pearce

The Stage 1 Independent Living were recently set a task to plan, prepare and evaluate a nutritious meal, using everyday skills, that they will need in the future, when they move out of home and live independently. They will host a three-course lunch party with 4 guests of their choosing. Planning included working out weekly meals and placing affordable food orders. Students learnt that a budget meal plan (students were given \$30 each), does not necessarily deprive you of the food that you love (no vegetarian options for Cory O'Connor).

Not only have they been developing life skills, students have been able to showcase their creativity in the kitchen. Maddison Mitchell and Dianne Wilson recently held their Mexican-themed presentation, adding a fun and flavourful twist to lunch.



## Let's look at...Year 9/10 Agriculture

*Cory O'Connor*

As the warm embrace of the sun lingers a little longer each day, we are thrilled to share some delightful news from our school's very own chicken coop. Our resident chickens have taken it upon themselves to step up their game and have begun delivering us a bountiful harvest of beautiful, farm-fresh eggs. Thanks to the great care of our Year 9/10 students, our resident chickens are now laying eggs – lots of them! We're getting nearly 10 eggs every day.

Since we have more eggs than our Home Economics class can use, we're selling them for \$5 a dozen. It's a fantastic deal for fresh, local eggs. Plus, your purchase supports our students' efforts and the upkeep of the coop. To purchase eggs please contact the school to order.



## Olympics Unleashed

Nicholas Timmings will be visiting Penola High School Year 7-9 students on Wednesday 16 August 2023 as part of Olympics Unleashed.

Olympics Unleashed connects athletes with schools across the country to inspire students to find and follow their passion and provide lessons in goal setting, overcoming challenges and developing resilience.

The students will learn from Nicholas Timmings's Olympic journey of how to build resilience, the importance of setting goals and how to find what you are passionate about.



## Let's look at...Year 12 Food & Hospitality

*Olivia Jaeschke*

The Year 12 Food & Hospitality students are currently studying the topic of cake trends, allowing them to practise cake decorating and styling techniques. Students have been researching different trends over the past 10 years, and have drawn a design from this knowledge.

Students will then cook and create their cake design over the coming weeks, which will then be presented to peers and staff for feedback. Students designs will be based on the below:

*Blake Perry* has been looking at the pull apart cupcake trend, working to get the correct blue colour of butter cream for cookie monster cupcakes.

*Emily Koenig* has researched the popular gender reveal cake trend, and has practised piping and butter cream recipes. She will create a "what will it be?" cake with fondant bees. *Chloe Cutchie* has been investigating many trending techniques, and will be designing a wedding cake based on a gold, black and white theme.

*Ryan Jones* is looking at the trend in chocolate bar and biscuit inspired cupcake trends. He has been looking at piping techniques and flavours for a Oreo and Aero cupcakes.

For updates on the students cakes watch the school Facebook page and newsletters.

## TAFE SA Open Day

*Kathleen Phillips*

On Tuesday 1 August 2023, Year 10 students attended the TAFE SA Open Day at the Mount Gambier campus. Students took part in a range of activities from construction, electrotechnology, automotive, early childhood, retail and hospitality. Students did a range of hands on activities as well as hearing from lecturers about the different courses available for them to study at TAFE SA.

Attending activities such as these help to support students understand their post school career options and the requirements that are needed, as well as helping them to decide if they want to study a Flexible Industry Pathway (FIP) in Year 11.



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## Let's look at...Year 8 Design & Technology

Andi Zerk

This term, the Year 8 Design & Technology class have started working on combining their skills from Semester 1.

They have started to process of drawing their chose wooden toy vehicle to scale, using measurement in 'mm' and an understanding that these need to be correct.

This will allow them to use a variety of machine tools and gain the safety requirements for each one. We are very fortunate to have Tim Finch working with us during our class lessons. Allowing us to gain knowledge and skills.



## Let's look at...Year 7 Global Perspectives

Rikki Helps

This term, Year 7 students have started 'Reader's Theatre' to support building fluency in reading. Each week students work in groups to rehearse, reading a script focusing on prosody (how we use rhythm and expression in speaking).

Through repeated readings, students build fluency as the focus shifts from recognising what they are reading to how they are reading. At the end of the week students perform their script. However, there's a difference to performing a Reader's Theatre script, with the performance being reliant on listening instead of watching! Each group performs their script from behind the curtain with the audience listening closely to enjoy the show.



## Kiara's Column - What's the Buzz?

Kiara Price

Since the middle of Term 2 this year, I have assisted Penola High School in running a social skills program called What's the Buzz? For Teenagers for a small group of a couple of our Year 7 and 8 girls.

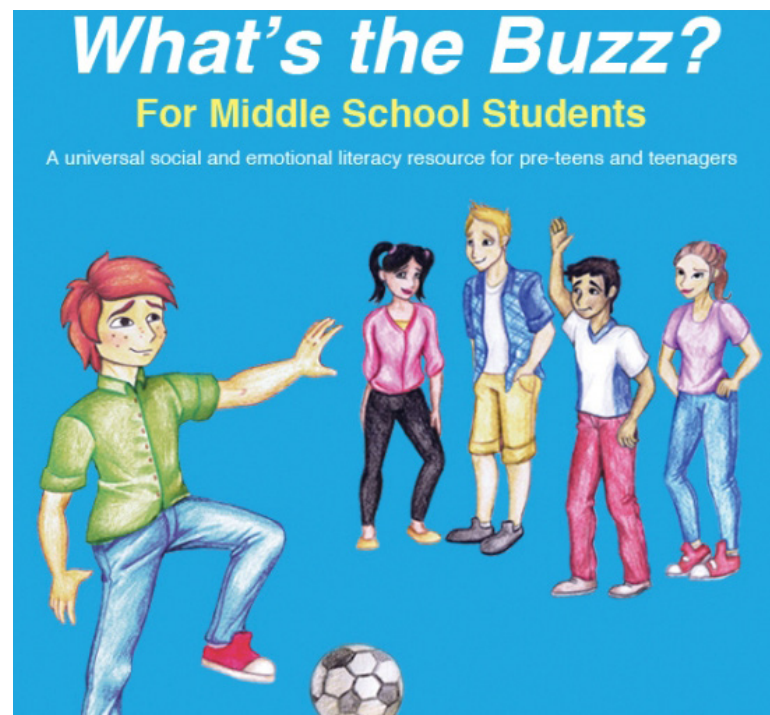
We are now about half way through the What's the Buzz program, which follows the life of fictional character, Archie, right from primary school age to the start of senior school. The teenage edition of the program has taken our current students involved through the following topics:

- The ins and outs of friendship
- What is a friend?
- Getting attention
- Wellbeing and Social Media
- Empathy
- Resilience
- Dealing with Disappointment (Loss and Grief)

Topics still yet to be covered are handling anxiety, responding to dominant behaviours, being hurt/trolled or abused online, maintaining friendships (feedback and compliments), effective listening, competition (winning and losing), charity (acts of kindness), perseverance and self-identity.

With young teens facing a continually changing and complex social world which not only involves face-to-face action, but also online and social media interaction, What's the Buzz? For Teenagers is a practical and relevant program designed to explicitly teach young people aged 12 to 15 years, the skills to maintain healthy relationships and good emotional health.

If you would like to know more about the program or think your child could benefit, you can contact the school and a summary of each lesson and its key social principle can be found at the What's the Buzz? website.



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## Let's look at...Year 9/10 Food Technology

Andi Zerk

Students are currently investigating yeast and how it is used in food, with them working in pairs to create Herman the Friendly Cake.

Herman is a sour dough that needs to be taken care of, and fed, for 15 days. Herman is then split and shared with friends and cooked, and then the process is continued again. Students will add ingredients such as eggs, apples, cinnamon, nuts dried fruit, sugar, carrots or coconut just to name a few - creating their own personal sour dough cake.



## UniSA Visit

Sarah Walker

Tracey Watson from UniSA recently gave a presentation to Year 12 students that covered various aspects of studying and making career decisions, including information about the application and admissions process, entry requirements, support services, and accommodation.

Year 10 students were also introduced the concept of university study and important factors to consider when contemplating tertiary education.

We are very fortunate that we have presenters visit our school to help support our students in making future informed decisions about university life.



## Let's look at...Physical Education

Josh Pearce



To coincide with one of their major assessments of the semester, the Stage 1 and Stage 2 Physical Education class are putting on their teacher caps and taking the Year 7s through a unit of volleyball. Last week, the class of 5 gathered their data and took anecdotal notes on what stage of skill learning their younger peers were at. With this information, they are creating a unit that will see them develop from learners at the cognitive stage of skill development into the associative stage.

At this level, the students will understand the necessary skills and rely not only on the coaching points of the Year 12s, but also on their own internal feedback and self-organisation to improve the successfulness of their game. Lochy Neale and Ryan Jones have been assigned the roles of technical coaches, giving the Year 7s the necessary steps to execute the dig, set and spike with accuracy. Olivia Berkin and Toby Zerk will use their tactical prowess to take the class from a group of statues, to a team that moves across the court and communicates effectively. Meanwhile, Reese Balshaw has placed a focus on motivation with the emphasis on all students enjoying their successes.

Stay tuned to hear about the success of the future First VI Penola High School volleyball team.



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# Maths Quiz Night

Michael Hentschke

Penola High School hosted the Annual MASA Quiz Night last on Wednesday 9 August 2023, hosting teams from Lucindale Area School, Mount Gambier High School, Tenison Woods College, Saint Martins Lutheran College, as well as teams from our own school.

Again, it was a successful night with students engaging in the questions in both the mathematics and general knowledge sections. There were 3 sections in the quiz for seniors (Year 11-12), intermediate (Year 9 & 10) and juniors (Year 7 & 8). The results for the evening were:

## Junior

- Best Overall Team - Saint Martin's Lutheran College
  - Best Mathematics Team - Tenison Woods College
  - Best General Knowledge Team - Penola High School
- (Maggie Bell, Emmity McElroy, Madison Ellery, Jacob Howlett)

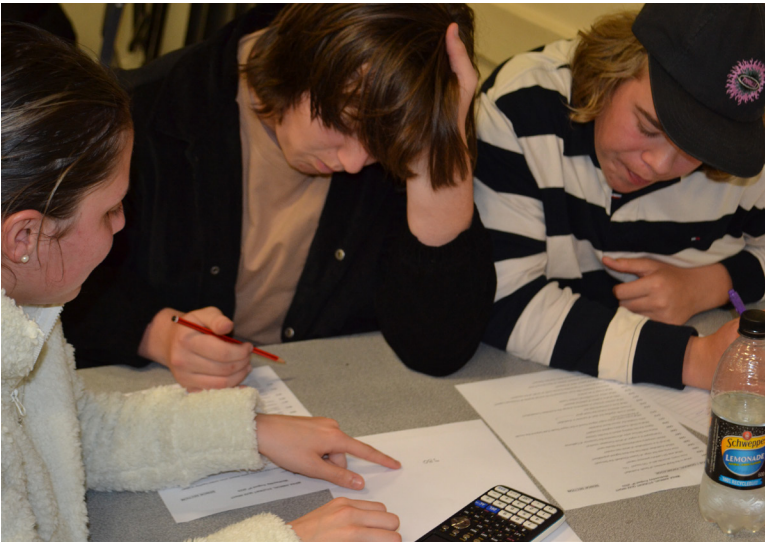
## Intermediate

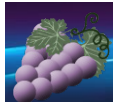
- Best Overall Team - Mount Gambier High School
  - Best Mathematics Team - Saint Martin's Lutheran College
  - Best General Knowledge Team - Penola High School
- (Haylee Moulton, Bodhi Lear, Mia Gartner, Nellie Lear)

## Senior

- Best Overall Team - Mount Gambier High School
  - Best Mathematics Team - Tenison Woods College
  - Best General Knowledge Team - Penola High School
- (Ben Hutchesson, Ryan Jones, Olivia Berkin, Lochy Neale)

Congratulations to all the winners and also to the other students from our school who participated on the night. Special thanks to Silvana Stephens for her help in setting up the night, including the hall, and making sure all the questions and answer sheets were ready for the night. Thanks also to all the teachers who provided supervision on the night and assisted with the marking of the student responses.





## ATTENDANCE SPOTLIGHT AT PENOLA HIGH SCHOOL

In the last newsletter we outlined some information about the impact of attendance on school. We are currently doing a fortnightly spotlight on attendance and staff will be following up on unexplained absences. We are focused at the moment on students who are setting patterns of non-attendance so that we can support them in getting to school and maximising their success.

Currently our whole school attendance rate is around 82%. A student whose **attendance is between 80% – 84% for a term are missing around 2 full weeks of school per term**. This could look like one day per week or a couple of days a fortnight but over a semester it equates to a month worth of school. A child missing this much schooling consistently from year 7 will miss up to **4.5 terms** or 47 weeks of schooling by the end of Year 12.

Regular school attendance ensures that students are not missing key information and creating gaps in their knowledge and skills. School also paves the way for better career prospects and sets habits for the future. The knowledge they gain and the skills they develop in school, will be the springboard for higher education or vocational training.

We know that things do not always work out and that things happen which impact attendance. We want to help make sure that each student is being successful. If you are struggling to get your student to school, please make an appointment today, to have a conversation about our child's attendance.

### WHAT YOU CAN DO EACH DAY TO HELP IMPROVE YOUR STUDENT'S ATTENDANCE

- Set a regular bedtime and morning routine.
- Lay out clothes and pack backpacks the night before.
- Develop backup plans for getting to school if something comes up. Call on a family member, a neighbour or another parent.
- Try to schedule non-Covid-19 related medical appointments and extended trips when school isn't in session.
- If your child seems anxious about going to school, talk to teachers, home group teachers and school leaders for advice on how to make your child feel comfortable and excited about learning.
- If your child must stay home due to illness or quarantine, ask the teacher for resources and ideas to continue learning at home. All PHS teachers use Google classroom and we can make resources available in this way.

However, there are other services you can engage with for help too. For issues from **struggling to get out of bed in the morning, regularly wanting to sign out of school and friendship breakdowns to lack of motivation, anxiety and health concerns**, these services are there to assist too!

<b>Lifeline</b> 13 11 14	<b>Kids Help Line</b> 1800 55 1800	<b>Parents Help Line</b> 1300 364 100
<b>Beyond Blue</b> 1300 224 636	<b>Headspace Mount Gambier</b> 8725 0443	<b>Relationships Australia</b> 8582 4122

Thank you

Hillary Trotter  
Deputy Principal



# READ GROW Inspire



PENOLA  
HIGH  
SCHOOL

## WEEKLY

- Craft activities at lunch.
- Author visits and virtual workshops.

## WEDNESDAY 23 AUGUST 2023

- Book Week parade and awards.
- Morning tea.

## FRIDAY 25 AUGUST 2023

- PJ day.
- Movie/TV show viewing at lunch (+ popcorn)

# Reuben Goldsworthy

The Penola High School community was very saddened to hear of the recent passing of Reuben Goldsworthy. Reuben was the first Principal at Penola High School when it was first opened in 1962, and he remained in this role until the end of 1964. Reuben Goldsworthy is still very much a part of Penola High School with an end of year Presentation Night award bearing his name. The Reuben Goldsworthy Award is presented to the Year 12 student with the highest (university aggregate) score in the preceding year.

Please see a summary of Reuben's life and work at Penola.

11 November 2017

Ms. Winsley Wighton,  
Penola High School,  
Penola SA.

Dear Ms. Wighton,

Mr. Windsor has asked me on your behalf to provide a short summary of my life and work at Penola, to which I am happy to respond.

I was appointed to the school in 1962 after having served as a Special Senior Master at Unley High School, but was surprised when, instead of going to an established school, the appointment was to a completely new one. The former Penola Area School was to be divided. Moreover, I was told that there was no high school building: the secondary students were to remain on the area school site until a new school was built.

Thus at the outset the buildings occupied by the then new high school students and by the staff were among those of the former area school. When they had been erected, they were intended to be temporary. School buildings had to be provided in a hurry soon after World War II, when migrants arrived in droves. The answer for the Education Department was to erect portable wooden buildings, but, as in many other schools, these portable buildings at Penola had not been replaced.

When I arrived in Penola with my wife and our three children, we soon found the house we were to occupy. It was a wooden shingle Housing Trust home in Casterton Road. Our first sight of this was not auspicious, with our attention immediately drawn to the fact that it was on a large block covered with tall dry grass, except for the front area and the driveway at the side of the house. We soon discovered that this had been mown by a friend, Don Redman, of Coonawarra. Further the house obviously needed painting.

This initial surprise was followed by shock when we entered the house. The electricity supply was not connected: the wood stove did not work: the rooms needed painting: and the rain and bore water tanks had been disconnected. This last meant that we had no drinking water and the toilet could not be flushed. Fortunately the Redman family helped by providing us with an evening meal, and we spent the night in a motel.

As soon as possible I contacted the local electricity supplier and he responded quickly. I then made arrangements for some local tradesmen to fix some of the problems. Then the Public Buildings Department was notified, and men from the Mount Gambier Branch were soon sent and were able to rectify most of the problems. Fortunately my wife had a two-burner kerosene stove and was able to prepare some hot food. Later the house was painted.

Although these experiences were not favourable, the rest of our time in Penola was enjoyable.

The new high school staff comprised four of the area school teachers, with the rest new to Penola. Most were young and inexperienced, but they proved to be enthusiastic and capable. In addition there was an experienced teacher, Harry Nimmo, who had just arrived from Scotland with his family, and he proved to be an excellent staff member and a tower of strength.

In those days there were school funds, just as there are today, but in real money terms they were insignificant. Initially the P.H.S. school fund was started with a contribution from the Education Department of £100 (100 pounds), a very small sum. In addition, the High School Principals Association provided an additional £50.

An interim School Council was soon appointed, and not long afterwards one which complied with the full requirements of the Education Act was established. A Parents and Friends Association was also soon formed. The first official president of the Council was Mr. James (Jim) Hancock, the

then manager of the Penola forest, and he and his family lived at Nangwarry. The president of the P. and F. Association was Mrs. Joan Butler, the wife of George, one of the many post-war graziers who had settled in the district. Both of these people were superb leaders, which is worth remembering

The new building was not due for completion until the middle of the following year, but there would not be much more on site than the building, a few bituminised paths and a similarly paved quadrangle. Hence a considerable sum of money would be needed for development of the school grounds. It would also be necessary to build a canteen, given that the school was no longer close to the shops.

The members of the P. and F. Association were keen for the students to wear a uniform, and after exchanges with the retail firm John Martins in Adelaide, a final decision was made on the design of the uniform. Hence within a relatively short time the students were wearing these new outfits, and I thought proudly. Certainly the parents were satisfied.

Much needed to be done after the occupation of the new premises. In addition to the building itself, there were only a few bitumen paths and a similarly paved quadrangle. Hence there was much else to be provided, most of it by way of developing the school grounds, which included the provision of tennis and netball courts, and the planting of the sports field. This latter task had to be accompanied by the sinking of a bore to provide water for the field during dry weather.

The parent bodies also decided that it would be desirable to build a canteen, because the school was not close to the shops. Further, the purchase of more library books was highly desirable.

One estimate of the cost of all these provisions was that it would be close to £2,000, a huge sum in those days.

To assist in covering the cost of these ground developments, the School Council decided to call for donations. However, I was sceptical about the likely outcome, and as it turned out the response was abysmal. I therefore suggested that a 'continental' be held. The Council had never heard of such an event, and apparently neither had anyone else living in the district. However, I had lived in a country town where at least one such continental had been held, and I knew of others. As a matter of fact one had been held only a year or so before to raise money for the Bordertown High School, where a friend of mine was the headmaster.

These functions were normally held on a Friday evening on the local sporting area. Entertainment was provided by way of athletic events and other competitions and displays. Then there were stalls where goods of many kinds were sold. The items sold might include such things as cakes, flowers, handicrafts, artwork, sweets, ice cream, and second hand books. Often there was a raffle.

Two such continentals were held before the new school was completed. I cannot remember the amount raised in total, but it must have been close to the estimated sum. The success of these continentals was such that the Council and the P. And F. Association decided to hold another in the following year.

The new building was ready for occupation in midyear 1963, and it was an exciting time for all concerned - students, parents, staff, and no doubt many others in the community.

Naturally I was quite excited too. Further, I was surprised and delighted that an assembly hall had been provided, given that this had never been done before as far as I knew. It turned out later that the then Superintendent of High Schools, Mr. C. A. Richards, a very shrewd and forward looking man, had used the term 'Shelter Shed' on the building plan instead of 'Hall', which would not have been approved. Some shed!

Nearly all of the work of ground development was done by volunteers, with most of it achieved by way of working bees as they were then known. Most of the members of these groups were also members of the School Council, and naturally I was part of each team.

The first grounds development project was the establishment of a garden area in front of the school building. A lawn was planted and concrete edges added. Trees and shrubs were also planted, and other trees and shrubs were planted in selected areas.

At the end of 1964, my third year as headmaster, most of the work of development had been completed, and a contract had been let for the construction of tennis and netball courts.

My working life after that would be much easier - I had been on a steep learning curve, and was anticipating a more relaxed life. Moreover, a new residence for the headmaster and his family had just been completed and was ready for occupation.

In this year, the new students were the first who had not been area school students, and they were in two classes, with the subjects taken by the students in one class matching the normal general high school curriculum slightly more than those in the other. The more advanced students in most high schools at that time were required to take a language other than English, and this was usually Latin or French, and in the big schools in Adelaide both were on offer. The subjects taken in the other class were slightly more vocationally oriented.

In the end, many of those who had taken the general course and stayed at the school for four years went on to tertiary education and then embarked on professional careers.

Also by the end of 1974, a new house for the headmaster and his family had been completed, and was ready for occupation. However, in the event the Goldsworthy family did not become the first occupants. One week before the end of the long vacation, the Superintendent of High Schools, by that time Mr. K. E. Barter, informed me that I was to be transferred to Kadina High School. Naturally I was pleased, since this was a promotion. But there was only a week left before the start of the next school year, which meant that we had little time to accomplish what had to be done. Further, there was not much time to notify friends, let alone others, and no doubt many local people did not become aware of the move before we left.

As it turned out, our furniture and other goods were not delivered to Kadina until two days before the start of school. I had little time to talk to my predecessor, but, since Kadina High was a long-established school, and I was confident that life for the new headmaster would be relatively easy. Naturally my experience in Penola stood me in good stead.

I was succeeded at Penola by Mr. John Cusack, a well known teacher of chemistry, and a co-author of a book on the teaching of science.

It may well be that what I have written in more than you expected, but I have enjoyed the exercise and you are welcome to use the material as you please.

Sincerely, .

Reuben Goldsworthy

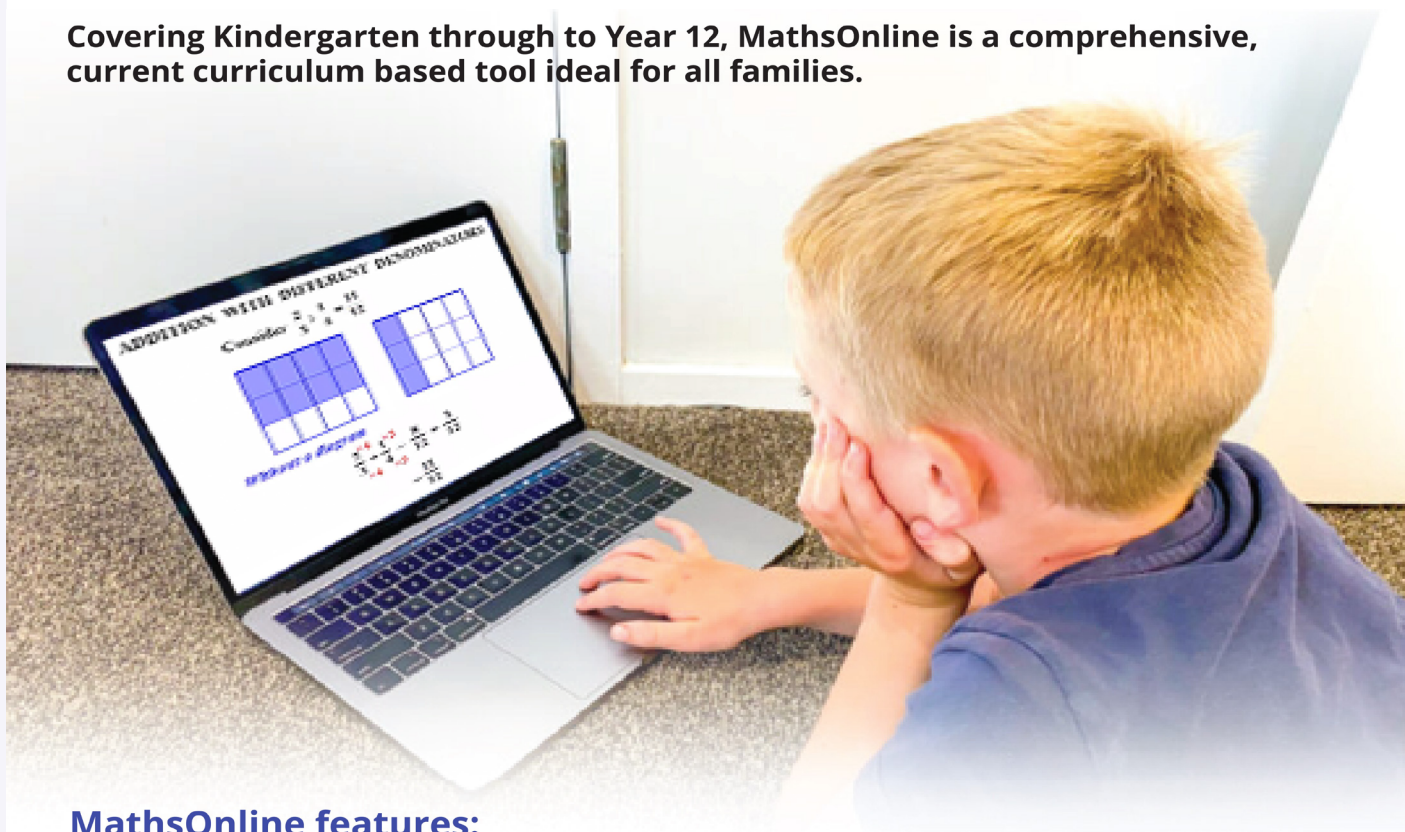


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