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Important Dates

Monday 6 November 2023

- Melbourne Cup Dress Up Day
- Year 12 General Maths Exam

Wednesday 8 November 2023

- MIND Program - Year 9
- Year 12 Essential Maths Exam

Friday 10 November 2023

- Year 12 Biology Exam

Mon 13 Nov-Fri 17 Nov 2023

- PE Week

Tuesday 14 November 2023

- Festival of Sport - Year 7/8
- Lawn Bowls
- Youth Opportunities - Year 10
- Walk & Talk athon

Friday 17 November 2023

- Festival of Sport - Year 9/10

Principal's Report

Steve Carli-Seeböhm



"No one will remember the specifics of what you say. What they will remember, is the specifics of how you make them feel"

Recently, our nation went to the polls on a referendum topic that had people with opposing views and opinions. Whilst I have my own view point on this topic, this forum is neither appropriate or timely to share where my beliefs and opinions sit. What I do want to share with you all is a reflection from the process.

I let my passion and opinions get the better of me at the voting booth, and I engaged in a number of heated and escalated arguments, which while providing a level of entertainment post-referendum, the key take away was that personally, I felt I was a bit of a hypocrite.

One of my main messages and beliefs has been, that for quite some time, we, and I mean the we as in a collective of society, have lost the art of the conversation. I often speak to students and teachers around the need to being able to speak with and to each other. This may even be around topics that can be conflicted, however, with the set purpose of trying to better educate ourselves around perspective. Our goal, should always be that we are able to come together, and discuss and hold conversation around any topic. If landing on different perspectives be looking to either learn something new; educate someone else; or even come to the peaceful declaration that we will accept the grounds of agree to disagree.

More often than not, our interactions with others, especially within the social media landscape as a key example, is all about shouting louder than others, drowning out opinions, and deeming someone wrong and someone else right. How does this scenario help any of us come together through respect? How does it help us learn about the world we interact and engage with? It simply doesn't.

Coming back to my example, I ended up in a space where it became who was making more noise, at the louder volume, with no levels of respect, listening, or an attempt to understand an opposing point of view from any party involved - of which I was just as guilty as the others.

My master plan, my educational grand vision if you will, has always been to bring back the art of the conversation. The ability to discuss and converse, on any topic, with an open mind and in a safe and respectful manner, so we grow our collective understanding of the perspectives that are woven within the fabric of our community.

Have a fantastic Term 4!

Kind regards

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Penola High School

cordially invites you to the

62nd Presentation Night

Monday 11 December 2023
6:45pm for a 7:00pm start

Please RSVP to Penola High School on 8737 0000 by Wednesday 6 December 2023

Deputy Principal's Report

Hillary Trotter

Term 4 is always a very emotionally charged term for me and for many of our teachers of senior students. We experience a unique mix of emotions when we think about, and work with, our graduating Year 12 students. It's been a whirlwind of a year packed with events and activities which we haven't been able to participate in over the past few years. It has been an honour to watch our Year 12 students evolve, grow, and mature into the people who are leaving us shortly.

Every year, the transition from Year 12 brings a bittersweet sentiment. While there's an undeniable excitement as they step into the vast world beyond our school gates, it also marks the end of a significant chapter. For some of us educators, it's like watching our own children spread their wings. One of the best things about working with students is reflecting on the stories about what they were like in Year 7 and 8. We often don't appreciate each stage as it is meant to be appreciated until the end. Each stage means growth, no matter how painful.

This year, the Year 12s have quietly found their way through the year. As I reflect on the year, I am surprised by how well they have navigated the year. I think we can truly say these students have been trained, during the pressures of the COVID years to navigate rough waters, and as a result have found Year 12 to be a year of calm and steady progress to their goals. We have had a few ripples and waves which have been managed easily and maturely, what else can be expected from those who have sailed through the last few years of stormy tumultuous times. (Sorry about the ship and water metaphors, the English teacher in me got carried away.)

Teaching is a commitment whose fruits sometimes take years to manifest. We might not witness the immediate effects of our labour, but there's nothing more fulfilling than seeing our students flourish in their respective fields, achieve milestones, and contribute positively to society. So, to the Year 12 Class of 2023, I bid you a heartfelt goodbye. Embrace the adventures ahead, and remember that you carry with you the best wishes of all of us here.

Here's to new beginnings, cherished memories, and boundless horizons!



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

Rikki Helps

Learning Intention (know):
Learning about other people's needs gives you an opportunity to design a solution that works for them

Business & Economics

Students have begun the \$20 Boss journey! Over the last few weeks, students have been learning about products and services - practicing empathising with an identified need, and creating solutions for this need.

Students worked in teams to build an observation tower, with consideration of people needs, such as Aboriginal and Torres Strait Islander perspectives, disability, language barriers, elderly and young people.

After conducting empathy interviews (talking with someone to understand their needs) students were challenged to design a wallet to help them have a positive relationship with money.

Next steps will see students extending empathy interviews out to the community to identify a need and create solutions.

Lets's look at...Year 11 Material Products

Andi Zerk

Year 11 students have been working on metal work skills, researching a variety of welders. They now have an understanding of how they work and what metals and products they are used for. Students also completed a skills test, which showed their ability to weld using a Mig welder. Students then went on to learn a variety of welding techniques, whilst creating a Rocket Stove, adjusting the gas to achieve solid welds. The Rocket Stove, is a form of cooking stove, and students have proved its worth, having tested these at home.

Students are currently working on their final products, which include a BBQ fire pit made of disc ploughs, a fire pit made from sheet metal, tripod BBQ plate and a redgum table top with metal legs



SANFL Umpiring Course

Josh Pearce

Earlier this term, 5 budding umpires took to McCorquindale Park to participate in an introduction to umpiring, run by the SANFL. Students started the day with some theory, where they discussed what decision they would pay in different situations. They learnt that umpires are a part of a team and develop skills such as resilience, confidence, and teamwork. The students then put into practise what they learnt by taking part in boundary, goal and field duty drills.

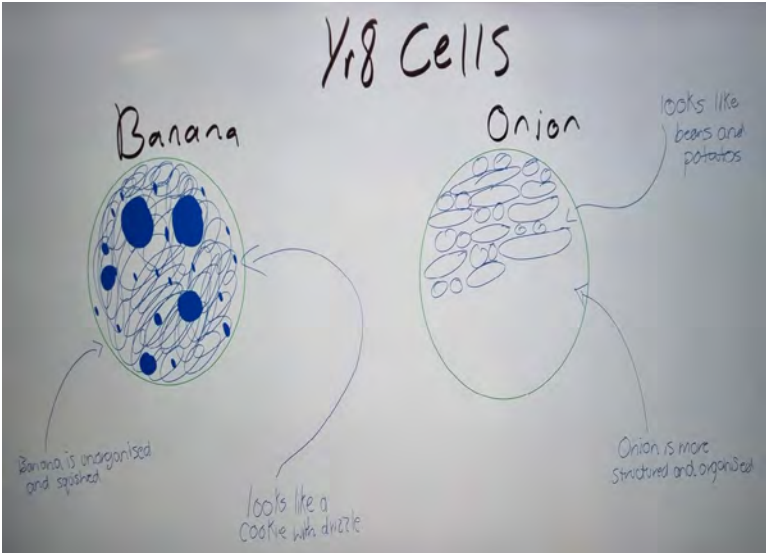


Let's look at...Year 8 Science

Matt Strother

Year 8 students are diving into the microscopic world of plant cells. They've mastered microscope use and made wet mount slides to study plant cells up close. They've also delved into pond water, discovering microorganisms. This hands-on exploration sparks curiosity and a love for science. Stay tuned for more exciting science adventures as we continue to uncover the secrets of plant and animal cells.

Please see the image below, drawn by Year 8 students, demonstrating what they saw under the microscope. It includes making connections between cells and what they can see without a microscope.



Let's look at...Year 9 Food & Nutrition

Andi Zerk

Students have recently started a task titled *What is Pastry?*, where they are learning to make different types of pastry, such as Puff, Shortcrust, and Choux. The purpose of the lesson is for the students to make a comparison between their pre-made pastries and products that can be purchased from supermarkets. Students will focus on factors such as the taste, texture, appearance, aroma and cost.

This week students had a practical lesson where they successfully made Cream Puffs, using Choux pastry. Lessons such as these are beneficial to the students as it helps them develop practical skills and an understanding of the techniques involved in pastry-making.



Lets's look at...Senior Maths and Chemistry

Mike Hentschke

Students in Years 7, 8 & 9/10 Arts have been working hard on producing podcasts featuring interviews with all three leadership staff at Penola High School. Presently interviews are taking place with students working in different roles. Some of the duties include project coordination, sound engineering, graphic design, interviewing, hosting and writing/editing.

Everyone is working hard to have these ready for publication soon, watch this space for more details



Zones of Regulation

Rikki Helps



Zones of Regulation is an approach adopted at Penola High School to support the development of self-regulation in young people. All the different ways young people feel and states of alertness are categorised into four coloured zones. Young people who are well regulated are able to be in the appropriate zone at the appropriate time.

In addition to addressing self-regulation, students are developing:

- vocabulary of emotional terms
- skills in reading other people's facial expressions
- perspective about how others see and react to their behaviour
- insight into events that trigger their behaviour
- calming and alerting strategies
- problem solving skills



Regulation is a skill we can teach and learn. Regulation is having the ability to adjust, manage or control our state of alertness, energy levels and emotions to achieve personal goals, meet the demands of a situation and gain a sense of wellbeing. Self-regulation is being able to independently manage feelings. Co-regulation is the process of connecting with someone for support in managing feelings.

As our skills develop, we become more skilled at self-regulation, but everyone co-regulates. Talking with a trusted person about a problem when we're frustrated or leaning on a loved one for a hug or pep talk when we're sad are examples of how we all need co-regulation with and from others for support.

Our ability to regulate our emotional, physical and energy states is critical for being able to work towards our goals. It plays a huge role in finding success in school and in life. Regulation is key to having fun, completing tasks, working effectively as a team, maintaining healthy and meaningful relationships, achieving academically or professionally, navigating community and having an overall sense of wellbeing.

Alex Miles

This interactive board assists students to recognise their strengths and provide them a small boost of positivity to glimmer their day. Research shows by actively challenging negative thoughts with positive affirmations we can rewire our brains to start scanning the world for more positivity. The act of paying it forward and writing a kind message for someone else provides students a sense of purpose and fulfilment, hopefully leading to a ripple effect of kindness and appreciation in our wider school community.



Elissa Hiotis

Stay tuned for some riveting reviews from our budding critics, and perhaps some insider tips on the must-try dishes at Vintage Cafe.



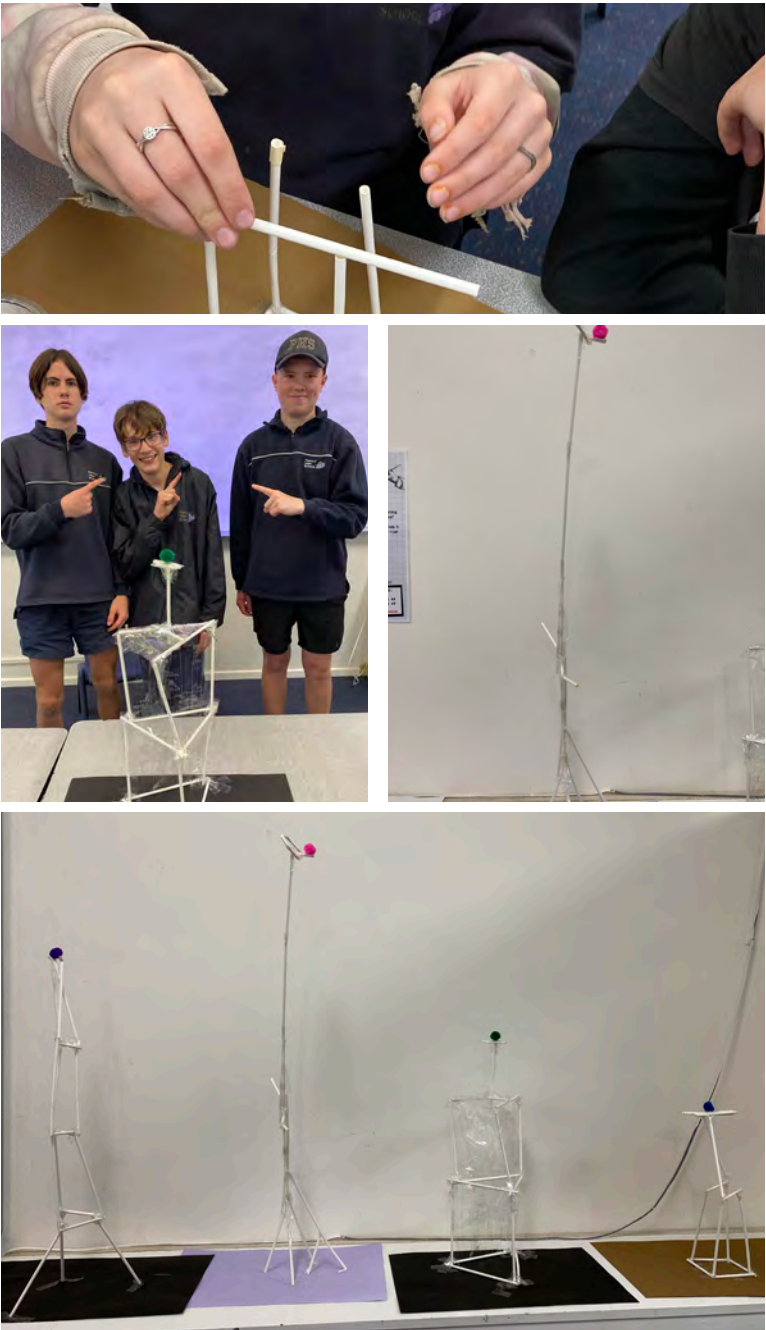
Thank You!

The Penola High School Governing Council would like to take this opportunity to thank all the families who volunteered their time manning the gates at the Penola Show. Your time and assistance is greatly appreciated.

Let's look at...Year 9 \$20 Boss

Jasmine Brain

Students in Year 9 have recently started the \$20 Boss Program. This is a funded entrepreneurial program that supports young people to create a product or service using \$20. Students have been working towards designing and creating a product for the Penola High School Market Fete to be held on Monday 11 December 2023. For their first design task, students were placed in groups and given 16 straws, sticky tape, a card base and one pompom. Their challenge was creating the tallest observation tower, with a pompom aloft on top (not held by any adhesive). Students had 3 minutes planning time, and 15 minutes building time. During this time, they practiced using Enterprise Skills such as Communication, Creativity and Innovation, Problem Solving, Teamwork, and Enthusiasm for Learning. At the final bell, Holly Dinnison, Kiara Epiha and Nellie Lear had created the tallest standing tower.



Lets's look at...Senior Maths and Chemistry

Mike Hentschke

Year 12 students have finalised their coursework in General maths and are now preparing for their final examination. Year 11 students are completing a folio task on Polynomials using graphing packages on their computers as well as discovering the complex topic that introduces calculus and differentiation. Chemistry students are completing practical investigations to determine the strengths of acids and bases using titration techniques. Year 10 Science have been investigating inheritance patterns with a case study on the inheritance of Tay Sachs disease. The final assessment included a personal reflection on their own choices if they were placed in the position of knowing their was a chance a child could be affected by the disease. This following an emotive discussion on the highs and lows associated with the decisions to have their own child.



Touch Football - Adelaide
Josh Pearce

On Wednesday, 16 students across Year 7 and 8 headed to Adelaide to compete in the Touch Football finals. It was a tough day, with the boys and girls teams playing 5 and 6 games respectively across the day. Many of the students were new to the sport and it was outstanding to see their growth throughout the day. Though we can't say that we are state champions, the foundations have now be set to be competitive in future years, with our next test, against Grant High School in Week 8.



Lets's look at...Agriculture
Cory O'Connor

In a remarkable display of talent and dedication, five of our exceptional students recently seized the opportunity to represent themselves at the Mount Gambier Show. The day began with an early morning start, as our students geared up for an unforgettable experience. Our enthusiastic students enthusiastically participated in both the handlers class and the breed class, showcasing their skills and knowledge in the world of dairy cow handling. Their hard work and commitment were truly commendable, making us proud of their achievements. We would like to extend our heartfelt gratitude to Mr Hentschke and his family for generously allowing our students this remarkable opportunity. Their support and mentorship have been instrumental in the success of our students at the show.

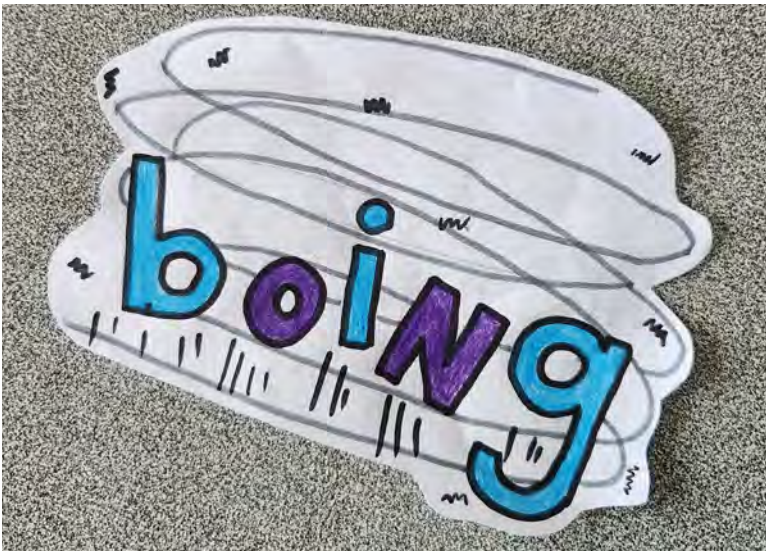


Let's look at...Year 7 Global Perspectives
Rikki Helps

Learning Intention (know):
Understanding how poetic devices are used can help us understand the purpose and audience of a poem.

English: Poetry

Students are looking into how poetic devices are used in poetry and song. Poetic devices are tools that poets use to create rhythm, enhance a poem's meaning, or intensify a mood or feeling. Onomatopoeias are an example of how language can be used to communicate sound. Here are some illustrations of some onomatopoeias.



Year 12 Last Day

The last day for Year 12 students for 2023 got off to a fine start with a breakfast feast at McCorquindale Park, overseen by Master Chef, Mike Hentschke. Students and teachers were treated to sausages, eggs, bacon, mushrooms and tomato, with a choice of juice or iced coffee to drink. Staff and students then returned to school, to welcome the rest of the student cohort into their 'innocent' muck up day mayhem.

After a quick cleanup up, the Year 12 students arrived back, smartly attired in school uniform, for their final assembly, run by Year 11 students, Arlie Shadbolt, Henry Williams, Cameron Braendler and Toby Zerk.

After the Acknowledgement of the Land was delivered, the assembly heard a farewell from Year 12 leader, Mike Hentschke, who reflected on the student's time at Penola High School and the varied opportunities that lie ahead of them, with Principal, Steve Carli-Seebohm, wishing the students well on their future journeys. Olivia Berkin and Lochy Neale read a final report as the 2023 SRC leaders, followed by Mason Moulton and Emily Koenig, who echoed their classes time whilst at Penola High School.

A slide show was prepared, which morphed students' photos from the time they were in Year 8 until now, with the Year 12 students also addressing their IT skills preparing a farewell video reflecting on activities over their time at Penola High School.

Mr Hentschke then conducted a final roll call, with students being presented with certificates of completion and cards.





Government of South Australia
Department for Education



PENOLA *Rodeo*

*Saturday 20 January 2024
4:00PM til 8:00PM*



Penola High Governing Council are asking for volunteers to assist, on the gate for the upcoming Penola & District Rodeo on Saturday 20 January 2024 for 1 hour shifts beginning at 4:00pm til 8:00pm as a fundraiser for YOUR child's school.

If you are able to assist please contact Penola High School on 8737 0000 or email dl.0931.info@schools.sa.edu.au

nurturing individual success

'talk-soon' program



**Monday,
Wednesday
& Friday**
**11.30am –
4.00pm**

**FREE service
for young
people aged
12-25**

The headspace Mount Gambier 'talk-soon' program provides young people access to same-day mental health support. This service delivers a single session therapy (SST) model and is available 3 days per-week.

Keep an eye out for appointment times on our facebook page.
Call us to secure your spot.

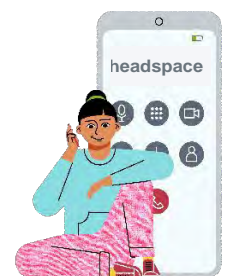
in-person



online



phone



8725 0443

This service is supported by Country SA PHN.

All 12-25-year-olds welcome, you do not need to be an existing headspace client to use this program.

nurturing individual success

FAQ's

How much does it cost?

All services at headspace are FREE.

When is this available?

Monday, Wednesday & Friday 11.30am – 4.00pm

What if I cannot get to Mount Gambier?

All services at headspace Mount Gambier can be provided online or via telephone if in-person support is not available.

How do I book an appointment?

Call or walk-in to headspace to book your appointment during standard business hours.

Can I have more than one appointment?

The nature of the 'talk-soon' program is to provide intervention in a single-session therapy model. This does not mean that you can only have one session, you can access this program as you need it, including being referred to receive ongoing support with a headspace clinician.

Do I need to have a family member with me?

If you are under 16, you will need a parent or guardian to provide consent but after that, it is up to you if you would like someone there to support you.

Contact us

headspace Mount Gambier
171 Commercial Street East
Boandik Country
8725 0443

headspace is not a crisis service, if you are in an emergency, call 000 or go to the hospital.

For crisis support, call:

Lifeline: 13 11 14
Mental health triage 13 14 65

Before the session

You will need to complete a pre-questionnaire to help us understand what support you are looking for.

During the session

Together with a clinician, you will discuss what is happening and be offered practical skills and strategies for you to try.

After the session

Together we arrange a time for a follow-up phone call 2 weeks after the session to see how you have been going, explore what strategies and skills worked for you and if you require any further support.

Standard business hours:

Monday:	9.30am – 5.30pm
Tuesday:	9.30am – 7.00pm
Wednesday:	11.30am – 5.30pm
Thursday:	9.30am – 7.00pm
Friday:	9.30am – 5.30pm



Everyone is welcome at headspace.



nurturing individual success