Principal’s Column

We welcome/acknowledge staff changes for term 2:

- Jane McKenzie – Maths and Science, replacing Brendan Harradine
- Matt Kennedy – Maths and Science, replacing Soc Stavropoulos
- Nikolina Spanovic – Technology
- Isabelle Bianchini-Wood – Art
- Meredith Gray – English, HASS and Japanese, returning from leave
- We also welcome 3 trainee teachers for placement in Japanese, English/HASS and Biology/Science
- Congratulations to Belinda Sulkowski who is filling the Coordinator, Arts position for 4 weeks

As has been the case in recent years, we began the term with a pupil free day. The focus of this day was around developing staff understanding of our work as an Entrepreneurial Specialist School. We were fortunate to have highly successful local entrepreneur, Phil Scardigno, speak to the staff in the morning session around his journey and the skills and dispositions necessary for being a successful entrepreneur. Importantly, he emphasised that these skills and dispositions are required for success in a range of settings – not just as a business owner.

Parent/teacher interviews were held on Wednesday May 1. Many parents/caregivers were able to come and speak with their son/daughter’s teachers. This forms an important part of our reporting processes and provides an opportunity to increase contact between teachers and parents.

Our first Awards Ceremony for 2019 was held on Friday May 17. Once again, this event highlighted the many opportunities for students to demonstrate, and be acknowledged for, success across a wide range of contexts. These ceremonies are important events in the school calendar and are a key part of the Culture of Achievement at Seaton HS. It is always pleasing to see the many community members who are able to attend on the day and help us celebrate the many achievements of our students.

Year 9 students have now completed the 2019 NAPLAN tests. This year was our second year of participation in the online version of the test. Experience from last year was useful in identifying and working through some issues with the system; this along with the hard work of support staff ensured the process ran quite smoothly.

Richard Abell, Principal
This year’s Careers Expo will be held on the evening of Wednesday 21 of August, starting at 6:00pm and finishing by 7:30pm. The Careers Expo has run successfully over many years and continues to grow and expand. Last year we had over 300 students and their parents / guardians attend what was a very successful event.

The Career Expo is open to all students to visit, see and talk to representatives from all aspects of businesses and industries, ranging from Nursing to Plumbing, Engineering to Animal Care. All of the Universities have representatives there to answer your questions as do TAFE and other large training organisations.

In addition to these, the SA Ambulance Service and SA Metropolitan Fire Services set up active displays with an Ambulance and Fire Appliances.

We encourage students and their Parents/ Guardians especially from year 9 and up to keep the date free in their diary each year. The Career Expo provides invaluable access to information and services available to students and their families at an easily accessible venue, close to home.

More information regarding the Career Expo will be made available closer to the date.

Michael Huggett
Assistant Principal, Wellbeing & Pathways

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**Seaton High School Careers Expo**

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**IMPORTANT DATES**

**Monday 10 June**
Public Holiday - Queen’s Birthday

**Thursday 13 June**
Year 8/9 Panel Presentation Preparation Day
Year 10 Independent Learning Program
Year 11 Independent Learning Program
Year 12 Independent Learning Program

**Friday 14 June**
Years 8/9 Panel Presentation Day
Year 10 Independent Learning Program
Year 11 Independent Learning Program
Year 12 Independent Learning Program
This year, Seaton High School is running a Year 10 Alternative Program called Learning for Life with a focus on improving selected students’ education.

The aim of the program is to attain deeper student engagement through more individualised tasks and better continuity between tasks, which in turn we hope will accommodate student interest, and passion.

The intent is to deliver a holistic program in a safe, happy and supportive environment. Each student is given the best possible chance to complete SACE and to gain real life experiences through volunteering and work experience, as well as identifying a possible career pathway.

The expectation is for the students to do their best at all times. Commitment and self-discipline within a positive frame of mind will enable them to achieve the best possible outcome, have an enjoyable learning experience and develop as responsible young people.

The Program
The SACE Essential Pathways in PLP, Math and English (My Journey) are the focal points of the students’ Learning for Life program as well as Community Learning-Volunteering.

The emphasis is on the development of functional literacy and numeracy skills to a “Job Ready” level by delivering real life learning modules, which are all about the students themselves.

The Learning for Life program also contains units of work in Health and Physical Education, Science and HASS. Students are also required to complete two “choice” subjects, which students select to supplement their program and enhance learning.

The Unlocked Library
A second home for decommissioned library books has been created in the Middle School upstairs corridor. The aim is to further share the joys of reading and the love of literacy across the school. Anyone can take a book and contribute a book to this ‘unlocked library’. Books come and go from this library without the need to check them in or out. Students can simply take what interests them and, when they are done, they can return them to the ‘unlocked library’ shelf, or pass them on to friends. If they especially love the book, they can keep it.

If anyone has a book or two that they would like to donate to the ‘unlocked library’, they can drop it off at the Seaton High Library or the front desk. We want to ensure there are always quality books available.

We trust students to respect the ‘unlocked library’, our little tribute to Books and reading.
Migration Museum and History walk

On Thursday May 9 and Friday May 10, Year 10 History classes attended a history excursion to the Adelaide CBD. Students visited the Migration Museum and took part in a history walk.

The Migration Museum visit involved students being divided into groups and examining the contents of a migrant’s suitcase/bag. Students used the contents of these bags and other resources available at the museum to draw conclusions about the history of that migrant. The session concluded with a short film on each migrant, which affirmed the success of each group’s research.

The history walk involved students leading their group to multicultural history sites that they had researched in class during the previous week. Once there the students acted as tour guides, presenting information on the history of the site. They concluded by stating a case for the buildings demolition or preservation. Unfortunately, inclement weather resulted in this part of the excursion not going ahead on the Thursday.

As usual, the feedback from the Migration Museum and staff on the behaviour of the student’s involved was excellent.

Year 9 Gifted Art

Year 9 Gifted Art students studied portraiture during Term 1. They completed a large Daniel O’Connell style drawing in charcoal of Salvador Dali and then learnt painting methods and techniques. They studied the artist Frida Kahlo before creating their own painting of Frida Kahlo. Some students produced digital paintings whilst others worked using acrylic media. Some of these portraits are on display in our Front Office.
Street Smart High 2019
Information for parents

Help your child be Street Smart

The facts
On average 83 drivers under the age of 25 were killed on South Australian roads each year between 2013 and 2017. Learner drivers have few crashes because they are always under supervision. But, once they have passed their test, and can drive unsupervised, their chances of crashing increases dramatically.

- Once a young driver gains their P-plates, their crash risk increases 20–30 times.
- Male drivers aged 16–19 are 34 per cent more likely to be involved in a crash than females of the same age, despite there only being 5 per cent more licence holders.
- Between 2013 and 2017, 3,560 18 year olds were involved in a crash compared to 2,043 18 year olds.

Why?
Lack of experience
As new drivers gain more driving experience their crash rate begins to fall.

Attitude
Young drivers, especially men, tend to be over confident and are more likely to drive in risky ways: too fast, too close to the vehicle in front and dangerous overtaking. Young drivers consistently rate their own performance as above average and are more likely to regard ‘good’ driving as the ability to master the controls of the car at higher speeds.

Hazard perception
Young drivers often have excellent vehicle control skills and fast reactions. But, they are poor at identifying potential hazards and assessing risk, and tend to overestimate their ability to avoid hazards and crashes. It takes new drivers up to two seconds longer to react to hazardous situations than more experienced drivers.

Peer pressure
Young drivers, especially men, who carry friends are more likely to have a crash.

So what can I do?
The role of parents cannot be underestimated in our efforts to reduce the road toll. Parents are key influencers in the development of safe driver beliefs, attitudes and actions. So what can you do to help your child be a safer, smarter driver?

- If your child is driving unsafely, talk to them about your concerns and why it’s important to take road safety seriously.
- When your child begins to drive unsupervised, set boundaries so that they are clear as to what your expectations are.
- Encourage them to drive safely and to speak up if they feel their friends are driving unsafely.
Unplugged
A workshop to help parents learn how to identify problematic gaming and develop practical strategies to support healthier gaming and internet use.

UCWB and Psychology SA in partnership with GameQuitters and CQI Clinic, presents **Unplugged**, a workshop to help parents understand problematic gaming and identify when a child or young person is at risk and learn proven strategies to help manage healthier online use.

**Have you noticed the following behaviours in your child?**
- Anger about not being able to play.
- Withdrawal from family.
- Nightmares.
- Neglecting schoolwork and other duties.
- Loss of interest in real-world activities or interests.
- Secrecy around gaming.
- Spending too much time with online friends to the detriment of real friendships.
- Spending long hours gaming

**The valuable workshops cover:**
- The mental and physical health implications of high levels of gaming.
- Why gamers play (emotional needs and the brain).
- How to identify signs of problematic gaming.
- How to communicate effectively about gaming and technology.
- Practical tips and proven strategies to combat problem gaming (common mistakes to avoid).
- Current internet and gaming trends, latest scientific research.
- The other dangers of gaming eg: micro-transactions, loot boxes, in-app purchases.
- How to manage associated problems (eg: school refusal).

**Where:** Lounge on Gibson
**77 Gibson Street, Bowden**

**When:** Tuesday 2 July

**Time:** 6.30pm to 8.30pm

**Cost:** Free

**Bookings:** unplugged@ucwb.org.au