FROM THE PRINCIPAL

Dear Parents, Caregivers, Staff and Students

I would like to welcome you to the 2014 school year at Marryatville High School. I extend a very warm welcome to Year 8 students and their families, together with all other people who have joined the school community for the first time this year. I look forward to working with you and your family to ensure that 2014 meets your expectations. Don’t hesitate to contact the school if you have any concerns or there are issues you would like to discuss.

Stage 2 Results 2013

I would like to congratulate our 2013 Year 12 students on their excellent results.

87.9% of students received an ATAR. 2013 SACE Results were outstanding and in some areas an improvement on 2012 results. I would like to acknowledge everyone who worked with our Year 12 students last year and also recognise the achievement at Year 12 isn’t just a reflection of one year’s work. In summary:

1. 87.9% of students received an ATAR.
2. There were 39 merits – one more than in 2012.
3. 43 students received an ATAR greater than 95, 40% of students received an ATAR greater than 90 meaning 40% of students are in the top 10% of the State.
4. 24.6% of students are in the top 5% of the state.
5. There were 364 A grades.
6. 76.1% of grades were an A or B.

Student Merits

Three Merits
Maksym Grynychuk
Ensemble Performance, Composing and Arranging, Musicianship

Two Merits
William Bull
Chemistry, Mathematical Studies
Ingmar Duldig
Legal Studies, Modern History
Wai Ting Laren Ip
Mathematical Studies, Specialist Mathematics
Daniel Trezise
Mathematical Applications, Physical Education
Sarah Vanstone
Drama, Society and Culture

One Merit
Tessamarie Agius
Food and Hospitality
Alexander Bennett
Mathematical Studies
Sasha Champion
Mathematical Applications
Taylor Conry-Hall
Child Studies
Toni Farrow
Psychology
Ruchira Fonseka
Research Project

Alana Giannini
Child Studies
Inora Goodridge
Mathematical Applications
Lauren Graziano
Child Studies
Courtney Hamden
Psychology
Lucinda Hayman
English Communications
Joe Ho
Biology
Bronwen Jolliffe
Biology
Vladyslav Khodakivsky
Mathematical Studies
Zoe Krivitch
Child Studies
Sarah Nichols
English Communications
Clara Palumbo
Psychology
Stephen Rudd
Chemistry
Bodhi Shribman-Dellman
Mathematical Applications
Mason Stanton
Ensemble Performance
Madeleine Stewart
Musicianship
Natalie Thomas
English Communications
Isabel Waters
Visual Arts - Art
Lydia Windley
Child Studies
Haoyang Wu
Specialist Mathematics

Council of International Schools Accreditation

In 2003 the Marryatville High School community formalised its commitment to ongoing improvement with a focus on student learning and wellbeing and achieved International accreditation through the European Council of International Schools, now the Council of International Schools (CIS).

With the tenth anniversary of our initial accreditation we were required to apply for a continuation of accreditation. This involved preparation of a comprehensive written report which was the focus of a Preparatory Visit in 2012 by two CIS Accreditation Officers. Feedback from that visit was used to support the current Self Study, with final documentation being prepared for the CIS Team Visit from 23rd to 28th March 2014. The decision on accreditation will then be known later this year.

I believe the CIS accreditation process has provided a valuable and effective framework for school improvement and consider we are well placed to control our future. We enjoy strong external recognition of our work and significant community support. Demand for student places has never been greater and we have enthusiastic, committed and experienced teachers, leaders and support staff. We can look forward with great optimism.

Please take the time to read our Guiding Principles. I will keep you informed of developments as we work through the accreditation process.

continued on page 2
From the Principal

continued from page 1

Governing Council
Governing Council met on Tuesday 11th February and will meet on the second Tuesday each month during term time. Below is the list of meeting dates for 2014:

11th February
11th March
25th March (extraordinary CIS Meeting)
8th April
13th May
10th June
12th August
9th September
14th October
4th November (instead of 11th November)

A list of Governing Council members and Office Bearers will be published in the next Newsletter.

Student Numbers and Staffing
We have commenced the year with 1187 students and 114 staff.

Pupil Free Days for 2014
The following Pupil Free Days for 2014 are:

7th March – Staff Professional Learning (Australian Curriculum)
10th June – Staff Professional Learning
4th September – Staff Professional Learning
5th September – Staff & Student Holiday (Royal Adelaide Show)
28th November – Staff Professional Learning (Australian Curriculum)

Building Program
Construction of the new building should be completed in March allowing final fit out and furnishing to be completed by the end of Term 1. The building will be formally programmed for classes from the beginning of Term 2, 2014.

The second stage of construction will begin early in Term 2 and will initially involve the first and second floors of E Block, then the Administration Building, followed by the landscaping and grounds work.

Resource Centre functions will continue to be delivered through the Building Program. We will establish a temporary Resource Centre which will operate in Terms 2, 3 & 4 this year. Marryatville High School’s Resource Centre supports student learning by providing access to a range of functions including:

- Textbooks (print)
- Non-Fiction (print)
- Fiction (print)
- Reference Books (print)
- DVDs and AV materials
- Teacher Resources
- Research guidance
- Private study space
- Class work area
- Laptop storage & distribution

Following completion of the Building Program, which is anticipated to be in December 2014, Resource Centre Services will be delivered differently and more flexibly. While textbooks, fiction and non-fiction print materials will continue to be accessed and used by students and staff, we predict an increase in the use of ebooks for textbooks, fiction and non-fiction print materials over time. Most of Marryatville High School’s Years 8, 9 and 10 students have laptops allowing them to access information in electronic form from all over the world reducing their reliance on print materials only available in one location. Teacher Librarians will continue to provide important support for learning but in a more flexible way. It is expected that both electronic and non-electronic resources will be used for the foreseeable future.

The move to electronic resources provides students with access to up-to-the-minute information and has the added benefit of reducing the weight in their bags which is an important health and safety consideration.

Uniform
While almost all students comply with the Uniform Policy a few push the boundaries by wearing inappropriate items of clothing. All students are required to fully comply with the Policy when at school or on a school related activity. We have had a few occasions where students have presented notes to staff indicating they have parental permission to be out of uniform. This should only occur when there is a genuine reason like a foot injury requiring different footwear. Students are not permitted to wear nose rings and we don’t expect student to dye their hair using a colour which attracts attention. I seek your support in relation to attendance and uniform.

Hot Weather Arrangements
In the event of hot weather Marryatville High School will operate the normal program of lessons and students should attend each day. Staff will supervise cool areas of the school at recess and lunch times and this information will be provided to students on a daily basis. It is important that lunches are kept cool to avoid food poisoning. Lunches brought to school in an insulated container with a freezer brick or frozen drink bottle will assist in addressing this issue. Students who are feeling unwell should report to a staff member who will provide assistance and support. If you have any queries please contact the school on 8304 8420.

Kathleen Heraghty
Students, staff and the Marryatville High School community were saddened by the loss of Kathleen in a tragic accident in December. Kathleen had a very strong connection with the school through her children and generous voluntary work, particularly with Parents and Friends and our sporting program. Her work has had a significant impact and been greatly appreciated by the school community.

Mrs Leonie Hempton, Medal Of The Order of Australia
I would like to congratulate Mrs Hempton on being awarded the Medal Of The Order of Australia in the Australian Day Honours. This Award recognises Mrs Hempton’s outstanding and sustained contribution to Music and Music Education over many years.

Mark Leahy
PRINCIPAL
The Marryatville High School community is proud of its special programs, academic excellence, achievements, International outlook, extra-curricular activities and the natural environment in which the school stands.

### Guiding Principles

#### Vision

The goal of our strategic planning.

<table>
<thead>
<tr>
<th>Student-centred:</th>
<th>The school is actively responsive to students’ personal needs. Students as active learners able to have significant input into how they learn best.</th>
</tr>
</thead>
<tbody>
<tr>
<td>21st century learning:</td>
<td>Promoting innovation and creativity and the use of the educational capabilities of digital technologies to access, process and share information.</td>
</tr>
<tr>
<td>Global context:</td>
<td>International and intercultural focus. Widen students’ world view, to think deeply about issues and to care for others.</td>
</tr>
</tbody>
</table>

#### Values

The educational beliefs that foster intellectual, personal, social, physical and affective growth.

| Inclusivity: | Provision of relevant curriculum and strategies that recognise racial and cultural diversity, as well as students’ ability, preferred pathways and gender. |
| Collaboration: | Partnerships, relationships and shared practices based on effective communication and planned structures. |

#### Mission

The School’s purpose and supporting strategies.

| Our purpose is to: | research and apply strategies that create a positive, challenging and engaging learning culture. |
| provide the means by which our students can develop the pathway to achieve their goals. |
| pursue and create opportunities for students to become actively aware of cultural and international influences in their lives. |
| develop and apply holistic strategies to support student wellbeing. |
| foster productive partnerships of the school with parents, students and the community. |

| Strategies: | Planned approaches, such as teaching methodologies, student voice, research skills with access to relevant technology. |
| Holistic strategies: | School activities that consider the student physically and psychologically in the education process, such as Special Needs classes, Peer Support, Student Representative Council, Student Life Program, Counselling Service (career/studies/personal behaviour), Co-curricular. |

#### Educational Objectives

School-wide goals for students and the School community.

| We aim to ensure that our students: | have the motivation to learn, think creatively, critically and independently. |
| achieve their personal best |
| are actively involved in making informed decisions about their own learning and future pathways. |
| have the capacity to form positive and respectful working relationships. |
| can access the resources that assist in the development of the confidence and capabilities for entry into the broader community. |
| have an understanding and appreciation of diverse cultures throughout the world. |
| are supported in their learning through partnerships with parents and the community — both local and global. |

And that our teachers:

| We aim to provide excellence in student-centred 21st Century Learning in a global context |
| We value: | Achievement |
| Inclusivity |
| Diversity |
| Well-being |
| Collaboration |

| Capabilities: | Literacy, numeracy, ICT competence, critical and creative thinking, ethical behaviour, personal and social competencies, intercultural understanding. |
| Dynamic: | Interactive, interpersonal, procedural, responsive, motivating. |
| Deep Learning: | Ability to relate previous knowledge to new knowledge, theoretical ideas to everyday experience, knowledge from different courses. |

| Dynamic: | Interactive, interpersonal, procedural, responsive, motivating. |
| Deep Learning: | Ability to relate previous knowledge to new knowledge, theoretical ideas to everyday experience, knowledge from different courses. |
2014 sees a number of changes to the Languages faculty. Mr Woodley is spending the year teaching English in Himeji in Japan while Ms Clark decided to retire at the end of 2013. We wish them well for the future. Ms Brookes returns for another year and we welcome Ms Mitchell and Ms Challinger to teach French and Japanese respectively. This is Ms Mitchell’s second stint at the school as she replaced me last year when I was on leave. We look forward to a very productive year as we prepare for the launch of the Australian Curriculum in 2015.

JAPANESE
Our Japanese Exchange Teacher, Ryosuke Sugiyama, who has been with us since July last year will be leaving during Term 1 to return to teaching English in his school in Japan. We wish him and his family well for the rest of their time here in Adelaide and for the future at home in Japan.

Later this year our sister school, Soja Minami Senior High School will visit for two weeks and late in Term 3 a group of our students will travel back to Soja for about the same time. If you are interested in hosting a student in late July please let us know. Information about the trips will be coming home shortly so please make sure you ask your child for information.

CHINESE
Students of Chinese recently welcomed in the New Year - the Year of the Horse. May we all experience a year of good health, good luck and good fortune.

The new Australian Curriculum for Chinese has been published recently and the rest of this year will be spent looking at the curriculum we offer in the school and making the appropriate adjustments to levels and class structures. Chinese is the only language offered at several levels under the Australian Curriculum. There are beginners, heritage and background levels with different outcomes, so this mapping exercise will be quite complex as we try to cater for the needs of the various backgrounds of students (which range from complete beginners in Year 8 through to new arrivals from Chinese-speaking countries - sometimes in the same class.)

Over the years students have asked if there could be a trip to China for students of Chinese, but we have never had enough interest to make a trip viable. We would like to try again, so if your child is interested in travelling to China, possibly this year, would you please let Ms Ma or Mr Ang know. If the trip were to go ahead, it would be for a maximum of two weeks and most probably during the holidays in October.

FRENCH
Students of French will shortly be issued with new textbooks and workbooks at Year 8 and 9 level as we prepare to implement the Australian curriculum for French. While the curriculum documents have not yet been released we have been informed of its basic framework so we are beginning our preparations based on this knowledge. The finer detail will be incorporated once the documents have been accepted by the education ministers from around the country and finally published. There will be one level of French taught around Australia and this will be divided into two sections at secondary school level - one for students who have some background (F-10) having a family member who is French or who have studied French in primary school and one for students with no background at all for those students who begin their French studies at high school.

Marryatville High School is one of the few secondary schools in South Australia which offers separate classes for French taking into account the background of the students. We continue to modify the programs offered to cater for the experiences of our students and we hope that over time the existence of a formal published curriculum structure will support us in our endeavour.

The French Tour 2013-14
Our sister school, le Cours St-Charles in Orléans France welcomed three of our students at the beginning of November last year for three months as part of our reciprocal exchange relationship. These students, Reuben Baron, Rori Eglinton and Lachlan Jacobs, spent three months on exchange studying at the school while living with a French family. They studied the full range of subjects offered to French students in a senior high school and were involved in various activities while at the school. They returned on the Australia Day weekend to the heat of our summer after a reasonably mild winter.

They joined the group of 10 students who left Adelaide on December 4 for their six-week adventure in Paris and Orleans. Arriving on the morning of December 5 to a warm wintry day of 5 degrees, we headed to our accommodation at the Foyer International d’Accueil de Paris (FIAP) in the
Ms Hansford and I took the group on a tour of the local area. We then went back to the FIAP to collect the three students who were joining us from Orléans and then let the kids loose on the cafés and restaurants to find some lunch. It’s amazing to think of all the places to eat in France most of the kids ended up in McDonald’s - not for the food but the free WiFi. Everywhere we went, the need to be connected with the outside world was paramount - free WiFi was the must have!! We went back to the FIAP where our rooms were finally ready. A hot shower and a little lie-down before dinner was just what the doctor ordered. Dinner was at 6.30 every night so we met downstairs in the lobby - you guessed it free WiFi - and then went to bed early to rest up for our very full tourist program starting at 8.30 the next morning.

The next seven days were filled with one tourist site after another - the Eiffel Tower, the Champs Elysées, the Louvre, the Musée d’Orsay, the Château de Versailles, the Grande Arche de la Défense, the Arc de Triomphe, a boat ride on the Seine, Notre-Dame Cathedral, Sacré-Cœur, Montmartre, Galeries Lafayette, les Invalides and the Tomb of Napoleon and the Catacombs - not to mention every shop and Christmas market in-between.

Using the Métro every day was interesting as some students worked it out very quickly while others were just a little lost - with only one student missing a stop and having to get off at the next one and wait for someone to come and get her. She admitted that it was her fault - she was keeping an eye on a member of the group so that she would get off the train at the same time as them, but it wasn’t a member of OUR group - it was someone who looked like a member of OUR group!! Oops!! While trains come very regularly, there are lots of people and it’s always important to pick the right stations to change at - one morning it took at least ten trains for the whole group to get a place on the train to travel to the next station - talk about being a sardine in a can - we know what that can be like.

After our eight days in Paris, we headed down to Orléans for our four-week visit. Arriving late in the afternoon on the second last Thursday of term, the students had a week and a bit of school before two weeks of Christmas and New Year holidays and another week of school. Most of the students already knew their host brothers and sisters, because they had welcomed them into their homes earlier in the year so when we arrived at St-Charles there were already people waiting for us - screaming with excitement as they were reconnected with each other.

School is very different in France where students don’t choose their subjects, but rather choose a strand - science, humanities and socio-economics. There is no home group and very little co-curricular activity. Students are not required to be at school when they have no lessons - if they back out of lunchtime so that students can go home if their parents agree. Teachers are not required at school at all if they don’t have a lesson and they don’t do yard duty, home group, and there is no sports day or co-curricular program – they just teach! Students stay in their classroom most of the time and teachers move to students rather than the other way around - because the students generally study the same subjects as each other except for their language choice. Class groups are also streamed in many cases.

The students made it through the first week of school, understanding a little more each day. Finally the Christmas holidays arrived and each student headed off with their family to various parts of France to celebrate with other family members or had family come to them. Some went to Disneyland, skiing in Switzerland or the middle of France, Christmas markets in Strasbourg, sightseeing at Mont-St-Michel, Lille, Versailles, Brittany, Normandy, etc. New Year’s Eve came and went - some students celebrated together at family parties while others met new friends at other celebrations before coming back to school for another week of stimulating lessons with their host brothers and sisters.

Suddenly our last school day was upon us and that meant the trip was all but over. Students began to move on to the next stage of their adventure. Two girls went on to London to stay with friends and family. Some stayed in Orléans to be met by a brother or a mother to go on to Germany/Austria or back to Paris. Two made their way back to Paris before going on to Germany and other exciting places. The rest of us said goodbye to our host families at 6am on Sunday morning as we caught the bus to the airport to catch our plane back to Australia … or so we thought when we crawled out of bed at 5am to get to the school for our bus ride.

Little did anyone know that our plane would not be taking off that day and that we would be stuck in Paris (Can you believe you just read that - stuck in Paris for another day)!! I love technical problems with planes - as one airline worker explained to an angry customer - would you rather we fly a faulty plane and not arrive or …? We lined up for 6 hours to get our boarding passes for the next day and then lined up again for our hotel vouchers before finally catching a flight to Australia.
Marryatville High School Newsletter  I  Issue 1  I  February 2014

Language News

Year 10

Shuttle to our hotel where all we could do was collapse in a heap and sleep until the next day. Let’s say that the next 24 hours after breakfast were filled with further delays to our departure - two hours sitting in the plane at the gate waiting for some wayward passengers who didn’t arrive and then whose luggage had to be located and removed from the hold, further missed connections and absolute chaos at Kuala Lumpur airport upon our arrival there. The five star hotel provided by the airline and the free buffet breakfast, lunch and dinner were greatly appreciated. Sitting at dinner next to the Europcar cycling team reminded us that there were more exciting things happening elsewhere in the world and no-one is immune to transport hiccups.

Having checked the expected temperature (43) for our arrival home we were pleasantly surprised when the pilot announced 29 degrees as we approached Adelaide airport. By the time we cleared Customs and were reunited with our loved ones it was a pretty horrible 39 degrees outside.

I would like to thank Pauline Hansford for giving up the bulk of her holidays to accompany me and the students on the trip. Being away from home for 43 days looking after a group of ‘someone else’s children’ is not always easy. Take it from me, it doesn’t get any easier even after you’ve done it as many times as I have - as my wife and daughter remind me each time!!

This year’s group win the prize for being the most punctual - always where they needed to be on time - often early - and ready for the day.

There will be information coming home soon about the next trip so please talk to your child about the possibility of them going to France at the end of the year and/or hosting a French student in July/August. I am still waiting for the exact date for the French group’s arrival but they are normally here for around 26-28 days. If you are interested in hosting a student please let me know.

Chris Thorburn
Coordinator, Languages

Issue 1 February 2014

Year 10 WORK EXPERIENCE PROGRAM

The Work Experience Program is the option available to Year 10 students not attending the Snow Tour during Week 3 of Term 3 (Monday 4th to Friday 8th August). Students selecting this program will participate in a 35-hour work experience in a business, industry or voluntary work of choice. Please note work experience is not for payment.

There will be an opportunity for students to evaluate and reflect on their personal development in a work context and its subsequent impact on their Personal Learning Plan. Task 3: Work and Employment Skills Evaluation

In agreeing to be part of the program students will be required to:

• Find their own placement. The school is able to assist but does not have placements which are allocated to students.
• Complete and return a Work Agreement form prior to placement. The form is a legally binding agreement between the student and the employer and it is essential that all information is read and understood with signatures entered where appropriate.
• Attend an induction program at school.
• Understand and evaluate the purpose of workplace policies and procedures.
• Complete a work experience journal, which reflects their experience and demonstrates an understanding of work.
• Contact the supervisor just prior to work experience and be aware of employer expectation and requirements.

All Year 10 students participating in the program have received a take home letter, parents and caregivers are asked to agree to their child being a part of the program by completing and returning the reply slip. For further enquiries please contact Laura Hudson during school hours on 8304 8420.

Laura Hudson
Coordinator Counsellor - Pathways
2014 – A YEAR OF CHANGE

Our Music staff are:

Aldis Sils  Head of Music
Jasmin Feneley  Music Coordinator
Leonie Hempton  Teacher
Jason Hammond  Teacher
Jasmine Lim  Teacher
Ryan Gerlach  Teacher
Katrina Brown  Teacher
Josie Hawkes  Teacher
Julie Johnson  Music Secretary

Welcome to a new year of Music

The Special Interest Music Centre is poised and ready to continue to facilitate the development of our future: Critical Thinkers, Analytical Listeners, Incisive Creators, Eclectic Performers, and Edified Graduates.

Last year was full of outstanding musical opportunities for our students including performing with the Adelaide Symphony Orchestra and the Adelaide Philharmonia Chorus, winning Division One at the Generations in Jazz competition, being awarded the Adelaide Eisteddfod Choral Prize and so much more.

Individual students have excelled in their endeavours, and student groups have worked together to produce a result greater than the some of its parts.

The classroom music staff and peripatetic music teachers continue to work tirelessly providing the biggest school co-curricular music program in Australia.

At the end of the year 18 students and 3 teachers (Jason Hammond, Jasmin Feneley, Aldis Sils) did not stop working, but stepped onto a plane to participate in a 17 day Performance Tour of Central Europe.

2013 European Choral Tour

On December 5th 2013 the tour group gathered at Adelaide Airport to be farewelled by family and loved ones. The choir sang Lioness Hunt as a musical bon voyage and waved parents goodbye. Yes, the choir was ready for their musical adventure.

The flights from Adelaide to Prague (through Dubai) were relatively uneventful. The students’ excitement allayed the nerves of flying, and sooner than we knew it, we were in Prague.

Snow! We landed in Prague in the first December snow. We welcomed our guide with our favourite song, and were even caught on film by Prague Airport administration. A short clip can be seen at http://youtu.be/M1jn-8KhKMc

That evening we got to witness our first of many blue hours. The hour when the sun has set, but the night has not yet enveloped the sky. Our guide, who was an avid photographer, insisted we experience as many of these moments with beautiful panoramic views.

Day two included a half day of walking and experiencing Prague and two concerts. The first was at a small Hussitian Church. The audience was very warm and loved our encores of Czech songs. We then travelled to Prague’s Congress Centre where we performed at the Czech Australia and New Zealand Association’s Annual Ball.
Music News

On Sunday morning we explored Prague’s Old Town, but after lunch we performed at St Nicholas Church, which is situated on Prague’s city square. The decorative art and sculptures of this elegant Baroque church took our breath away, and the acoustics were wonderful to sing in. The hour-long concert began with the church three quarters full, but more and more passers by who popped in stayed, until the whole entrance was filled to capacity. The audience was very pleased with our performance, and we even saw tears of joy after our encore of Czech songs in Czech. That evening we enjoyed a special folkloric dinner, with performances of Czech songs and dances, and traditional Czech food.

On the way to Salzburg we stopped at the small town of Cesky Krumlov. This UNESCO heritage sight is particularly beautiful because of the many restored buildings and palaces from the Renaissance and Baroque periods.

Salzburg was a city of Baroque architectural beauty. We enjoyed the sights, the Christmas markets, Mozart’s birthplace and museum, and a concert in a castle on a hill. The city resounded by the voices of singing Australian students. A sort of quickly passing flashmob.

In Vienna we visited Schönbrunn Palace (and its Christmas markets) before settling down to a performance of the opera La Bohème at the Vienna State Opera. We had the pleasure of hearing the Vienna Philharmonic Orchestra the following day, in rehearsal with Simon Rattle. This opportunity was organised by former Marryatville High School student, and Philharmonic violinist Tobias Lea.

We performed at Vienna’s Votive Church, where the acoustics were extraordinary. Once again the choir amazed the audience. That evening the choir performed to a delegation of business people and Ambassadors at the Australian Embassy in Vienna.

Between Vienna and Budapest is the Esterházy Palace. We toured the buildings and then performed in its historical Baroque opulence. We think that the spirit of Haydn would have been pleased.

We spent a day in Kecskemét, the birthplace of Zoltan Kodaly. We visited with the Kodaly Music School students, spending time in Music class, participating in a vocal workshop and rehearsal, and also performing for them in return. The singers of the award-winning choir were pleasantly astonished by our singing and amazed at our unique sound, made by only 18 students, compared to their choir of 60. A lot of knowledge and experience was gained, along with pedagogical links and friendships.

Budapest is the sister city to Vienna in the Austro-Hungarian Empire, and during the reign of Joseph II competed in opulence and civic pride. We saw the grand interior of the Hungarian State Opera during a performance of Tchaikovsky’s Ballet, The Nutcracker. The following day we performed at a concert with two local choirs. We ended the evening with a combined rendition of Kodaly’s famous composition Esti Dal. We were congratulated on our skills in Hungarian.

After a very early flight to London we were whizzed around the city on a short bus tour. That evening we sang at our final concert – at Australia House. The Christmas Function for the South Australia Club was attended by many dignitaries and important business people. Even at our final performance the audience was amazed both by our standard of singing and also the exceptional talents of the students.

The positive cultural, musical, and educational outcomes of the tour have been innumerable. The performance opportunities and the musical and personal growth achieved by the students has been unique. The week of holidays sacrificed by staff was well rewarded by the great working and personal relationships forged with students in a common musical goal.

Aldis Sils
Head of Music
## CO-CURRICULAR ENSEMBLE REHEARSALS TERM 1 2014

### MONDAY

<table>
<thead>
<tr>
<th>Ensemble</th>
<th>Instructor</th>
<th>Room</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pops Vocal</td>
<td>J. Hammond</td>
<td>B13</td>
<td>Lunch</td>
</tr>
<tr>
<td>Swing Tones</td>
<td>J. Feneley</td>
<td>B24</td>
<td>Lunch</td>
</tr>
<tr>
<td>Concert Band</td>
<td>J. Hawkes</td>
<td>B24</td>
<td>After School 3.30pm – 4.45pm</td>
</tr>
<tr>
<td>Concert Band 2</td>
<td>J. Feneley</td>
<td>B29</td>
<td>After School 3.30pm – 4.30pm</td>
</tr>
</tbody>
</table>

### TUESDAY

<table>
<thead>
<tr>
<th>Ensemble</th>
<th>Instructor</th>
<th>Room</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls’ Choir</td>
<td>L. Hempton</td>
<td>B14</td>
<td>Lunch</td>
</tr>
<tr>
<td>Guitar Ensemble 2</td>
<td>A. Tsiboulski</td>
<td>B13</td>
<td>Lunch</td>
</tr>
<tr>
<td>Big Band III</td>
<td>J. Feneley</td>
<td>B29</td>
<td>Lunch</td>
</tr>
<tr>
<td>Big Band I</td>
<td>R. Chennoweth</td>
<td>B29</td>
<td>After School 2.30pm – 4.30pm</td>
</tr>
<tr>
<td>Big Band II</td>
<td>D. Winnall</td>
<td>B24</td>
<td>After School 2.30pm – 4.00pm</td>
</tr>
<tr>
<td>Flute Ensemble</td>
<td>A. Aungles</td>
<td>B11</td>
<td>After School 2.30pm – 4.00pm</td>
</tr>
</tbody>
</table>

### WEDNESDAY

<table>
<thead>
<tr>
<th>Ensemble</th>
<th>Instructor</th>
<th>Room</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chamber Choir</td>
<td>L. Hempton</td>
<td>B24</td>
<td>Before School 7.45am – 8.45am</td>
</tr>
<tr>
<td>Baroque Ensemble</td>
<td>K. Brown</td>
<td>B13</td>
<td>Lunch</td>
</tr>
<tr>
<td>Percussion Ensemble 1</td>
<td>P. Matzick</td>
<td>B24</td>
<td>Lunch</td>
</tr>
<tr>
<td>Percussion Ensemble 2</td>
<td>J. Lim</td>
<td>B29</td>
<td>Lunch</td>
</tr>
<tr>
<td>Concert Choir</td>
<td>J. Hammond/A. Sils</td>
<td>B24</td>
<td>After School 3.30pm – 5.30pm</td>
</tr>
<tr>
<td>Junior Choir</td>
<td>J. Lim/Joel Ang</td>
<td>B13</td>
<td>After School 3.30pm – 4.30pm</td>
</tr>
</tbody>
</table>

### THURSDAY

<table>
<thead>
<tr>
<th>Ensemble</th>
<th>Instructor</th>
<th>Room</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pops Vocal</td>
<td>J. Hammond</td>
<td>B13</td>
<td>Lunch</td>
</tr>
<tr>
<td>Swing Tones</td>
<td>J. Feneley</td>
<td>B24</td>
<td>Lunch</td>
</tr>
<tr>
<td>Recorder Ensemble</td>
<td>A. Monaghan</td>
<td>B29</td>
<td>Lunch</td>
</tr>
<tr>
<td>Senior Guitar Ensemble</td>
<td>O. Fartach-Naini</td>
<td>B11</td>
<td>After School 3.30pm – 5.00pm</td>
</tr>
<tr>
<td>School Orchestra</td>
<td>A. Sils</td>
<td>B24</td>
<td>After School 3.30pm – 5.00pm</td>
</tr>
<tr>
<td>Studio Ensemble</td>
<td>K. Brown</td>
<td>B29</td>
<td>After School 3.30pm – 4.30pm</td>
</tr>
</tbody>
</table>

### FRIDAY

<table>
<thead>
<tr>
<th>Ensemble</th>
<th>Instructor</th>
<th>Room</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls’ Choir *</td>
<td>L. Hempton</td>
<td>B24</td>
<td>Lunch</td>
</tr>
<tr>
<td>Boys’ Choir</td>
<td>A. Sils</td>
<td>B13</td>
<td>Lunch</td>
</tr>
<tr>
<td>Year 9 Jazz Combo</td>
<td>Mark Ferguson</td>
<td>B29</td>
<td>Lunch</td>
</tr>
<tr>
<td>Big Band III</td>
<td>J. Feneley</td>
<td>B24</td>
<td>After School 3.30pm – 4.30pm</td>
</tr>
</tbody>
</table>

Rehearsals and Auditions begin in week 2. Please speak to the Music Staff for more information.
WELLBEING TEAM INVITATION 2014

You are invited to be part of the Marryatville High School Wellbeing Team. The group consists of interested staff, students, parents and community members.

The group focuses on:
- Student Wellbeing
- Parent Information & Wellbeing Forums
- Student Life Program
- Staff Wellbeing

The Wellbeing Team Meetings will be held on Wednesdays in E8 at 3.30pm on:
- Term 1 – 12th February & 26th March
- Term 2 – 14th May & 2nd July
- Term 3 – 6th August & 27th September
- Term 4 – 29th October

We would welcome any new members. No experience or expertise is necessary. If you are interested please phone 8304 8420 or email julie.ferguson615@schools.sa.edu.au

Your involvement and support would be greatly appreciated.

Julie Ferguson
Senior Leader – Wellbeing & Student Services

THE KEYS TO SUCCESS
- YEAR 11 INDUCTION DAY

Approximately 90% of Marryatville High School graduates enter university and within that group, 85% successfully apply to and gain entry into The University of Adelaide.

As part of the Student Life Program our Transition into Year 11 day on Thursday January 30th was very generously supported and hosted this year by the university, enabling students and the Year 11 teacher team to explore and work in a university environment.

The day’s Keynote was delivered by Indra Reinpuu; Australian Women’s Beach Volleyball Olympics coach for the Sydney Olympics. An experienced life coach, Indra shared “How to have a Vision for the Future-5 Keys to success.” He encouraged students to work hard, find their passion and to push themselves to find challenges for now that also moved them gently out of their comfort zone and in doing so, explore their potential.

The University provided our venues and the services of three Student Ambassadors who are current university students who shared their experiences of university life and study and also conducted tours of the university for each of our Home Groups and their Home Group teachers.

The day included a SACE and study skills session for all students and a block of time where each student chose a coached relaxation session. These options included, yoga, meditation, tai chi, personal life skills and a boot camp for the energetic students.

Our students were wonderful emissaries for our school and feedback from staff and students is that the day was a valuable preparation for Year 11 and the complex task of choosing courses and subjects later in the year. Sincere thanks to staff who supported this day.

Jude Hines and Maya Brookes
Senior Leader / Year 11 Manager
IMMUNISATION INFORMATION FOR PARENTS/GUARDIANS OF YEAR 8 AND YEAR 9 STUDENTS

The SA School Based Immunisation Program will be offered at Marryatville High School by Eastern Health Authority (EHA).

Immunisation consent cards will be sent home with students. It is important you read the information provided with the consent card before you provide consent, so that you understand the facts about the vaccines that will be offered and the diseases that these vaccines protect against. If you have any questions about this program, please contact the Eastern Health Authority, Monday – Friday, 9.00am – 5.00pm phone 8132 3600 or the Immunisation Section, SA Health Monday – Friday, 8.30am – 5.00pm phone 1300 232 272.

All Year 8 students will be offered:
- 1 dose of Varicella (chickenpox) vaccine.
  Please Note: A single dose of chickenpox vaccine is recommended for students less than 14 years of age. If the student is 14 years of age or older, a second dose is recommended 4 weeks after the first dose to receive adequate protection. This second dose is not free and is available at a cost from your Doctor or Council immunisation clinic.
- A full course (3 doses) of human papillomavirus vaccine Gardasil.
  These vaccines will be offered over 3 separate visits.
- 1 dose of Boostrix vaccine – diphtheria, tetanus, pertussis (whooping cough)

All Year 9 students will be offered:
- 1 dose of Boostrix vaccine – diphtheria, tetanus, pertussis (whooping cough)

All Male students in Year 9 will be offered:
- A full course (3 doses) of human papillomavirus vaccine Gardasil
  These vaccines will be offered over 3 separate visits.

If you do not receive an immunisation Consent Card from your child by Week 2 of Term 1, please ask at the school office.

Parents / legal guardians should complete, sign and return the Consent Cards, even if the student will not be vaccinated at school.

If your child is not vaccinated at school, please contact Eastern Health Authority, Monday – Friday, 9.00am – 5.00pm phone 8132 3600 and arrange for a free ‘catch-up’ dose. If you go to your doctor for the vaccination, they may not have the vaccine(s) in stock and there may be a consultation fee.

REMEMBER: Keep School Immunisation Program records in a safe place as they may be required for future employment or travel.

Eastern Health Authority
101 Payneham Road
St Peters SA 5069
T: 8132 3600
F: 8132 3625
E: eha@eha.sa.gov.au
W: www.eha.sa.gov.au

Kerry Friedrichs
Senior Leader
MARRYATVILLE HIGH SCHOOL - ATTENDANCE REQUIREMENTS

Research shows that success in learning is directly proportional to regular attendance and active participation in education programs. As such, students need to maximise attendance at school to gain the optimum benefit. Attendance is a shared responsibility between the school, parents/caregivers, and students. The following outlines the attendance requirements for students at each year level at Marryatville High School. Please discuss these with your student and actively support their regular and punctual attendance at school.

YEAR 8 to 10
Students are required to:
- Study 7 subjects per semester
- Arrive at school by 8.30am for an 8.35am start everyday
- Attend Student Life/Home Group sessions on Monday to Friday
- Attend lessons 1 - 7 on Monday to Friday
- Be on school grounds during all break times

YEAR 11
Students are required to:
- Study 6 subjects per semester
- Attend Student Life/Home Group sessions on Monday, Wednesday, Thursday and Friday (arrive at 8.30am for an 8.35 start)
- Attend lessons 1 – 7 on Monday and Wednesday
- Attend lessons 3 – 7 on Tuesday
- Attend lessons 1 – 5 on Thursday
- Attend lesson 1 – 6 on Friday
- Be on school grounds during all break times with the exception of Thursday lunchtime.
- On late arrival days students are required to sign in at Student Services or Resource Centre
- Students participating in VET or other “off campus” programs may negotiate alternate timetable and attendance arrangements.
- Students departing during the school day (during free lessons, break times or scheduled lessons) are required to sign out at Student Services

YEAR 12
Students are required to:
- Study 4 subjects per semester
- Attend morning Home Group on Monday and Thursday
- Attend scheduled lessons according to their timetable
- Students are required to sign in at Student Services, Resource Centre or Eden Park on arrival at school each day.
- Students departing during the school day (during free lessons, break times or scheduled lessons) are required to sign out at Student Services.

In the event of a student absence or lateness parents/caregivers must provide a written (in the student diary) or verbal (to Student Services) explanation as soon as practical. A prompt response will ensure that unnecessary follow-up or consequences are avoided.

If for any reason your student is going to be absent for an extended period please contact the appropriate Year Level Manager to discuss the most appropriate management strategies.
IN MEMORY OF KATHLEEN HERAGHTY

The Marryatville High School Parents and Friends group is deeply saddened by the loss of our much loved and beautiful friend.

We will remember Kathleen for her warmth and generosity, her friendship, and her wise and gentle nature.

She was an absolute joy - a ray of sunshine - and we will miss her so much.

Our heartfelt thoughts and sympathy are with Brian and their children at this very sad time.

MOVIE NIGHT - NOAH

Saturday 29 March 6pm (for 7pm)
The Regal Theatre, 275 Kensington Road, Kensington.

NOAH starring Russell Crowe, Emma Watson and Anthony Hopkins

Admission price includes drinks and nibbles. Our last movie night was lots of fun and a big success! Put the date in your diary – details re: tickets to be announced soon.

WELCOME NEW PARENTS

Marryatville Parents and Friends group would like to extend a warm welcome to new parents at the school and invite you to join us.

We are a friendly bunch and we enjoy meeting every couple of months, and organising events which support the school community and raise funds to assist with classroom and school equipment.

In the past we’ve contributed money to buying electronic scoreboards, framing for artwork and science equipment.

Come along and join us. You’re welcome to contribute as much or as little time as you can afford.

Events planned for the coming year include catering the Year 8 Parent BBQ evening and Grandparents Day; and a Movie Night on 29 March.

If you would like to be included in our mailing list, please send your details to: mhsparentsandfriends@outlook.com

REMINDER - UNIFORM INFORMATION

Marryatville High School is a full uniform school. All students are required to maintain a high standard of neatness and comply to the school uniform policies. All items must be official Marryatville High School wear as sold and displayed at the Brandmode Retail Uniform Shop.

Purchases can be made from the Brandmode Retail Uniform Store at:
83 Glen Osmond Road,
EASTWOOD SA 5063

General Trading Hours:
Monday to Friday 9am to 5pm
Saturdays 9am to 12.30pm

Should you require any further details please don’t hesitate to contact Brandmode on: 8357 0022 or the school on 8304 8420.
VOCATIONAL EDUCATION TRAINING PROGRAM

Year 10 – 12 students enrolled in VET and external courses commenced their learning programs in the week beginning 10th February. VET courses contribute to the students SACE completion and provide them with the opportunity to participate in a range of experiences that support life beyond school, enabling them to make a successful transition.

Students participating in VET courses have a responsibility to:
• Sign out at student services before attending your VET course
• Attend school and training as negotiated, arrive punctually and take only the allocated break times
• If unable to attend let the trainer and VET Coordinator know by phoning before school on that day
• Wear full school uniform and be prepared with any safety clothing as required by the trainer
• Comply with WH&S relevant to the work and training program
• Consistently meet all assessment deadlines unless prior negotiation has occurred with the teacher
• Use study time at school, work and home productively to underpin success
• Regularly discuss progress with subject teachers and VET trainers
• Notify both the school and trainer of any absence from the training program
• Satisfactorily complete all formative and summative assessment tasks and seek assistance if faced with difficulties. Actively seek help and counselling when necessary
• Report VET training results to the VET Coordinator at school to utilise results towards SACE

General
• Follow all rules and expectation of the school
• Agree to the student behaviour contract for study time and library use
• Payment of tuition and equipment fees have been discussed and agreed by all parties

For further enquiries please contact Laura Hudson during school hours on 8304 8420.

Laura Hudson
Coordinator Counsellor - Pathways

UPCOMING YEAR 8 DATES

Term 1 is a very busy time for Year 8 students. As part of the Student Life Program students will have a day at the Norwood Swimming Centre. The Year 11 Peer Support students have organised a Splash Carnival aimed at supporting Home Group students to get to know each other as well as to have some fun.

Splash Carnival will be held on Wednesday, 26th February, Lessons 4 – 7. Students will be dismissed from the pool.

The Parents and Friends group are hosting a morning tea for the grandparents of Year 8 students on Wednesday, 26th March. Grandparents will have the opportunity to visit several classrooms and be entertained by our very talented music students. The Principal will welcome grandparents as well as take a tour for those interested in visiting Eden Park. Further information will be coming in future newsletters.

Kerry Friedrichs
Senior Leader
THEMES
Connecting with my Community  |  Looking after Myself  |  Me as a Learner
Building Relationships  |  Planning for my Future

ORGANISATION
The Student Life Program is a compulsory weekly program of activities that follows on from our annual Year Level Induction Programs.
Sessions are scheduled on Monday and Thursday from 8.35am – 9.15am.
The program is organised around a range of key themes including:
• Connecting with my Community
• Looking after Myself
• Me as a Learner
• Planning for my Future
• Building Relationships
A copy of the Term 1 Student Life Program is included on the next page.

AIMS
• The Student Life Program aims to assist students in developing skills to cope effectively with these changing dynamics
• To improve students’ sense of wellbeing and connectedness
• To engage students in creating a learning community of positive relationships,
• To promote high expectations for positive behaviors and meaningful involvement
• To provide opportunities for students to learn essential skills for a safe, healthy and productive life
• To increase student knowledge about themselves and their learning goals
• To optimise student pathways and support transitions
• To engage students in the practice of good citizenship through cooperation and service to others
• To strengthen strategic connections with other organisations in our community
• To increase student engagement, achievement, attendance and retention
• To ensure appropriate programs and practices are in place to meet the needs of all students

CONTEXT
Adolescence is a time of rapid change and increasing independence interdependence.
Adolescents in secondary schooling are:
• Experiencing emotional, physical and sexual changes
• Learning to form, articulate and manage relationships with parents, teachers and peers
• Keen to develop greater interdependence with peers and independence in their lives
• Becoming aware that they can make changes for themselves and influence others
• Questioning schooling and their engagement with schooling
• Reflecting on who they are, where they belong, what they value and where they are going
• Developing their own voice, often challenging the voices of their parents, teachers and society at large
• Aiming for a stronger sense of belonging through participation in wider adolescent cultures
• At risk of accessing and experimenting with more adult activities that can include drugs, alcohol, cars etc.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
<th>ISEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mon 27th Jan</td>
<td>Induction HGT</td>
<td>HG</td>
<td>Induction HGT</td>
<td>HG</td>
<td>Induction HGT</td>
<td>HG</td>
</tr>
<tr>
<td></td>
<td>Thurs 30th Jan</td>
<td>Induction HGT</td>
<td>HG</td>
<td>Induction HGT</td>
<td>HG</td>
<td>Induction HGT</td>
<td>HG</td>
</tr>
<tr>
<td>2</td>
<td>Mon 3rd Feb</td>
<td>Peer Support Intro PS LEADERS / LEE</td>
<td>HG</td>
<td>First Aid Online HGT</td>
<td>HG</td>
<td>PLP Task #1 Intro HUD / IEE</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>Thurs 6th Feb</td>
<td>SRC INDUCTION ASSEMBLY</td>
<td>HG</td>
<td>Induction HGT</td>
<td>HG</td>
<td>Induction HGT</td>
<td>HG</td>
</tr>
<tr>
<td>3</td>
<td>Mon 10th Feb</td>
<td>Peer Support Intro PS LEADERS / LEE</td>
<td>HG</td>
<td>First Aid Online HGT</td>
<td>HG</td>
<td>SACE / MCM HUD / HUN / YLAP</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>Thurs 13th Feb</td>
<td>Splash Organization PS LEADERS / LEE</td>
<td>HG</td>
<td>CLASS MEETING HEA / CLASS CAPTAINS</td>
<td>HG</td>
<td>MCM/Admin TO1 – TO5 HUT / HODG</td>
<td>CR</td>
</tr>
<tr>
<td>4</td>
<td>Mon 17th Feb</td>
<td>Yr 8 Assembly / SRC HEA / FER</td>
<td>G</td>
<td>First Aid Online HGT</td>
<td>HG</td>
<td>MCM/Admin TO6 – TO10 HODG</td>
<td>CR</td>
</tr>
<tr>
<td></td>
<td>Thurs 20th Feb</td>
<td>Team / War Cry PS LEADERS / LEE</td>
<td>HG</td>
<td>Private Study / Attendance Follow Up HGT</td>
<td>HG</td>
<td>CLASS MEETING HEA / CLASS CAPTAINS</td>
<td>HG</td>
</tr>
<tr>
<td>5</td>
<td>Mon 24th Feb</td>
<td>Class Capt Elections HEA / FER</td>
<td>HG</td>
<td>First Aid Online HGT</td>
<td>HG</td>
<td>Elevate – Study Sensei IEE</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>Thurs 27th Feb</td>
<td>Elevate – Study Skills Kick Start HUN</td>
<td>F</td>
<td>First Aid Online HGT</td>
<td>HG</td>
<td>PPL Task 1 Capabilities HUTG</td>
<td>HG</td>
</tr>
<tr>
<td>6</td>
<td>Mon 3rd Mar</td>
<td>Bite Back / Boy Assembly HUN / LEE YLM / SL</td>
<td>G</td>
<td>First Aid Online HGT</td>
<td>HG</td>
<td>My Career Match HUD / GP</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>Thurs 6th Mar</td>
<td>SPORTS DAY ASSEMBLY</td>
<td>HG</td>
<td>Induction HGT</td>
<td>HG</td>
<td>Induction HGT</td>
<td>HG</td>
</tr>
<tr>
<td>7</td>
<td>Mon 10th Mar</td>
<td>ADELAIDE CUP</td>
<td>HG</td>
<td>Induction HGT</td>
<td>HG</td>
<td>Induction HGT</td>
<td>HG</td>
</tr>
<tr>
<td></td>
<td>Thurs 13th Mar</td>
<td>SPORTS DAY ASSEMBLY</td>
<td>HG</td>
<td>Induction HGT</td>
<td>HG</td>
<td>Induction HGT</td>
<td>HG</td>
</tr>
<tr>
<td>8</td>
<td>Mon 17th Mar</td>
<td>Bite Back / Girl Assembly HUN / LEE YLM / SL</td>
<td>G</td>
<td>First Aid Online HGT</td>
<td>HG</td>
<td>Snow / Work Exp Ass HUD / HV</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>Thurs 20th Mar</td>
<td>Monarto Prep / Admin PS LEADERS / LEE</td>
<td>HG</td>
<td>Camp Intro YMA / BYL</td>
<td>G</td>
<td>PLP Task 1 HGT</td>
<td>HG</td>
</tr>
<tr>
<td>9</td>
<td>Mon 24th Mar</td>
<td>Monarto Prep / Admin PS LEADERS / LEE</td>
<td>HG</td>
<td>Camp Preparation YMA / 9CAMP COORD</td>
<td>G</td>
<td>PPL Task 1 HGT</td>
<td>HG</td>
</tr>
<tr>
<td></td>
<td>Thurs 27th Mar</td>
<td>CLASS MEETING HEA / CLASS CAPTAINS</td>
<td>HG</td>
<td>Camp Preparation YMA / 9CAMP COORD</td>
<td>G</td>
<td>Elevate – Time Management IEE</td>
<td>F</td>
</tr>
<tr>
<td>10</td>
<td>Mon 31st Mar</td>
<td>Monarto Ex / Admin LEE / PS LEADERS</td>
<td>out</td>
<td>CLASS MEETING HEA / CLASS CAPTAINS</td>
<td>HG</td>
<td>PPL Task 1 Due HGT</td>
<td>HG</td>
</tr>
<tr>
<td></td>
<td>Thurs 3rd Apr</td>
<td>Monarto Ex / Admin LEE / PS LEADERS</td>
<td>out</td>
<td>Camp Preparation YMA / BYL</td>
<td>G</td>
<td>Cyber Safety – Tagged FER</td>
<td>F</td>
</tr>
<tr>
<td>11</td>
<td>Mon 7th Apr</td>
<td>Celebration Assembly YM</td>
<td>G</td>
<td>Private Study / Attendance Follow Up HGT</td>
<td>HG</td>
<td>CLASS MEETING HEA / CLASS CAPTAINS</td>
<td>HG</td>
</tr>
<tr>
<td></td>
<td>Thurs 10th Apr</td>
<td>ASSEMBLY</td>
<td>HG</td>
<td>Induction HGT</td>
<td>HG</td>
<td>Induction HGT</td>
<td>HG</td>
</tr>
</tbody>
</table>
DIARY DATES

Wednesday 26 February  Splash Carnival – Year 8
Friday 7 March  STUDENT FREE DAY – AUSTRALIAN CURRICULUM
Monday 10 March  ADELAIDE CUP HOLIDAY
Wednesday 19 March  SPORTS DAY – Santos Stadium

SCHOOL CONTACTS

Phone  8304 8420

Press
1 for Reception, 2 for Student Services, 3 for Finance, 4 for Music, 5 for Business Manager

Direct Lines

Student Services  8304 8426
Gymnasium  8304 8437
Music Centre  8304 8431
The Forge  8304 8414
Student Counsellors:
Christopher Leech  8304 8428
Jenny Hunter  8304 8482

Contact Details 2014

Year 8 Manager  Janelle Morrissey
Year 9 Manager  Manuel Pontikinas
Year 10 Manager  Kathryn Bereny
Year 11 Manager  Maya Brookes
Year 12 Manager  Geof Bailey
International Education  Sarah Goldfain
Career & Transition  Laura Hudson
Co Curricular  Tony Byles

ABSENTEES, LATE ARRIVALS, EARLY LEAVERS

For all absentees please call Student Services on 8304 8426.

For late arrivals from 8.30am, students need to sign in at either Student Services or the Library. Year 12 students can sign in at the Eden Park campus. They are expected to have a note for their home group teacher the next day.

Students who need to leave early need to sign out through Student Services.

Please contact Student Services if you have messages about students arriving late or needing to leave early.