



20 June 2013

PRINCIPAL'S REPORT



One Student, One Community, Many Futures

End of Semester 1 Reporting

Late last year we made some changes as to when student school reports will be completed and sent home. The changes were designed to ensure that we maximize learning time and that students worked productively to the last day of every term. To do this, we moved exams and assessment dates back until the last week of each term. This means that student assessment will be marked from the end of this week and moderated over early next term with reports written and sent home in week three next term.

Therefore, in week three next term all students in years 8 to 12 will receive their Semester 1 report card by mail. Teachers will be working hard to complete the reports to provide feedback to students and parents on the learning areas covered in our curriculum.

The grades (A-E) represent the teachers' 'on-balance'/overall judgement of student achievement based on student work and assessment compared against the standards for that subject. Teachers also moderate (compare) samples of their students' work with other teachers in their subject area to improve the consistency and fairness of ratings awarded to students.

We hope that the coming report card serves the basic purpose of giving students and their families accurate, straight forward and timely information regarding student learning and achievement, behaviour, effort and homework at Helensvale State High School.

Happy Winter Vacation

I would like to wish all our students and their families a happy winter vacation. I would also like to thank all students and families for their ongoing support of our school. I am always impressed with the dedication and commitment of the staff, the level of parent engagement in the school and the positivity and enthusiasm shown by our students. I am looking forward to the rest of the year and the opportunity to make our school an even better one for the students, families and the community we serve.

SAY CHEESE!

On Friday 31st May the RNA (Brisbane Ekka) held their annual cheese judging for schools, hand crafted Camemberts. There were 170 entries from across the state of which 8 were from

Helensvale State High. This competition was first introduced in 2009, with a push to encourage more schools to become involved in exhibiting their cheeses, as well as offering the public an insight into the different tasks students undertake within the school curriculum.

One of Australia's most respected cheese makers, Ueli Berger, of King Island Cheese, was joined by Russell Smith (the facilitator) of the RNA Dairy Australia Cheese Making Workshop to judge all the cheese entries. Both judges were impressed with the quality of the cheeses and with ours in particular as it was Helensvale State High's first year of entering.

The cheeses were rated from 1 to 20 and any cheeses scoring a 14 or above are classified as a saleable cheese. The winning cheese from Fraser Coast Anglican College scored 17.5 and Helensvale State High School's best cheese came in at 16.5 (Danielle Van Blerck, Skye Van Der Vlies and Emelee Bannister). WOW, only 1 point the difference!!

Our lowest rated cheese was 14. What a credit to all those students in Year 10 SIS. Also to their credit, the majority of other students were from years 11 and 12 and their class sizes were much smaller at about 12 students per class.

Well done students we are very proud of your 'cheesy' efforts.



Helensvale SHS Churning Cheese Makers Danielle, Skye and Emelee

ISSUE OF YEAR 9 LAPTOPS

Just about all of the 400 new HP laptops for students who have returned their forms and payments have been issued, with the remainder to be issued by week's end (21 June). If your child has still not joined the take home laptop program but would like to, it is not too late. Contact me if you require further information: scarr25@eq.edu.au or 55738557.

Further enhancements such as additional subject-specific software and video card driver updates will be pushed out at the commencement of Term 3. There is a known problem with access to social media that we hope to remedy by Friday 21 June. We are doing our best to solve this problem.

Sheryl Carr,
Head of Department, I.T.

SOUTH COAST AFL CHAMPIONS

Late last month Helensvale students Valentino Beynon, Ben Henderson, Corey Mullins and Dane Watmuff were all part of the South Coast U/15 AFL team that went through undefeated and won the State Championship. All four players played significant roles in the team's victory and Valentino and Corey played well enough to be selected in the Queensland side.

Valentino Beynon was dominant in the ruck and strong in aerial contests, while Corey Mullins never stopped running and winning the hard ball. Ben Henderson played his role across the wing and continually found space. Dane Watmuff was strong in defence and set up many attacking moves running off half back.

Big Val and Corey now head off to Darwin in August to represent Queensland in the National Championships. We wish them both well.

Congratulations boys!

CLUSTER SPORTS

Congratulations to the following teams that were successful in making the X-Over finals. They were:

BOYS

U/13 Basketball – Coach Tim King
U/14 Football – Coach Brian Zancola
U/15 Football – Coach Brian Zancola/Tony Miserski
Open Football – Coach Brian Zancola
Open Indoor Cricket – Coach Michael Buckley
14 yrs Indoor Cricket – Coach Ben Tindall
U/14 Rugby League – Coach Barry Stanton
U/13 Touch – Coach (on the day) Brendon Jones
U/14 Touch – Coach Hayden Volzke
U/13 Volleyball – Coach Dean Peattie
U/14 Volleyball – Coach Dean Peattie

GIRLS

U/14 Netball – Coach Michelle Braun
U/15 Netball – Coach Hollie Smith
OPEN Netball – Coach Leia Maher
U/13 Touch – Leah Miller
U/13 Volleyball – Coach (on the day) Ashley Hinds + Gary
U/14 Volleyball – Coach (on the day) Ashley Hinds + Gary
U/15 Volleyball – Coach Kirsty Cosnett + Warwick Gent
Brett Green was football Convenor and Ashley Hinds was the girls volleyball onvenor. This was a huge task and I would like to thank everyone involved.

We were successful in winning the Open Boys Indoor Cricket and the U/14 Boys Cricket. They were presented with medals

and the Senior Team had their photographs in the Gold Coast Bulletin. Congratulations to all.

TRACK AND FIELD CARNIVAL

Year 8 and Year 9's will participate in some lead up events on Friday 19th July from 1.15 pm- 2.55pm. These will be events that will not fit into the full day carnival.

The full day carnival is being held on 25th July has been designated with a SUPER HERO theme. There will be a homemade photo booth with props, hairspray, colouring food and novelty games. We encourage all students to participate and look forward to seeing all of you there. **IT IS NOT OK TO BE AWAY** on this day. It will be a normal school day for those not partaking in Sport.

Sharon Skennar
Sports Co-Ordinator

ARTISTS ON DISPLAY

Partnership Broker of The Smith Family, John Gilders extended a fantastic opportunity for two senior Art students who are considering careers in the creative industries. Gallery in the Lane, a gallery space located in the Southport Central towers, in partnership with Creative Industries Gold Coast invited two of our students to be a part of an exhibition entitled Journey's. Year 12 Senior Art students Rochelle Helman and Stephanie Ribcak currently have work on display in this exhibition, alongside their mentor artists, who are co-exhibiting with them. As a part of this fantastic opportunity, Rochelle and Stephanie have been involved in every aspect of the show, including curating an exhibition, marketing of the exhibition, organising the opening night, promoting their work, as well as gaining invaluable information about courses in the creative industries and building artistic partnerships.

At the opening on Friday 7 June, I was blown away by their professionalism, involvement and artistic standard of their work in comparison to their mentor artists. Rochelle and Stephanie's works are on display at Gallery on the Lane, in Tower 3 of Southport Central Towers until June 22. If you have the time to visit this space, I encourage you to do so. Our Year 12 Senior Art students work is outstanding and demonstrates the standard of excellence expected within our senior art course.

Congratulations Rochelle and Stephanie!

Mrs Winters
HOD Visual Arts

FINANCE

Student Resource Hire Scheme and subject levy payments are due by 8 July. Laptop payments are now overdue. Please make payment as soon as possible to avoid the recall of this resource.

Thank you to those parents/guardians who have made payment of your child's resource hire scheme, and subject levies, your payments are much appreciated. Financial statements detailing your child's account were recently sent home with students. Payment can be made by the following methods:

PAYING BY INTERNET BANKING: Direct Payment into School Bank Account

- School's Bank Account Name: Helensvale State High School General A/C
- BSB Number: 064 430 CBA Branch Southport
- Account Number: 00091174
- Reference/Details: Record "Student EQ ID Number & Surname" in the reference/details section so that your payment can be recorded correctly.

PAYING IN PERSON: Payment by Cash, Credit Card, Debit Card, Cheque or Money Order

- Payment can be made at the finance department Monday to Friday 8.00am to 1.45pm
- Cash, Credit Card and Debit Cards (EFTPOS), Cheques and Money Orders are accepted

PAYING BY PHONE: Payment by Credit Card ONLY

- Call the school on 55738569 or 55738588 , Monday to Thursday between 8.00am and 3.30pm, Friday between 8.00am and 3.00pm
- Please have the account and your credit card details with you when you call
- Visa and Mastercard accepted

Parents/guardians experiencing financial difficulty can contact the school's Business Services Manager, Mrs Jo Ashton on 55738555 so that special arrangements can be made. Payment by Centrelink is also available. All discussions are held in strict confidence.

INDUSTRY AT WORK

External Courses – only available for Year 11s & 12s

When thinking about participating in an external course/school based apprenticeship or traineeship, you need to consider:

- Is the certificate course suitable for the student?
- Will it help with the student's career pathway?
- Student must not be OP Eligible to participate

At Helensvale SHS we offer a variety of external programs for our senior students to gain qualifications that we do not offer. School based apprenticeships and traineeships are just one way to gain a nationally recognised qualification.

Gold Coast Institute of TAFE offers a great number of courses for our Year 11 & 12 students. If you have any questions regarding whether your student is eligible, please contact Paulina Ford.

Gold Coast Institute of TAFE have the following courses available for students in Year 11 & 12 2013

Year 11 (2013) Students can only apply for 6 months to 1 Year Courses

Year 10 (2013) Students can apply for either 6 months, 1 Year or 2 Year Courses

- Cert I Boating – 6 months
- Cert II Electrotechnology (need to have a high level of maths ability to apply) – 18 months
- Cert III Fitness – 2 years
- Cert III Tourism / Events – 2 years
- Cert II Hairdressing – 1 year
- Cert II Retail Cosmetics – application and product knowledge – 1 year
- Cert II Automotive – 1 year
- Cert I Engineering – metal fabrication, welding – 1 year
- Cert III Live Production, Theatre & Events – Coomera Tafe – 1 year

Congratulations to the following students who have been successful in gaining a School Based Traineeship / Apprenticeship in the last month. If you are in Year 11 and interested in starting a School based Traineeship/ Apprenticeship, see me at the start of Semester 2.

Student Name	Qualification and Industry Area
Ebony Mifsud	Hospitality Traineeship Gold Coast Resort
Allanah White	Hospitality Traineeship Royal Pines Resort
Harry Witte	Hospitality Traineeship Gold Coast Resort
Teagan Piercey	Hospitality Traineeship Gold Coast Resort
Natassja Wooten	Hospitality Traineeship Royal Pines Resort
Brianna Brant	Hospitality Traineeship Gold Coast Resort
Meagan Davey	Business Administration Traineeship – Transit Group
Lewis Hamilton	Media Traineeship – Crystal Crayons
Alexis Wootton	Floristry Traineeship – Alicia St Florist Southport
Rebecca Ormerod	Business Administration Traineeship – Parkwood International Golf Club
Rebecca Stephan	Hairdressing Apprenticeship – Ballistik Hair Studio

Regional SATS Awards

This year we had 20 students nominate to apply for the South East Regional SATS Awards. From those 20 very capable and outstanding SATS, we have 9 students who have been short-listed and will attend an interview this week at District Office as part of the selection process. We are very proud of all 20 students and thank them for their time that they have committed in applying for these awards. We wish the following students all the best with this next process.

Student Name	Year Level	Award Category
Nicholas Murphy	12	Building and Construction
Chloe Russell	12	Business Services
Caitlin Slater	12	Community Services
Elysia Gough	12	Hospitality - Apprenticeship
Jessica Kilian	12	Hospitality - Apprenticeship
Jeremiah Hundric	12	Information Technology
Tyler Campbell	12	Outdoor and Active
Brodie Palmer	12	Personal Services – Hairdressing Apprenticeship
Ebony Hill	12	Personal Services – Hairdressing Apprenticeship

Paulina Ford Industry Liaison Officer

Phone: 55738545 email: pford2@eq.edu.au

GOLD COAST HOSPITAL AND HEALTH SERVICES – ORAL HEALTH SERVICES

ORAL HEALTH CARE MATTERS

Did you know that Gold Coast Hospital and Health Services – Oral Health Services in both the community and school dental clinics accept Teen Dental Vouchers?

Good oral health care is important for young people. The government has provided Teen Dental Vouchers to help enable and maintain good oral health and preventative care. These vouchers can be presented to private dentists or Gold Coast Hospital and Health Services – Oral Health Services, including a community or school dental clinic.

Children attending schools up to the end of Year 10 who present a Teen Dental Voucher with Gold Coast Oral Health Services will receive a comprehensive examination, x-rays,

scale, clean and a full course of care. Children in Years 11 and 12 in receipt of a voucher can only be seen by Gold Coast Oral Health Services if the eligibility criteria is met. They will then be placed on a waiting list to receive a comprehensive examination, x-rays, scale, clean and a full course of care.

If the Teen Dental Voucher has been used at a private dental practice, completion of the private dentist's treatment plan will need to be undertaken privately at own cost. Gold Coast Hospital and Health Services will only be able to provide Emergency Care for these children, not a full course of care as prescribed by the private dentist.

Gold Coast Hospital and Health Services – Oral Health Services have qualified and experienced dentists, oral health therapists, dental therapists and dental assistants who work together to provide a range of oral healthcare services to meet your child's specific oral health needs in a caring environment.

As the Teen Dental Voucher expires by 31.12.13, it is important that you arrange your appointment as soon as possible by telephoning the Gold Coast Oral Health Services Call Centre on **1300 300 850**. Oral health services are also provided during all school holiday periods.

For more information on the nearest community or school dental clinic, the Oral Health Call Centre will be able to assist you with your enquiry.

TEN HINTS FOR CREATING RESILIENT FAMILIES

Resilience is the fine art of being able to bungy jump through life. The pitfalls are still there but it is as if you have an elasticised rope around your middle that helps you to bounce back from hard times.

No. 1 Promote Belonging

Resilience is the happy knack of being able to bungy jump through the pitfalls of life. It is the strongest antidote we know of for self-harm, depression and drug abuse and it's built on our sense of belonging.

No. 2 Have some mooch time

We live in a world that suffers from attention deficit disorder. We rush children from activity to activity, from lesson to lesson and from one organised event to another. Then we wonder why, when there is a lull that they say "I'm bored". Be a counter-revolutionary. Find some time each week

just to be at home without anything structured happening.

No. 3 Rediscover some family rituals

It doesn't matter whether it is the family walk after dinner, the Sunday roast, the Friday night pizza or the Saturday morning clean up, rituals are highly protective. The best rituals often cost nothing. These are the activities you hope that later on your children will reminisce and say "Mum always made sure we did." or Dad always made sure we did."

No.4 Spontaneity and curiosity

Spontaneity and curiosity are the building blocks of good mental health. You cannot tell someone how to have better mental health and you can't give it to them by getting them

to read a book. So the really hard message here is that if you want to raise your children to have mentally healthy lives you are going to have to have a good time yourself. If you want your children to succeed you need to show them that success is worth having.

No.5 Love kids for their differences

When families' function well people are allowed to be different and to be loved for those differences.

We all know that children take on different roles. A father of three said "it's as if they have a planning meeting once a year and say 'you be the good kid, I'll be the sick kid and the other one can be the trouble-maker!' And then just when you think you've got it figured out they change roles again". Having children who are strongly individual and who have a sense of who they are is a sign of good parenting. The problem may, of course be that they will then express their independent spirit in ways that you don't like. The ideal is a mix between someone who preserves their own uniqueness and is able to work with others without becoming dictated to by them. Someone who has their own independent nature but is comfortable enough with themselves to allow inter-dependence.

No. 6. It is clear who is in charge

Families do not work well as democracies. In fact they seem to work best as benevolent dictatorships in which the parent or parents consult a lot with their children but at the end of the day, the parent has the final say. Some parents fear that if they take charge that they will lose the friendship of their children, but often the reverse is true. In families where parents fail to take their own role seriously, children may feel that to express their independence

No. 7 Consistency

Consistency is the ideal. Having parents who agree on rules and standards and who convey the same sorts of messages and who value compassion over coercion, clearly has the best outcome in terms of children's well being. It is also important that parents not be open to manipulation and work together as a team.

Life however is not always so simple and we all know from sad and sour experience that parents cannot always be consistent. Sometimes parents have different value systems or can't come to a consistent way to handle particular areas. In these situations, a second possibility is to for one parent to take charge of a particular area. This is not the most desirable solution but it is better than having parents in conflict over management issues or worse, undermining one another. In single parent families or where parents are separated the same principle applies.

No. 8 Teach the skills of Self-esteem

Families that work well seem to praise one another a lot. Compliments are made, positive efforts are commented on. Optimism is in the air. Even in these families, teenagers still shrug and say, "yeah Mum" or "yeah Dad" whenever a compliment is made. Teaching the skills of self-praise is useful. One way of doing this is to ask questions extensively about any achievement or accomplishment. Asking questions that like "how did you do that?" "How come you did so well at that test?"

"What did you do?" and "have you been doing homework behind my back

No. 9. Know how to Argue –

Families that work well know how to argue. It seems strange to say this because we all have the sense those families that work well don't have conflicts. The family is really where we learn to resolve disputes fairly. The way that parents teach children to resolve differences of opinion with their brothers and sisters provides the basis for sharing, negotiating and problem solving in the world beyond the family. . While differences of opinion should be allowed to be expressed, children also need to learn that they will not be able to win at all costs

10. Parents are reliably unpredictable

With young children it is important to provide consistency and predictability. This allows them to feel sure of you. After a while though, a bit of predictability can go a long way. To many children, most parents are about as predictable as a washing machine cycle. It is important to have structure and consistency but it is also useful to act in ways that your children wouldn't expect. This keeps them interested in learning from you or least wondering what you are up to. Perhaps the most important feature of parents in healthy families is that they realise that all of the above is desirable but not always possible and so they look at how to promote good functioning while not wasting energy on blaming themselves for the times when things don't quite work out as they had planned.

www.andrewfuller.com.au

WHEN READING IS TOUGH

Sometimes ordinary reading methods are not enough.

Many students get bogged down in a murky reading assignment. You can use the following techniques to drain the swamp if you are ever up to your neck in textbook alligators.

1. Read it again, Sam

Difficult material – such as the technical writing in science texts – is often easier the second time around. If you read an assignment and are completely lost, do not despair. Admit your confusion. Sleep on it. When you return to the assignment, regard it with fresh eyes.

2. Look for essential words

If you are stuck on a paragraph, mentally cross out all the adjectives and adverbs and read the sentence without them. Find the important words. These will usually be verbs and nouns.

3. Hold a mini-review

Pause briefly to summarise what you've read so far, verbally or in writing. Stop at the end of a paragraph and recite, in your own words, what you have read. Jot down some notes or create a short outline or summary.

4. Read it aloud

Make noise. Read a passage aloud several times, each time using a different inflection, emphasising a different part of the sentence. Be creative. Imagine that you are the author talking.

5. Use your teacher

Admit when you are stuck and make an appointment with your teacher. Most teachers welcome the opportunity to work individually with students. Be specific about your confusion. Point out the paragraph that you found toughest to understand.

6. Stand up

Changing positions periodically can combat fatigue. Play with standing as you read, especially if you get stuck on a tough passage and decide to read it aloud.

7. Find a tutor

Find a student or an outside tutoring service to assist you.

8. Use another text

Find one in the library. Sometimes a concept is easier to understand if it is expressed another way.

9. Pretend you understand, then explain it

We often understand more than we think we do. Pretend it's clear as a bell and explain it to another person or even yourself. Write down your explanation. You might be amazed by what you know.

10. Ask: What's going on here?

When you feel stuck, stop reading for a moment and diagnose what's happening. At these stop points, mark your place in the margin of the page with a pencilled S for 'stuck.' Seeing a pattern to your marks over several pages might indicate a question you want answered before reading further. Or you might discover a reading habit you'd like to change.

BEYOND BLUE – MAN THERAPY

if you're a man, you've got a man in your life, or you have mates who are men, you may be interested in this website .

KEEP A WATCH ON OUR SCHOOL THESE HOLIDAYS

Parents and students can help take care of our school by reporting any suspicious after-hours activity to **School Watch on 13 17 88**. By keeping an eye out we can work together to create a safer school community and help to reduce vandalism, theft and arson in our school.

If you see something suspicious, please don't intervene. Call the School Watch number and let the local police or State Government Protective Security Service deal with the matter.

ATTENDANCE MATTERS

When you are reviewing your child's report card, take a moment to consider your child's attendance rate. Research shows that students who have good attendance are more likely to achieve high results at school. If students aren't at school or don't stay the whole day, they are missing valuable lessons which will help them to achieve to their full potential.

Visit <http://education.qld.gov.au/everydaycounts/fact-sheet.html> for more information on student attendance requirements.

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