Welcome to this week's newsletter.

**Governing Council approves continuation of CPSW**

At the recent Governing Council meeting held last Tuesday, members voted unanimously to continue the services of the Christian Pastoral Support Worker (CPSW) at Murray Bridge High School. This vote of approval comes following changes to the funding of the CPSW as part of the new National School Chaplaincy and Student Welfare Program recently announced by Federal Schools Minister Peter Garrett.

Governing Council members were able to hear from our CPSW Lisa Riley talk about what her role entails and the benefits her position brings to the school. Supporting her report I commended Lisa on the work she has done since undertaking the role of CPSW earlier this year. Evidence of this is seen in the positive connections she has made with the students and staff and the programs that she has introduced. More importantly I congratulated Lisa on the contribution she has provided to the spiritual and emotional wellbeing of the school community.

**School Uniform**

Members of the Murray Bridge High School community are well aware of my vision to improve school uniform options for all of our students. Following on from the recent Parent/Student Opinion Survey, where parents and students voted overwhelmingly in favour of a Physical Education (PE) uniform option and further options for the school uniform, I have received endorsement from the Governing Council to investigate the options of a rugby top, a school dress, school shorts and the design of a PE uniform. Our current uniform suppliers will be approached to provide options in terms of design and price. Once a series of concepts have been finalised parents, students and staff will have an opportunity to determine the final design via an online voting process at some stage in 2012.

**Remembrance Day Ceremony**

Staff, students and invited guests commemorated Remembrance Day last Friday honouring the sacrifices made by those who have served our country with a minute silence in a unique ceremony held on Lohmann Street.

In what I hope is the beginning of a new tradition at Murray Bridge High School students placed Australian flags at each of the war graves located at the Adelaide Road Cemetery and the Bremer Road Cemetery, the school captains laid a wreath at the base of the flagpoles alongside carefully placed white crosses laid earlier by the students travelling to the Western Front in France in 2012. This day would not have been a huge success without the tireless work done by Helen Peake and the staff who supported her. A more detailed overview of the day will be presented in our next newsletter.
Sports Day 2011

By Alyce Robertson

After much anticipation, the Murray Bridge High School Sports Day 2011 went ahead on Friday 28 October. Staff and students had been preparing for the event for over a term when unfortunately, inclement weather prevented Sports Day from occurring in Term 3 as originally planned. Despite the delay, positive energy still filled the gymnasium when the event commenced.

The proceedings began with the presentation of each team’s banner to the school and the banner that got the loudest cheer was awarded bonus points to put towards their overall score.

The track was alive as the sprints commenced and there were many hard fought battles in the 100m, 200m, 400m and the 4x100m relay. The Tug of War proved to be very popular, with the crowd getting behind their team and many stepping up to participate.

The afternoon saw a large number of students competing in volleyball and soccer, with senior and junior students filling the courts and the fields for the next two hours.

The day finished off with an impromptu ‘staff vs students’ game, where Year 12 students were invited to compete against their teachers as a final farewell and thank you for returning to school and contributing positively to the day, even though these students officially finished lessons on Wednesday. This effort was greatly appreciated by the Physical Education Faculty and was an excellent demonstration of school pride and school spirit.

Throughout the day students were also able to participate in SingStar and chess competitions, with an excellent turn out for both.

The day came together successfully with the assistance of a group of Year 11 students (Mikajla Bjelovarac, Sophie Ansell and Demi Marston) who, not only collated results and undertook duties on the day, but also worked tirelessly with the PE faculty throughout Term 3 to bring the event together.

After the final siren of the day the rain began, (much to the relief of the PE staff!), with ‘Murray’ the overall champions!

The Health and Physical Education Faculty would like to thank all staff and students involved for their ongoing support and acknowledge the efforts of those who went the extra mile to help out.

More pictures next page…

Results

<table>
<thead>
<tr>
<th>Place</th>
<th>Team</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>Murray</td>
<td>514</td>
</tr>
<tr>
<td>2nd</td>
<td>Barker</td>
<td>447</td>
</tr>
<tr>
<td>3rd</td>
<td>Sturt</td>
<td>420</td>
</tr>
<tr>
<td>4th</td>
<td>Hindmarsh</td>
<td>413</td>
</tr>
</tbody>
</table>

Best Dressed Girl: Meaghan Hurford
Best Dressed Boy: Teppo Lindberg
Best Dressed Teacher: Adrian Perkins

All Round Winners

- Mikayla Schulz, Year 8
- Isaac Smith, Year 8
- Nikita Hein, Year 9
- Alex Bockman, Year 9
- Mikaela Boccaccio, Year 10
- Renz Galanta, Year 10
- Nikki Dougall, Year 11
- Aaron Pratt, Year 11
- Meaghan Watkins, Year 12
- Lachlan Butler, Year 12

Team Player Awards

- Jessica Henderson, Year 10
- Luke Kluske, Year 9
Sports Day Chess Competition
By Jeffrey Hirschausen-McKeown

Chess was included in the Sports Day activities this year by Ms Robertson and J McKeown as a way of engaging some students unable/unwilling to be involved. By having Chess as a tournament during Sports Day, the Chess Club is promoted within the school community.

Ms K Barr, Mr D Irvine and Mr J Hirschausen-McKeown organised/supported the Chess Competition this year and a very successful day it was, with entries from all year levels and houses attending. As the Year 11’s and 12’s have gone on study leave, other very enthusiastic chess players took their places to be awarded prestige as points for their houses.

The games were very fast paced with many very exciting games played on the day. The games were broken up into male and female from each house with timed round robin knock out series games, with the winner of the male and female games playing off for the Year Level Champion. However, we are still low on female competitors, but are up from last year.

House winners on the day:

<table>
<thead>
<tr>
<th>Year 8 Male</th>
<th>Ethan Hines</th>
<th>Murray</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 8 Female</td>
<td>Courtney Klenke</td>
<td>Murray</td>
</tr>
<tr>
<td>Year level champion</td>
<td>Courtney Klenke</td>
<td></td>
</tr>
<tr>
<td>Year 9 Male</td>
<td>Adrian Blanch</td>
<td>Hindmarsh</td>
</tr>
<tr>
<td>Year level champion</td>
<td>Adrian Blanch</td>
<td></td>
</tr>
<tr>
<td>Year 10 Male</td>
<td>Remar Cipriano</td>
<td>Barker</td>
</tr>
<tr>
<td>Year 10 Female</td>
<td>Blossom Dammann</td>
<td>Barker</td>
</tr>
<tr>
<td>Year level champion</td>
<td>Blossom Dammann</td>
<td></td>
</tr>
<tr>
<td>Year 11</td>
<td>Taylor Gower (Yr 9)</td>
<td>Barker</td>
</tr>
<tr>
<td>Year level champion</td>
<td>Taylor Gower</td>
<td></td>
</tr>
<tr>
<td>Year 12 Male</td>
<td>Luke Johnson (Yr 9)</td>
<td>Sturt</td>
</tr>
<tr>
<td>Year level champion</td>
<td>Luke Johnson</td>
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</tbody>
</table>

Many staff and students not involved in the Chess Competition played social chess over the course of the day with many surprising results. The room was very active all day with many giving good feedback on the day’s activity and at one point in the day ran out of chess boards. Many students again this year took up the offer of being taught to play chess for the first time and have now started to play at lunch times socially in the Resource Centre and in Chess Club.
Literacy is Everybody’s Business

By Amra Causevic

Definition: Literacy has traditionally been described as the ability to read for knowledge, write consistently and think critically.

As a language teacher I am aware of my responsibilities and I always make sure students understand my tasks and feel secure and comfortable in my class.

I use a variety of teaching practices and approaches such as modeling, scaffolding, whole class, small group and individual instruction, questioning, monitoring, as well coaching. I make sure all my students understand my tasks, especially assessments. After explaining assignments I question students to see if they understood me, by asking them to summarise what I have said.

I make sure all my students learn spelling, improve their reading and increase vocabulary knowledge. I also make sure that all students improve writing, reading, listening as well as speaking skills.

One strategy I really find useful and do at the beginning of the lesson is expecting my students to tell me “I am here”, in German, “Ich bin hier”. I usually ask them one question in German, for example: “How are you?”, “Wie geht es dir?” I believe it is significant to start the lesson by engaging students and giving them the opportunity to speak, and their voices to be heard, so they feel important in the classroom.

At the end of the lesson I make sure I ask students either “what did you learn today?” or I ask them some questions such as “count to 10 or 20”, or even “tell me all the colours you remember”.

I also make lessons interesting by creating games or competitions such as spelling competitions, reading competitions, as well as writing competitions and always reward students at the end, and give them a round of applause for doing well.

As teachers we should engage students in literacy activities by:

- making sure literacy is meaningful to students
- by explaining and demonstrating the uses and purpose of literacy and literacy activity
- employing strategies that maintain student focus
- making connections between students’ current literacy knowledge and what is being taught and by questioning students to see if they understand us.

Teaching strategies include getting knowledge ready for reading, linking the title and picture, predicting what the story might tell them.

I have displayed posters of the reading strategy, so students can always refer to it. I have also displayed posters of what my students have created, so students feel proud and happy about their achievements.

When teaching students we should ask students to question the pictures, retell sentences, read texts and finish incomplete sentences, but also to identify and predict, retell and summarise texts.

I also teach students how to read German texts by first demonstrating it, reading aloud first. Student then have time to read in a small group, read with a partner and finally aloud to the whole class. It is important students feel comfortable and secure in order to participate and engage in activities.

By focusing on our school values which are: excellence, respect and working together, Murray Bridge High School students are not only going to improve their literacy skills they are also going to be better citizens.

Educational Quotes:
“The important thing is not to stop questioning.” Albert Einstein

Be Realistic
The chance of mastering something the first time you do it is almost non-existent. Everything takes time to learn and you will make mistakes. Learn from them.
Who would have thought that there is literacy in Science!
By Tyson Wait and the Science faculty

A common misconception with Science is that it’s all about putting a lab coat and safety glasses on, mixing a vast array of chemicals together and watching the eerie fumes rise with colour changes and if you’re lucky some sort of explosion. Scientists don’t have to have any literacy skills at all right? Wrong!

Literacy is an enormous part of Science and it is immensely important that the literacy is taught and understood properly in order for the Science to work and be understood. Not only does Science have almost an entire new language of words to understand but out of the 9 different text types traditionally used in English classes, scientists use 6 of these regularly.

Reports are written to show results of scientific investigations and explain what has been discovered as a result of the investigation, also to present information on a particular topic.

Procedure texts are very important as they make up the method section of a scientific practical write up. Scientists must be able to read and understand them but also they must be able to write them so that other scientists can replicate their work.

Explanation texts are also a very important part of a scientific write up. Scientists must try to explain the results of their experiments.

Exposition writing is important for scientists to be able to present their point of view on a particular scientific issue.

Description pieces are required in report writing to explain the required background information to the reader.

Discussion writing is important when scientists are required to present the facts for both sides of a scientific issue.

The Science faculty is well aware of the literacy requirements in Science. So between the exploding balloons and erupting volcanoes, the Science staff at Murray Bridge High School takes the time to explicitly teach the students what is required from a literacy perspective. This will ensure that the students can fully understand what they observe in class and so that their ideas and findings can be correctly presented.
In the Society and Environment faculty a wide range of topics are studied that require various literacy skills. Students are often required to write about aspects of their topic in different styles or genres. The writing needs to be structured to achieve a specific purpose. During the course any or all of the following genres may be used: Recount, Description, Information Report, Narrative, Procedure, Discussion, Response etc.

The example of work below is an Information Report. To be able to write in this genre successfully the students are taught what the purpose of the writing is, what structure it needs to have – for example logical headings, relevant facts in separate paragraphs and appropriate terminology. This is best achieved by a general discussion or brainstorming session followed by the creation of an example or model to follow. Through a process of scaffolding the students are shown how to write an Information Report and can then apply this knowledge to a specific topic. They then know what is required when asked to write an Information Report in any subject – the process is the same.

**The Aye-aye**

**Written by Nikita Hein**

**Type, Name and Size:** The Aye-aye’s scientific name is Daubentonia madagascariensis. The Aye-aye’s body is 36 to 43cm long and its tail is 56 to 61 cm. Aye-ayes are mammals. These rare animals may not look like primates at first glance, but they are related to chimpanzees, apes, and humans.

**Habitat:** Aye-ayes can be found only on the island of Madagascar. Aye-ayes spend their lives in rainforest trees and avoid coming down to earth. The nests appear as closed spheres with single entry holes, situated in the forks of large trees.

**Numbers Left:** While it is not known in exactly what numbers they exist, it is estimated that there are about 1000 to 2000 Aye-ayes still left in the world.

**Cause of Decline in Numbers:** The main threat to the Aye-aye comes from loss of habitat. Traditionally, indigenous people on Madagascar tolerated the Aye-aye however, attitudes have changed and now the aye-aye is regarded by some as a harbinger of death, because of the animal's appearance people believed the only way to get rid of the Aye-aye's evil was to kill it. Fortunately, because of its evil reputation it is usually not hunted for food.

**What is being done to Increase Numbers?** To help protect the Aye-aye, at least 16 reserve areas have been set up throughout Madagascar. There are six different captive aye-aye programs in the United States. Elsewhere, captive breeding programs have been set up in Paris, Jersey and Madagascar.

**How Can I Help?** You can help to protect Aye-aye by calling one of the many Aye-aye breeding programs to donate your time or to make a financial contribution.

**Bibliography:**
http://animals.nationalgeographic.com/animals/mammals/aye-aye/
www.buzzle.com/articles/aye-aye-facts.html
http://www.animalinfo.org/species/primate/daubmada.htm
http://www.bbc.co.uk/dna/h2g2/A3994383
Nunga Touch Carnival 2011
By Louisa Kartinyeri, Year 10 and Sarah Smith, Year 11

On Friday, 4 November the Nunga Touch Carnival was held at Henley Beach High School. Murray Bridge High School entered a team of 11 Nunga students. We arrived at Henley High at 9.00 am - we were really nervous as we were the first school to arrive.

We played 8 games against various schools from all around Adelaide. It was mixed between girls and boys but we had to have 3 girls on the field at all times. The Murray Bridge High School team was undefeated throughout the whole day.

After all the games were played we had lunch, we had a choice of a BBQ or a hangi. Just before we left they drew the raffle and 5 people from Murray Bridge High School won a prize and all students present got a t-shirt and hat. Overall it was really fun and deadly. We can’t wait until next year!

So you want to be a doctor?
If you’ve got the dream, we’ll help get you there.

Rural Doctors Workforce Agency (RDWA) helps country high school students with practical and financial assistance through our medSPACEReady and Set programs. For more information about upcoming workshops visit www.ruraldoc.com.au, or email us at studentservices@ruraldoc.com.au, or phone 8234 8277.

Flinders Science Experience

The Flinders Science Experience is a three-day hands-on science, engineering and technology program for Year 9 and 10 students.

Dates: Monday, 5 to Wednesday 7 December
Time: 9am – 4pm daily
Where: Flinders University Campus

Activities include workshops covering a wide range of fields, including robotics, engineering, medical science, forensic science, environmental science, animal diversity and chemistry. Participants come from schools all around SA. It is a great chance to make friends and meet staff and students who share an interest in Science while visiting one of Australia’s most beautiful University campuses.

The Science Experience is a Rotary Youth Services Project and is fully supported by the Australian Science Teachers Association.

The cost of the three-day program is $110 (includes GST).

Application forms and further information can be downloaded from: www.scienceexperience.com.au

or contact Brent Banham (brent.banham@flinders.edu.au, (08) 8201 2664)
Kim Aitken (kim@scienceexperience.com.au, (03) 8288 1001)

Applications close on Monday, 21 November 2011.

“Pre-employment program in Aged Care, Disability Community Care”

To commence in Murray Bridge on Tuesday, November 22. This training is FREE to eligible participants – Parents/Students.

The program is ideally suited for people who wish to pursue a career as a personal care worker/support worker in the caring industry. Four units from the full Certificate III qualification will be delivered through this program.

For more information please contact Melissa at Molloy & Clark Consultancy on 0411 346 727 or 8449 9304.