Attendance

Why is it important?
Regular attendance and participation in schooling is an important factor in educational and life success. Absence for any reason impacts on the student’s connectedness with their learning and therefore achievement. We all want our students to gain a great education and the main foundation to achieve this is attending each and every day. Attending school every day promotes a good routine that will help students in their future, whatever pathway they undertake. Absence from school is like missing important appointments and affects their performance in assessment tasks and therefore their SACE. Each missed day is associated with falling behind in subject topics and assessment tasks, and leads to fewer subject choices and may impact on achievement both at school and beyond.

Why students are absent?
There are a number of ‘acceptable’ explanations for absence including:
- C - Ill with Certificate
  Illness with a day/s absence verified by a doctor’s letter, dentist’s appointment card or some other health practitioner’s communication.
- I - Illness without certificate
  Illness with a day/s absence covered by notes, messages and phone calls from parents, stating a medical condition or illness preventing the student’s attendance.
- F - Family/Social/Cultural
  For absences condoned by a parent as being for family, social or cultural reason.
- E - Exemption
  Approved exemption from school attendance by the principal (for up to one calendar month) – families are required to apply in writing.

Attendance Targets
The Department of Education and Child Development has set a target for attendance at school at 95% for students by 2016. To simplify what this means:
- The school year is generally 40 weeks.
- When we subtract Public Holidays and Student Free Days this equates to about 193 days.
- The target therefore would be reached if all students were absent less than 2½ days per term.

Edward John Eyre High School uses the Sentral system that records and tracks student’s attendance and assists via text messaging with the explanation of absences with families. It is a goal for us to have all absences explained by families, however, still 7.6% of absences are unexplained and so we ask that you continue to work with the school in responding to regular emails and occasional letters so that all absences are explained. This can be done through students’ Home Group Teacher.

Further – about 6.7% of absences are therefore explained. These are for a number of reasons, but family holidays during term time are quite common. Given the impact of absence on educational outcomes, it is worth considering whether the reason for your student not attending school is worth them missing valuable instruction time at school.

From The Principal
Welcome to all members of our school community

Attendance Targets

When analysing attendance data we can see that our attendance rate is currently 85.7%, with 14.3% as our absence rate.

Edward John Eyre High School Newsletter Number 5, June 2015

Tim Kloeden

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From The Principal
Welcome to all members of our school community

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Continued on following page
What can families do?

- Be positive about school and support the culture.
- Support the school culture around punctuality and uniform. Young people need to realise that there are some things they just need to do. Students who meet the expectations of the school tend to be more focused on the learning.
- If your student is not well enough to go to school, they are not well enough to work, play sport or go out socially.
- Ensure you are communicating any legitimate absences with the school through email, notes and phone calls.
- If there are issues related to non-attendance, contact the school sooner than later. Phone your student’s Home Group Teacher or Year Level Coordinator. It is better to get an issue sorted out quickly; students need to learn to face and work through issues rather than avoid them.
- Have a reward system in place – set a target with a clear goal – e.g. to go to the formal you need x% attendance.

Tim Kloeden, Principal

Jacinta’s Year 12 Health Investigation

As part of my Year 12 Health Investigation, it was my intent to create awareness within the school and local community about Youth Depression. My research found that, in Australia, one in every 5 youths before the age of 18 will experience a depressive episode.

There are various symptoms to identify that your child may be suffering depression, such as:
- Isolation and withdrawing from friends and family
- Excluding themselves from social situations
- Feeling down
- Negative talk and thoughts
- Not enjoying what they would normally enjoy

If you may think your child is suffering from youth depression it is important to always take this seriously. The actions you could take include:
- Taking your child to a doctor/health professional/teacher or student counsellor to talk about their symptoms.
- As a parent you could seek advice from a doctor of what steps you can take if your child is persistent on not seeking professional advice.
- Always show love and concern, as well as taking your time to listen and talk about their feelings.
- Encourage them to take a break. Reading a book, taking the pet for a walk, having a bath, meditating, using light therapy (30 minutes a day of light exposure), massage, acupuncture and writing a book.
- Eat a balanced diet. It has been proven that Omega 3’s can improve the feelings of depression.

Jacinta Dempsey, Year 12 Student

Knock-Out Hockey

On Tuesday 26 May, the EJEHS Hockey Team made the long journey down to Port Lincoln for the annual Knock-Out Hockey Carnival. Spirits were high, despite the fact that we were missing some strength from our talent pool, and had a few non-regular players.

The first match was against a top-strength Samaritan team, who boasted a number of state players. We took a while to settle down, and whilst showing improvement as the game went on, we limped home to a 5-0 defeat.

After a short break, we fronted up against Port Lincoln High School. They were keen to defend their turf. We showed some promising attacks, but a few holes were opened in our defence. Final score was 2-0 down.

With no break we were back on the field for our final game against St Joseph’s. We showed bravery and tenacity, with some real teamwork developing. Again though, despite some strong attacks, we were unable to gain the upper hand. In a close and unlucky result, we drew 0-0.

We returned home tired and disappointed, but with tummies full of KFC and a sense of satisfaction that we had played with great sports-person-ship.

Thanks to Kath Tavra for team support, and to our team: Captains Ronald King and Tahnee Aspey, Goalie Michael Jones, Bailey Carr, Tyson Weber, Lachlan Richard, Mariel Roque, Elysha Hickey, Casey Watson-Dupille, Emily Timms, Emerson Crowley and Alex Bradbury.

Grant Jeffery, Coach
Young Mums News

Gabmididi Manoo and Young Mums
Tash from Gabmididi Manoo visits the Young Mums Program once a week and supports the students to engage in fun play activities with their children. This has seen the young mums make home made toys including sensory gel bags. The young mums have also been encouraging their children to play with a variety of substances to get them used to an array of different sensory stimuli including paint, jelly and shaving cream.

Nunyara Health Checks
Last term a number of young mums and their children visited Nunyara to have their children's play observed by an occupational therapist, speech therapist and audiologist. This enabled the professionals to look at different developmental milestones such as hearing. This was a very useful session as all the young mums had the opportunity to talk to professionals about their children's progress.

Kirsty Rogers, Young Mums Teacher

Maths Experience Program – UniSA Connect
On Monday 11 May we experienced a day at UniSA, Mawson Lakes Campus. After flying down to Adelaide on the Sunday and staying overnight in a three bedroom apartment, it was time to do some Maths.

After meeting and getting to know other students from both regional and city schools, we undertook many activities. These activities included the use of 3D printers, learning about networks, experiencing the Adelaide Planetarium and talking to many people with extensive Maths experience.

We enjoyed using the 3D printers to create bridge structures and testing their strength. It was also fantastic to listen to inspirational people within the Mathematics and Science fields and learning how important these subjects can be in a range of different working environments. From this we gained knowledge about how important Maths can be and where it can lead you in the future.

Thank you to UniSA for this opportunity and to Miss Owen for chaperoning.

Natalee Martin & Jessica Vines, Year 11 Students

Paying School Fees Online
We now accept online payments (using your credit/debit card) through the secure government payment portal BizGate, via the school website.

To use this option, go to http://www.ejehs.sa.edu.au and click on the ‘Bizgate’ link. Please use the invoice number and your student's EDID Number, located on the top of your invoice. You will receive a receipt number when the payment is finalised; please make note of this.

Subject Fees and the Materials and Services Charge will need to be paid separately with their own invoice number in order to determine the correct payment for each invoice.

Kate Scarman, Finance Officer

Alliance Student Free Day
On Monday 18 May (Week 4), staff from Edward John Eyre High School, Whyalla High School and Stuart High School had a combined Professional Development day. The main focus of this day was to work on the DECD priority of Numeracy.

The day included a keynote workshop from Rod Nancarrow, DECD Numeracy Team, and looked at the difference between Numeracy and Mathematics. There was also a range of Numeracy workshops for staff to take part in, such as Fractions, Data Sets, Spatial Reasoning and Estimation.

The 8-12 Alliance is an important initiative to support student pathways and their transition from middle to senior school.

Davide Marino, Deputy Principal

UniSA Information Session
Tracey Watson from UniSA ran an Information Session on Thursday 11 June in the SSC for Year 12 students intending to enrol for university. She has made appointments for individual counselling in Term 3. For further information, please contact the school on 8645 7677. Thank you.

Helen Farrell, SACE Coordinator
This Is Where We Live Performance

On Wednesday 20 May, Year 11 students (and one class of Year 12s) attended a live performance of 'This Is Where We Live' at the Middleback Theatre, with all costs covered by the school. Students were treated to an energetic and thought provoking show.

Set in rural Australia, 'This Is Where We Live' followed the tragic story of Chloe, a girl with a limp and an abusive step-father, and Chris, the lonely son of the town’s English teacher. Students gained knowledge about acting, the content of the play, and choices made in the play from a Q&A time with the actors afterwards.

The play highlighted a range of relevant issues for students. This included domestic abuse, bullying, acceptance, friendship and love and loss, creating avenues for further exploration in class. The creative use of poetic language and movement was both challenging and intriguing, and students benefitted from class discussions to break down the storyline and issues presented.

The behaviour of students present on the day was exemplary and they engaged whole-heartedly in both the show and discussions afterwards. I hope they all enjoyed the experience.

Renee Broadbent, English Teacher

Eyre’s Got Talent 2015

Eyre’s Got Talent proved to be yet another exciting event in 2015. This year, 4 contestants braved the stage as part of the Year 10 Transition Day (Week 3, Term 2). Students from EJEHS, Stuart High School and Whyalla High School packed the hall to watch the talent unfold. Audience members paid a gold coin entry, which made up the prize for the winning performance.

Angel Woeltjes opened the show, courageously singing ‘Not About Angels’ (Birdy) unaccompanied – a skill reserved for those who are not faint of heart. Rachael Anderson followed with a polished, soulful rendition of ‘Dreams’ (Fleetwood Mac). Johannes Azucena surprised the audience with his full voice while singing ‘So Close’ (Jo McLaughlin). To finish, Ben Pengelly, Brad Dempsey, Cody McLean and Mitchell Lowndes – Kenny’s Boys – gave a highly enthusiastic and humorous performance of ‘The Gambler’ (Kenny Rogers), rousing the audience to a fever pitch. The audience voted for their favourite contestant and the votes were tallied.

On Wednesday of Week 5, the students and staff of EJEHS congregated in the Eastern Quad for a surprise announcement of the winner of EGT and to watch the winner’s performance. Congratulations to runner up Rachael (29% of votes) and to Johannes, winner of EGT for 2015 (47% of votes). After all contestants received their certificates, Johannes performed once again, with great success.

Thank you to the students from EJEHS, Stuart High School and Whyalla High School for being a fantastic and respectful audience. An even bigger thank you and congratulations is extended to all of the participants; it takes great courage to stand up and perform in front of your peers – you are all winners in the eyes of EJEHS.

Megan Spirat, EGT Organiser

Research Project Semester 1

Well done to all Research Project students for their efforts over the semester. There have been some fantastic and inventive projects developed over the last few months. These include:

- Holly Gericke’s restored and refurbished chair
- Jacinta Dempsey’s presentation to middle schools about the effects of Marijuana on depression
- Isabella Tilbrook’s fundraising campaign for Cystic Fibrosis
- Alicia Sherry’s production and design of a ombre dyed skirt

Over the next week we encourage students to utilise their time efficiently to finish off their work. All work for Research Project needs to be submitted by Friday 19 June (end of Week 8). If parents have any queries about the progress of their student, please do not hesitate to contact the school.

Next semester will see the start of the new Stage 1 Accelerated Research Project class. We wish the targeted students all the best in undertaking this new initiative and making the most of such an exciting new course.

Matt Broadbent, Research Project Coordinator

Community News

Southern Cross Cultural Exchange

Southern Cross Cultural Exchange is seeking volunteer host families for our Cultural Immersion students from Spain. Students arrive in July 2015 for 10 weeks and can be placed anywhere in South Australia. You do not need to have children of your own or the same age to enjoy this experience. All students will attend a local high school. For more information, please phone Jenny on (08) 83230973 or email jeh1313@bigpond.net.au.
Student Voice Corner

Transition Day
On Thursday 14 May, Edward John Eyre High School hosted the Year 10 Transition Day for students from Whyalla and Stuart High Schools.

Firstly, students from Student Voice assisted teachers with the school tours. In lesson 2, Doctor Andy Killcross gave a presentation about safe sex. He informed the students about different types of STI's that teenagers may have or get. This is the feedback we received from students:

- Crabs are little insects
- STI's are very common and contagious
- We learned about all the different STI's
- We learned about the different methods of contraception
- Communication about having sex is a good thing
- Always wear a condom so you don't get an STI
- Hepatitis isn't a cold
- Hepatitis ends up in your liver
- We were told about the reason why the STI is called the 'clap'
- There are 82,537 cases of Chlamydia
- Teenagers and people in their early 20's are most at risk of getting Chlamydia
- You need consent and permission to have sex

After the presentation, Student Voice put on a BBQ lunch (hamburgers and hash browns) so that all the students could mingle with each other and get to know each other.

After recess Student Voice representatives (Bryden Atkinson, Amelia Pudney, Jason Suffolk, Kim Simmons and Ford King) implemented a variety of different activities based on trivia so Year 10 students could get to know the school; where everything is located and to get to know some staff members.

At lunch time Miss Spirat implemented Eyre’s Got Talent. There were a total of four performances and Student Voice are proud to say that Johanes Azucena, Student Voice/MindMatters member, was the winner of the 2015 Eyre’s Got Talent. Well done Johanes!

Overall the day went very smoothly and we are busily planning for our next transition day.

Bryden Atkinson, Student Voice/MindMatters

Public Schools Leadership Symposium
On Tuesday 26 May, Ford King and Kim Simmons accompanied Mrs Noeline Gapp to a Public Schools Leadership Symposium held in Adelaide. The Public Schools Leadership Symposium was a state-wide Student Voice Conference. This conference was designed for students to make a difference in their communities and to discuss issues regarding the mental health and wellbeing of students.

The event was hosted at Adelaide High School by the Year 12 Adelaide High Prefects Naomi Crosby and Tom Cousins. After the acknowledgement of country and the welcoming of schools, introduction games were implemented; these games were orchestrated for students to get to know each other and to identify what each other's strengths are. This was followed by morning tea.

A leadership discussion was held to discuss different issues that communities are facing throughout South Australia. Some of the issues identified were mental health issues and domestic violence.

After lunch, two different schools shared what they do to benefit their schools; this gave everyone some helpful suggestions as to how they can improve their own school community. These discussions included Community Acceptance with a Gay/Straight Alliance and Cultural Awareness. We also had the opportunity to share what Student Voice and MindMatters students implement at Edward John Eyre High School to ensure the wellbeing of our whole school community. Other students at the conference were very impressed with how far EJEHS has come in terms of our knowledge of wellbeing, mental health and the implementation of resiliency workshops.

The final presentation was implemented by Aman Abrahamzadeh. Sharing his own personal journey of domestic violence highlighted just how serious it really is in today's society. Aman informed us that 30% of people have or will experience domestic violence during their life time. These statistics were alarming to some students.

To end the day, final acknowledgements of a plan for action were put into place. This conference has benefitted not only our students but students from all over the state.

Ford King, Student Voice/MindMatters

Wellbeing
Wellbeing refers to students’ physical, social and emotional welfare and development. Evidence suggests that these elements are integral rather than incidental to learning. A learner will find it difficult to engage with learning programs if they are distracted by significant physical, social and emotional issues.

Staff at EJEHS therefore play an important role in fostering engagement and wellbeing so that each student is able to achieve their best and enjoy their educational experience.


Continued next page
What Makes Up An Individual’s Wellbeing?

Dimensions of Learner Wellbeing

There are many dimensions to general wellbeing that overlap and interconnect with each other. However, there are five dimensions that research has identified as particularly useful for thinking about an individual’s growth and development: cognitive, emotional, physical, social and spiritual aspects.

- Cognitive aspects include information processing, memory, curiosity, mastery, motivation, persistence, thinking and intelligence.
- Emotional aspects are closely linked with social aspects and include emotional development and control, coping, autonomy, positive self-development, trust and attachment.
- Physical aspects include nutrition, physical activity, physical safety, preventive health care, reproductive health and substance abuse.
- Social aspects include parent-child relationships, sibling relationships, peer relationships, positive social behaviour, empathy and sympathy.
- Spiritual aspects may be harder to define but refer to the need to ‘construct a framework of meaning, to make sense of the social reality, central to which are values’ (Hill, 2004, p.18).

Collectively these dimensions provide learners with a sense of ease, optimism and confidence in their ability to influence their world.

Resilience

Resilience is closely connected to wellbeing. Considerable research, including in South Australian schools, has developed a compelling body of knowledge about the importance of resilience to an individual’s ability to manage themselves and their environment.

Fuller (2001, p.40) provided the unique definition of ‘Resilience is the happy knack of being able to bungy jump through the pitfalls of life. It is the ability to rebound or spring back after adversity or hard times.’

Facts about Marijuana

Dope, marijuana, weed, pot, cones, ganga, hash, mull, wacky baccy... whatever you call it, cannabis is the most widely used illegal drug in Australia. Many people view it as a ‘soft’ drug, one that mellows people out and doesn't cause any harm - but its use can cause health problems.

Cannabis is illegal throughout Australia, as it is in just about every country in the world. Using, possessing, growing and selling cannabis is illegal. This means you can't have any part of the plant, including the seeds.

What Does Cannabis Do To You?

The main active ingredient that makes people feel 'stoned' is THC or delta-9 tetrahydrocannabinol. There are many other chemicals in cannabis, some of which also act on the brain. Cannabis affects your mood, thinking, concentration, sense of time and memory. Some of the effects are viewed as pleasant, and some are not always pleasant.

Risks – Short Term

When a person uses cannabis, there are some risks to consider:

- Cannabis can affect a person's driving, sometimes causing accidents.
- If cannabis is used with alcohol, the effects on driving are much worse.
- There is an increased risk of psychotic episodes (psychosis is when a person sees, hears or feels something that is not there, or thinks that people are trying to harm them).
- Some people have a pre-disposition to psychotic mental illnesses, and using cannabis can trigger the illness.
- People with a personal or family history of psychotic illness should not use cannabis.
- There may be a hangover after the drug wears off. You might feel tired or have a headache the next day, and coordination may be poor. This may affect school or work performance.

The Not So Good Stuff – Long Term

Heavy or long-term use of cannabis has other harmful effects. Dependence Cannabis users can become dependent on it, and cannabis dependence is much more common than people used to think.

- Dependence is when a person's life becomes centred on using cannabis, and they feel quite stressed if they can't get it.
- They have difficulty controlling their use — they sometimes use more than they intended, and are often trying to quit.
- They give up other activities in order to use cannabis.
- They continue to use cannabis even when it is causing them problems.
- Tolerance can occur, where the person needs more cannabis to get the same 'high'.
- There can be some withdrawal symptoms if a dependent person goes without cannabis, such as sleep problems, irritability, feeling anxious, loss of appetite and having an upset stomach. This goes away after a few days of not using cannabis, although there may be sleep problems for longer.

Memory

Attention and memory may be affected, which means that schoolwork or jobs become difficult, or it may be harder to find employment.

Depression

Teenagers who use cannabis regularly are much more likely to suffer from depression.

Motivation

People who use dope often say that they have low motivation. They find it hard to get on with the things in their life. This can lead to problems with school, friends, money, work, and life in general.

Noeline Gapp, School Counsellor