Pasadena High School staff have embarked on a renewed focus on teaching and learning through a professional development program that links the Australian Curriculum, Teaching for Effective Learning (TfEL) and the National Professional Standard for Teachers. Fortnightly professional learning sessions provide rich learning and conversation and planning time. Recent work focussed on differentiated practice, collaborative planning for teaching and learning and working with students with disabilities. In addition, this term will focus on improving SACE achievement in collaboration with DECD Teaching and Learning Services (Senior Secondary) personnel.

Creating new opportunities through collaboration
On Tuesday 29 July the DECD Asset and Business Services team of 60 personnel visited Pasadena HS to see first-hand the facilities, opportunities and challenges for the school. An outcome of this event will be supported plans to optimise use of facilities here.

Engaging and working with the community
Last week’s staff meeting was held at the Repat and included a tour of facilities, a very moving conversation with a Vietnam veteran and an excellent whole-staff discussion to consider further partnering opportunities for PHS and the Repat. We were very pleased to receive two books from the Repat at the meeting. One of the books was written by the veteran (Bob Walter) who shared his story with us at the meeting.

In addition, the inaugural Repat Museum Award will be presented to two PHS students (one Unit and one Mainstream) at our Remembrance Day ceremony in November for their work on a project related to an Australian military campaign. More details about the opportunity to receive this award will be available to students shortly.

Regular meetings with Flinders University enable us to build on the new partnership and develop future strategies for improved learning pathways from PHS.

Last term PHS hosted four pre-service teachers from Flinders University, Shaun Brown, Hannah Weiss, Leeanne Marshall and Ari Traucki. They contributed to the life of the school, provided new perspectives on teaching and learning and were well supported by Pasadena staff in the development of their teaching skills and expertise. We currently have another five pre-service teachers here, Jessica Nicholls, Troy Williamson, Ioan Marincus, Nick Vlachos and Chris Fitzgerald. We welcome them to the school and trust this will provide an outstanding learning opportunity for them.

As we prepare for 2015, we are developing a plan to reconceptualise Pasadena High School to provide community connected education facility and a new agreed vision is under construction.

At the recent pupil free day, staff collaboratively redeveloped school vision. The result of a rich discussion and process was an agreed vision statement that:

Pasadena High School ensures academic and sporting student achievement and success for all students through quality learning that is personalised, engaging and inclusive; creative and innovative.

In the coming weeks, we will further refine this vision in collaboration with students and parents. Any comment and suggestions for improvement of the vision that will drive our work in the next few years will be gratefully received.

Wendy House
Principal

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Department for Education and Child Development T/A South Australian Government Schools CRICOS Provider No. 00018A
DECD Strategic Plan 2014 - 2017

New plan to guide our schools
Helping young South Australians to achieve their best and to be healthy and safe are the priorities of our department’s new strategic plan.

The Department for Education and Child Development’s Strategic Plan 2014-2017 outlines how we will make our public education system even stronger over the next four years.

The plan identifies six priority areas that seek to improve learning achievement, health and wellbeing, child safety, community engagement and timely access to services.

Our Chief Executive Tony Harrison says: “Our immediate priority is to lift the standard of service provided within our organisation and to the community.

“We will strive for excellence, to earn trust, to build and strengthen relationships – especially with children and young people, their parents, carers and the community.

“We will involve communities in decisions that affect them. Above all, we will listen,” Mr Harrison says.

Our school looks forward to working with you as we bring this new plan to life.

For more information, visit www.decd.sa.gov.au/strategicplan

Staff Retirements

On Monday 21 July, Mr Malcolm Greenslade (PE Coordinator and leader) retired after 40 years’ service in education and 20 years at Pasadena High School.

Pasadena High has been very fortunate to have Malcolm Greenslade as a teacher and Leader in the school. Malcolm was a very dedicated teacher who always looked to deliver the curriculum in an innovative way. His curriculum knowledge in both the Health and Physical Education and VET pathways in the sports industry was second to none. I personally would like to thank Malcolm for his support and guidance during my early teaching years. Malcolm has been and will continue to be a friend and mentor and we all at Pasadena High wish him the best in his retirement and again would like to acknowledge his commitment to the students and wider Pasadena High community.

Ms Anne Hoadley (laboratory technician) retired on July 4.

Anne Hoadley has worked at Pasadena High for 12 years as our Science Laboratory Manager. Our teaching staff appreciated her expertise and knowledge in the laboratories, she was always willing to help where she could and go the extra distance. Anne’s love of animals and birds shone through in her care of them, so that our students could study and learn about them.

Anne was a valuable member of the ancillary team at Pasadena High and we wish her well with her future plans.

Glenda O’Toole
Business Manager

NAPLAN – a letter to parents

With the release of the 2014 NAPLAN results fast approaching, the authority which runs the test has written an open letter to parents with information on how to read your child’s report, what to do with it and what’s next for students. A copy of the letter is included with this newsletter.
Reconciliation Week Events

Reconciliation week runs from 27 May to 3 June. These two dates are particularly important ones in Australia’s history. 27 May marks the anniversary of Australia’s most successful referendum and a defining event in our nation’s history. The 1967 referendum saw over 90 per cent of Australians vote to give the Commonwealth the power to make laws for Aboriginal and Torres Strait Islander peoples and recognise them in the national census. On 3 June 1992, The High Court of Australia delivered its landmark Mabo decision which legally recognised that Aboriginal and Torres Strait Islander peoples have a special relationship to the land—that existed prior to colonisation and still exists today. This recognition paved the way for land rights called Native Title.

On Friday 30 May, Pasadena High recognised Reconciliation Week with a session during P2S. Student groups rotated through 6 activities, and were able to make or participate in: loom band bracelets, key rings, damper making, tile painting, bookmark painting and dancing. All students then finished off by tasting the damper, and trying some kangaroo chipolatas and native sauces. It was a wonderful example of how this school comes together and everyone gets involved. Big thanks to all the staff who made huge efforts to organise and run the events, and to the students who actively got involved and enjoyed the celebration.

Karen Jones
Student Wellbeing Coordinator

SAPOL Road Safety Presentation

SAPOL’s Road Safety Section recently attended Pasadena High School and delivered a road safety presentation to year 10 students entitled, -- A Guide to obtaining your L’s and P’s, presented by a currently serving police officer. This interactive program discussed the methods of obtaining a driver’s licence; the conditions relating to Learner and Provisional licences; the risks associated with driving; and why being a passenger in a vehicle driven by a young person is potentially risky. The program included discussions on crash risks, speeding, alcohol and drugs, fatigue and driver attitudes to road safety.

The Road Safety Section also provides a free bi-monthly e-newsletter ‘Talkin Road Safety’ to schools which provides articles on road safety which are of interest to drivers and other road-users.

There are a number of web sites which may be of further value to you and the students.

• raa.com.au
• mylicence.sa.gov.au
• sapolice.sa.gov.au
• howsafeisyourcar.com.au

For any further information on Road Safety please feel free to contact the Road Safety Section on 82076586 or by Email: DLSAPOLRoadSafetySection@police.sa.gov.au

Pasadena Unit Report

The Disability Unit at Pasadena High School is a complex environment where successful teaching and learning requires the mastery and integration of many skills by staff and students. For our students listening, attending, doing things and getting along are all important. However, poor skills in movement and coordination are two areas that can make a student feel self-conscious. One of the strategies that the teachers at Pasadena have implemented for the students to become more coordinated and get better at movement is to practice specific ball skills in PE activities.

Our celebration of these motor skills, listening and task engagement in a collaborative team structure were demonstrated in our Intellectual Disabilities Basketball carnival held on Thursday 12 June in our Basketball stadium.

The Division 1 team from Pasadena Unit won the championship against their arch rivals Salisbury East Unit!

The team members were: Brandon, Jaydon, Brenton, Jamie, Rylee - year 10, Nicholas - year 8, Jim, Alexander - year 12.

We are so proud of all of our students who participated in all three teams – Division 1, 2 and 3.

We would especially like to acknowledge the fabulous organisation by Mr Brendan Mann and his VET Sport and Recreation students in senior classes for managing the activities of the day. The gym was buzzing with all the participants from so many schools and our students were a credit to themselves, their families and their school.

Erika Berresford
Senior Leader - Unit
**Year 10 Unit Science**  
**DNA and Inheritance**

The Year 10 Unit students have undertaken a modified Australian Curriculum program focused on genetics. They have looked at the reasons why humans are different from other animals and why we are different from each other. They have learnt that all offspring inherit characteristics from their parents. It is DNA, found in most body cells, that is the chemical responsible for this.

The students conducted 3 activities to reinforce their learning:

1. Using licorice strands and lollies the students modelled a double helix of DNA. These strands of DNA are called chromosomes and humans have 23 pairs.

2. Students investigated the DNA sequencing of humans, horses and gorillas and used coloured beads to model the amino acid sequences. It was easy to see how the 3 species are similar to each other and how they differ. Students identified some genetic traits that are similar across the 3 species, e.g. presence of 4 limbs, 2 eyes, a nose, etc, and how each species differs from the other, e.g. body shape and build, height, teeth, etc.

3. Lastly, the students conducted an experiment in the laboratory; they extracted and isolated the DNA from strawberries. Using basic household ingredients, together with some special laboratory chemicals, the students found it was easy to extract the DNA from their strawberry. The DNA appeared as a thin, white long strand which was easily isolated from solution.

Humans have 2 sets of chromosomes (diploid) but strawberries have 8 sets (octoploid). To extract the DNA, each component of the extraction fluid the students made played a part: the soap helped to dissolve the cell wall and membrane, the salt broke up the protein chains releasing the DNA strands and the ice cold alcohol isolated the strands from the rest of solution.

*Linda Thurlow  
Teacher*
Ice Factor Program Term 2 - 2014

We have had a positive term on the back of last term’s results finishing third in term 1 and winning the Spirit Cup a record 5 times. We saw Tyson awarded the highest individual award and to be chosen to meet the Duke and Duchess of Cambridge when they visited Elizabeth. As a group, we look forward to our training sessions, our time with our mentor Joel, who has encouraged the group our ability to “get out of our comfort zone”, to do your best and to embrace the team spirit.

Tournament day arrived with an air of excitement and the students arrived early to get their bags organised. The drive to the Ice Arena was one where the students discussed how they were going to achieve their goals. At the opening ceremony we recognised the improvement of Riley in his first year participating in the program, the continued improvement of Jon and the outstanding achievement of Tom who was awarded the overall Champions’ Trophy. He has joined four other Pasadena students to achieve this award which is a credit to them and the school.

We won all six games and are the current Division 2 Champions. We look forward to the challenges of being promoted to Division 1. In the last game we had the Principal, Ms Wendy House in the coach’s box seeing first-hand how our students go about playing. The program provides real life lessons in team work and taking responsibility for our equipment and each other; and having high standards and expectations about how we operate and taking our training seriously to get the best out of each other. All of these things will hold the students in good stead for their futures after school. Our coach Joe has done an outstanding job preparing our students for the tournament.

Paul Howlett
Team Manager

Basketball News

New Students – 2015
Pasadena High School invites you to attend a performance assessment and selection afternoon to secure your place in the 2015 Special Interest Basketball Program. The practical session will be conducted on Thursday 4 September 1:30 – 3pm at Pasadena High School.

- Individual and team based activities
- Student’s demonstrate their skills and commitment to the game of Basketball
- To secure your opportunity to participate, please contact the schools administration on 8152 6800 or email Brendan.mann769@schools.sa.edu.au to complete the required application to attend.

Zone Basketball
Pasadena has had 2 senior boys’ teams participating in the zone after schools competition during term 2 and 3. It has been extremely pleasing to have a large number of players committing to the after school competition and representing Pasadena in a positive manner. A special thank you to Kellie Pacis and Paul Howlett for their coaching support.

Year 8 and 9 Knock Out Competition
Selected players will participate in the State-wide Knockout competition against Oakbank Area School, Torrens Valley Christian School and Unity College on Friday 22 August. Game times will be available on the school website and we encourage parents and carers to support the team on the day.

Brendan Mann
Basketball Manager
The Australian Childhood Vision Impairment Register

The Australian Childhood Vision Impairment Register is hosted by the Royal Institute for Deaf and Blind Children and is the first national register of children in Australia with vision impairment. The Register has been collecting data since 2009, and this data is providing important information about the types of eye disease and vision disorders children have and the support they need. The data is also used by service providers and researchers. Data is stored securely and no child can be identified in any way when the data is released.

How can families register their child?

Families are invited to register their child (aged 0-18 years) if they have vision impairment in both eyes which has been diagnosed by an eye specialist or ophthalmologist. Registration can be done by contacting Register staff on (02) 9872 0303, or by visiting the VI Family Network website at: www.vifamilynetwork.org.au. This website provides information on eyes and vision; family support; education and related issues; braille and low vision aids; technology supporting vision impairment; newsletters from Australian low vision agencies and support groups, useful websites; and news and events that might interest families across Australia. The website also hosts a parent forum where families can meet and chat with one another, share their stories and get advice.

Sue Silveira Research Fellow, Renwick Centre
Royal Institute for Deaf and Blind Children
sue.silveira@ridbc.org.au (02) 9872 0248

*Approval to advertise research in DECD sites is not to be interpreted as official departmental support for or endorsement of any aspect of the research or of its outcomes or recommendations. Such approval is granted conditional upon the researcher’s compliance with the Department’s Research Guidelines and national standards of ethical research conduct.

Does your child have a sleep problem?

The Child & Adolescent Sleep Clinic in the School of Psychology at Flinders University is running treatments for adolescents aged 13 to 20 years, who are unable to fall asleep at a conventional time and experience difficulty waking up early for school or work. For more information please call 8201 7587 or email casc.enquiries@flinders.edu.au.

Flinders UNIVERSITY

Help Teens Navigate Sex & Drugs & Alcohol
Wed 13 August 7.30pm, presenter Vina Hotich

Blended Families – Survive & Succeed
Wed 27 Aug 7.30pm, presenter Vina Hotich

Fun not Fuss with Food
Wed 17 Sep 7.30pm, presenter Peter Hill

Cost (excl First Aid) $15 adult $10conc and $20 per couple
First Aid $25 adult, $20 conc

Bookings essential and available online
www.effectiveliving.org/positive-parenting
Madeleine Stocks, Co-ordinator
26 King William Rd, Wayville 5034, Ph: 08 8271 0329
Tuesday Wednesday & Friday 10am – 3pm
A community partnership organisation of Christ Church
Uniting, Wayville www.effectiveliving.org

National Literacy and Numeracy Week

Have you every wondered just how much rainwater can be collected off your roof? Well, a rough calculation is that for every one square metre of horizontal surface area, 1 millimetre of rainfall will produce 1 litre of water! And have you ever wondered why they say on the TV that we had 5 mm of rain, but you are pretty sure you saw litres and litres gushing down the storm water drain?

Well National Literacy and Numeracy Week is coming soon! From 25 to 31 August this year and with emphases on Water and Poetry, we are keen for our students to get involved by not only investigating the questions above, but also writing about their experiences using different forms of poetry.

How can you as parents and caregivers help? Please aid your student in determining the area of your roof at home. You will need either a tape measure, or find out how many average paces fit into a metre. Measure the length and breadth of your house to calculate the ‘footprint’ of your roof. We will do the rest at school! Feel free though to check out the following internet resources if you are interested in further information on Rain Harvesting.


And what about the poetry? Well here is an example to whet your appetite. You can really have fun with Poetry!

There once was a man called Freddy,
Whose wet feet had become quite unsteady.

He had stepped in a large puddle,

Started twisting round in a muddle,

As the puddle swirled round in an eddy!
PARKING RESTRICTIONS AT SCHOOLS ARE FOR THE
SAFETY OF YOUR CHILDREN

Local Councils impose a variety of parking restrictions at and near schools to achieve a safer environment for your children. These restrictions are also to optimise traffic movement and safety.

NO STOPPING ZONES -
These zones are usually adjacent to school entrances and the approach and departure sides of school crossings. You must not stop your vehicle in a no stopping zone or on a solid yellow line, not even for a few seconds.

NO PARKING ZONES -
You may stop in a No Parking zone to immediately pick up or drop off your child, and drive off as soon as possible. No Parking zones are to ensure a quiet and smooth turnover of vehicles. You must not leave your vehicle parked or unattended. If you are going to collect your child from the zone, have your child wait nearby in the school grounds so they can see you arrive. On your arrival they can then leave the school grounds, enter your vehicle and you can then drive off.

CONTINUOUS WHITE CENTRE LINE -
If a road has a continuous white centre line, there must be 2 metres between the vehicle and the white line.

SCHOOL CROSSINGS -
You cannot stop within 10m of the approach side or 10m of the departure side of a school crossing.

SPEED LIMITS -
Speeding vehicles in a school zone are highly dangerous for children. There is a speed limit of 25 km/h, designated by the signs and a zigzag line below, any time when children are present, or when the lights are flashing (depending on the type of crossing).

INTERSECTION OR T-INTERSECTION
(Restricted Area)
You cannot park within 10m of the intersection.

CROSSING PLACES (driveways)
You may park so that the front of your vehicle is level with the approach or back is level with the departure side of a driveway to any school or public property so that vehicles can enter and depart safely.

FOOTPATHS / MATURE STRIPES -
Parking is prohibited at all times. It creates dangerous situations for both pedestrians and other vehicles in the vicinity.

DOUBLE PARKING -
Causes dangerous situations anytime, however the danger is increased near schools, especially when children are entering or leaving school.

AUSTRALIAN ROAD RULES

CHILDREN SCHOOLS & TRAFFIC

A POTENTIALLY DANGEROUS COMBINATION

PROUDLY DISTRIBUTED BY THE CITY OF MITCHAM

BECAUSE CHILDREN ARE NOT LITTLE ADULTS YOU NEED TO
DRIVE WITH CARE AND CONCENTRATION NEAR SCHOOLS

WHY ARE CHILDREN AT RISK

- Their size means that sometimes they cannot easily see or be seen in traffic.
- Parked vehicles, light poles and other street furniture all block a child’s view of the road and also make it difficult for drivers to see them.
- Their concentration is limited and they are easily distracted.
- Their actions are often spontaneous and unthinking (that’s why the will dart out on to the road to fetch a ball or weave about while riding their bikes) without checking to see if vehicles or pedestrians are coming.
- Their sight is not fully developed, especially their ability to “scan” for things.
- They are lacking the ability to estimate the speed of vehicles, the gap between vehicles, where a vehicle is coming from or how far it is.

HOW YOU CAN HELP YOUR CHILDREN

FOR UNDER 5 YEARS
Make sure your children have reliable supervision at all times when in or near traffic, especially when crossing roads.

FOR 5 TO 8 YEARS
Help your children to become familiar with all aspects of the road environment – signs, traffic lights and crossing places.
Teach them cycling skills in a safe area – in a park or playground etc.
If they are riding a bike to school, plan a safe route for them to take.

FOR 9 TO 12 YEARS
Take the time to explain the road rules in simple terms e.g., Right of way, what to do at intersections etc.
Go for bike rides with your children to make sure they have safe cycling behaviour.

ABOVE ALL, BE CAREFUL
WHEN YOU ARE DRIVING
NEAR SCHOOLS, THE SAFETY
OF ALL CHILDREN
DEPENDS ON YOU

No. 4 7 15 August 2014
SCHOOL DENTAL SERVICE

The School Dental Service is a Child Dental Benefits Schedule provider. All babies, children and young people under 18 years are welcome to attend.

Dental care is FREE for most children. Children who do not qualify for the Child Dental Benefits Schedule can also attend – a small fee will apply for each course of general dental care provided.

All dental care provided is FREE for preschool children.

To locate your local School Dental Clinic, or for more information about the Child Dental Benefits Schedule, visit www.sadental.sa.gov.au

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Free Parenting Seminars
Sleep and your teenager

Are you the parent of a 13–18 year old?
Are you concerned about their sleep?

Come and hear Dr Sarah Blunden, sleep researcher, talk about the importance of sleep for this age group. Find out how:
> sleep needs change during adolescence
> sleep impacts on physical and mental health
> technology affects sleep
> to help your teen get enough sleep.

To book:
Phone: 8303 1660
Email: Health.parentingsa@health.sa.gov.au
Presented by Parenting SA.
For more information about caring for your child go to www.yh.com.

Seminar 1 Tuesday 9 September
When: 7.15 – 9.00pm
Where: Basil Hetzel Building Lecture Theatre, Uni SA City East Campus, Frome Rd, Adelaide
(Building H, entry via gate 3)

Seminar 2 Tuesday 16 September
When: 7.15 – 9.00pm
Where: Catherine Community Centre, Nazareth Catholic Communities, 175 Crittenden Road, Findon
(parking in college carpark off Crittenden road)
Bringing NAPLAN home: The results and your child

As parents and carers, we all take great interest in our children and their paths in life. We know it is really important that they develop key skills such as literacy and numeracy to help them through school, work and life.

NAPLAN (the National Assessment Program – Literacy and Numeracy) is a national test undertaken by all Year 3, 5, 7 and 9 students, designed to provide information on your child’s literacy and numeracy achievements. This year NAPLAN was taken on 13, 14 and 15 May.

NAPLAN results provide additional information, which can be used along with school assessment and testing. It allows you to compare your child’s achievement with other children across Australia. By itself, NAPLAN does not improve the quality of education, but it gives us a national snapshot of how our children are doing in those important skills of literacy and numeracy.

NAPLAN is important to your child as it provides information for school authorities and schools to review the effectiveness of their programs and to address any areas requiring improvement. It is important that you know as early as possible about your child’s strengths or if your child needs assistance. NAPLAN helps with this.

Sometime in August and September you will receive your son or daughter’s NAPLAN report. I encourage you to read the report in the context of what you already know about your child’s academic performance and in conjunction with other assessment information and reports you may already have received from your child’s school. Further information on how to read the report is found on the NAP website: [www.nap.edu.au/results-and-reports/student-reports.html](http://www.nap.edu.au/results-and-reports/student-reports.html)

Your son or daughter’s results will be reported against six levels of achievement. Your child’s results will be indicated by a black dot. The black triangle shows the national average for children in that year level.
This means you can compare your child’s performance to children in the same year level. As with all tests, small differences between students’ NAPLAN scores do not reflect real achievement differences.

Using this information, you can then take the time to celebrate the success that you see and/or identify areas for improvement. You should talk to your child’s teacher about what you should do next if you see areas that need improvement.

If your child is concerned with their results, remind them that NAPLAN isn’t a pass or fail test and there are no rewards or penalties for the result your child achieves. Rather, the NAPLAN student report is a point in time snapshot of your child’s achievements in the important areas of literacy and numeracy. This snapshot gives an indication of how your child compares with students across Australia.

ACARA is committed to improving learning for all young Australians through world-class curriculum, assessment and reporting. This year, we are aiming for NAPLAN results to be returned to you more quickly than in previous years.

As teachers and parents continue on with the rest of 2014, I urge you to keep NAPLAN student reports in context. Don’t stop any activities your child enjoys; don’t focus your child only on literacy and numeracy. Evidence shows that a well-rounded education, including the pursuit of other activities such as sport and art, contributes to the development of literacy and numeracy knowledge and skills. All activities are crucial to the school program and contribute to developing informed, happy children who are confident in their own abilities.

Robert Randall
Chief Executive Officer, ACARA