Dear Parents and Friends

Term 1 is flying by very quickly. Students should be well into planning for assessment, exams and assignments that will be due in the coming weeks.

On the senior school parade this week I invited students to come and see me at my new principal’s desk in the lunch break if they needed assistance in backward mapping and planning a revision or study routine in the lead up to the assessment timelines.

**Tuckshop Food Taste Testers**

Thanks to the organisation of our P&C president, Jeff Kalinowski, members of the Student Representative Council (SRC) assisted Jeff in taste testing some new food items that are being considered as additions to the school tuckshop. The students did a great job at tasting and evaluating which foods they enjoyed the most and would consider to buy if they were added to the tuckshop menu in the future.

It is wonderful to be able to have student voice in all decisions that affect students directly and this is a great example of hearing from our students.

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**Reading at Lowood SHS**

After 18 months of planning, research, development and upskilling teachers and teacher aides, this year sees the hard work come to fruition for a differentiated reading program that caters to the needs of our diverse learners.

Our whole school Reading Program is called the Tactical Teaching of Reading. This whole school program ensures that all teachers have the same exposure to professional development to effectively teach the explicit reading strategies to all students. All student regardless of reading age will have access to this program.

We also have two other reading intervention programs being implemented to support students who have significant gaps in their “reading to learn” repertoire. Students who are a couple of years below their peers for reading age will be engaging with the Quicksmart Literacy Program.

There is another group of students who need a further level of support as they are still developing the 6 basic principles of reading.

Progression of reading learning:
• Understanding the concept of words
• Alphabetic Awareness
• Phonemic Awareness
• Phonics
• Word Recognition
• Fluency
• Comprehension

These students will be engaging with a program called Decoding.

Both of these programs involve students coming out of their English lessons across the week. We are able to do this as in junior secondary, students have five 70 minute English lessons per week and Quicksmart, students have three 30 minute sessions in the Quicksmart room with their tutor in pairs.

Educational research provides evidence that when a student can read effectively they can access the learning provided, are more engaged in their learning, have a greater chance of remaining at school until year 12 and a swag of other improved life, work and relational outcomes due to this factor.

Students who have been identified to be part of Quicksmart or Decoding will have paperwork to take home to be signed off by parents and carers.

If you have any questions about either program or your child’s progress within a program please contact one of the following lead teachers for the respective programs:

Quicksmart Literacy: Literacy HOC: Ms Bree Sippel, bsipp7@eq.edu.au
Decoding: HOSES: Ms Sherree Soanes, ssoan2@eq.edu.au

Introducing the above levelled reading intervention programs for the junior secondary students is just one of the ways we are supporting every child every day to become a better reader regardless of where they are when they arrive at Lowood SHS.

In future newsletters look out for ways you can assist your child to improve their reading.

Regards
Anne McLauchlan
Principal

New Staff Profiles

Simone Clark

My name is Simone Clark and I have recently transferred to Lowood SHS in 2016 from Bremer SHS in Ipswich. This is my eighth year of teaching and I am enthusiastic about teaching in such a beautiful setting. I have travelled extensively and I hope to inspire my students to expand their horizons and motivate each of them to explore their world, starting with actively participating in learning in our classroom. I believe education can take you places. I aim to help every student to strive to do their best every day. I am excited to get to know the Lowood SHS community.

Stacey Mallett

I am very excited to have joined ‘Team Lowood’ this year as the new Head of Department Senior Schooling. I have previously taught at Spinifex State College, Mt Isa and at Centenary State High School. I am looking forward to working with all of the senior students to achieve their academic and vocational goals.

Deputy Principal News

Academic Coaching

In the last newsletter I outlined the purpose and structure of academic coaching. I would like to ask parents to contact me if their year 12 student has not received academic coaching by the 4th March, 2016.

Just a reminder about the goals of academic coaching which include:

• Ensuring students are on the right academic pathway
• Building student confidence and positive attitude towards learning and learning goals
• Monitoring and supporting student progress
• Providing information data to assist them in achieving their academic goals
• Working closely with students, keeping academic achievement in perspective and assisting them, where, necessary, to discover different solutions to achieving their desired academic goals
• Motivating and engaging students in a process that maximises their potential so they can achieve the best possible academic outcomes
• Guaranteeing that each student transitions into a successful and relevant pathway after school

Again, if your child has not had their academic coaching by Friday 4th March, 2016 please get in touch with me through the front office or via email on dj@eq.edu.au

Code of conduct for school students travelling on buses

Unfortunately we have had some recent reports of poor behaviour by Lowood State High School students travelling on buses. The Code of Conduct is a set of behavioural guidelines for students to follow when travelling on school buses.
It was developed by the department in consultation with the Education Queensland, the Queensland Police Service, bus industry groups, parent groups, principals’ associations, unions and non-state school authorities.


There is also a brochure outlining the expectations of students travelling on the buses. Please see below for a link to this brochure.

**Year 12 Students NOT on track for their QCE**

This is just a friendly reminder that students who are NOT on track to obtain their QCE at the end of this semester will not be invited to attend the 2016 Formal. If you would like to discuss if your child is on track please contact the school to make an appointment to meet with either me or our Senior Schooling Head of Department, Ms Mallett.

**Revision**

Note that revising means looking at again - not learning something for the first time. If you’ve been organised and working effectively all semester, revision will be a process of reminding you of what you already learned and consolidating your understanding of a topic.

When revising, it’s worth asking yourself two questions:

- How can I improve my knowledge and understanding of the topic?
- How can I improve my ability to demonstrate my knowledge in the exam?

Best results will be achieved if you aim to refine both your subject knowledge and your exam performance capabilities. It is unproductive, for example, to continually extend your subject knowledge if you have difficulty applying information to solving problems or expressing your understanding in essay form.

Revision sessions should thus involve:

1. Identifying what you already know and understand about the topic, what you need to know and how you can find out and/or remember additional information.
2. Preparing to demonstrate in the exam that you understand what you have learned - for example, that you can apply principles or theories to new material and situations (eg. by doing practice questions).

Your understanding and recall of information will increase if you engage actively with the material. Try these:

- Cover sections of a list or formula and see if you can supply the missing information.
- Explain the topic to a friend - if you can clearly express the concepts in your own words, you can be sure you understand the topic well.
- Imagine a situation from a different point of view - for example, the client’s, the patient’s, the plaintiff’s - or imagine pictures, figures and physical structures from another perspective.
- Annotate your notes as you go and develop a list of key terms and concepts.

**GENERAL RULES AND PRINCIPLES**

Generally, it’s better to know fewer topics in some depth than to try to remember isolated bits of information from across the subject. That is, it’s easier to recall information that is connected and logically organised. Additionally, many exams test whether you can apply the rules or principles you’ve learned to new material, so it is less likely that you will be asked to replicate or regurgitate examples you worked through during classes.

**LEARNING STRATEGIES**

Learning by rote is good for remembering lists, items in order, formulae and vocabulary. To learn by rote you can use repetition, rhymes, melodies and peg words. Mnemonics are useful and you can choose your own to suit the material. For example:

- Every Good Boy Deserves Fruit (EGBDF - the notes of the treble stave)
- ROY G BIV (for the colours of the rainbow)
- My Very Elderly Mother Just Saw Uncle Ned (for the planets in order from the sun)

Different strategies are needed, however, to remember concepts and theories, argumentative material and systems. Understanding the big picture, familiarising yourself with any specialised vocabulary and explaining the ideas and processes to others will develop your understanding and recall of this type of material.

**MAKE REVISION MEANINGFUL**

Ultimately, you’ll remember more of the information you revise if you can make it meaningful to yourself in some way. Give it purpose by thinking about where and how you will apply the information; or make it personally relevant by thinking about whether and how the concepts apply to you and your friends or family.
28 February 2016

We are already half way through our first term and approaching the time when assessment is either being done in class or assignment drafts are due. This is the opportunity for students to demonstrate their understanding and knowledge of what they have learned so far, affirm the knowledge they have gained and gather feedback from their teachers where their learning gaps are. Our school policy requires all teachers to contact home if a student does not meet their required due dates or does not apply adequate effort and we thank you for your continued support that, all students can be high achievers.

Email addresses needed

As we prepare to share your child’s learning reports, we ask you to update your email address through details@lowoodshs.eq.edu.au with your child’s first and last name, year level and your preferred email address. We will be emailing all reports out on Thursday 24th March. If you do not have an email address or would prefer a hard copy of the report, please contact our office staff with your details.

Responsible Behaviour

We are currently reviewing and revising our Responsible Behaviour Plan to simplify our behaviour processes and communicate our required behaviours to all students. All students have displayed in their classroom the following behaviour chart communicating how to stay in the green zone; being respectful, responsible and ready.

Lowood Behaviour Process

<table>
<thead>
<tr>
<th>ACTION</th>
<th>FEEL LIKE</th>
<th>OUTCOMES — LOOKS LIKE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encouragement/Praise, Merit, Postcard - OS entry, Reward - SRP, Success - JCE or QCE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Directed back to 3 RRR’s (minimum of three times)</td>
<td>STOP, THINK and CHOOSE</td>
<td></td>
</tr>
<tr>
<td>ESMC used</td>
<td>What was the instruction?</td>
<td></td>
</tr>
<tr>
<td>Refusal to engage in 3 RRR’s</td>
<td>BUDDY CLASS</td>
<td></td>
</tr>
<tr>
<td>Refusal to comply with buddy class expectations</td>
<td>DETENTION</td>
<td></td>
</tr>
<tr>
<td>Refusal to improve behaviour and/or effort after two buddy class referrals</td>
<td>REFLECTION CARD</td>
<td></td>
</tr>
<tr>
<td>Swear at/ threaten teacher, Physical violence, Refusal to follow HOD/ Hoses instructions</td>
<td>OS ENTRY by TEACHER - minor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>REFLECTION CARD</td>
<td></td>
</tr>
<tr>
<td></td>
<td>OS ENTRY by HOD - minor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HO/D/CASE MANAGER CONTACTS PARENT</td>
<td></td>
</tr>
</tbody>
</table>

If a student does not stay in the green zone after at least three re-directions of stopping their behaviour, thinking of what is required and choosing to be in the green zone, they will choose to go to a buddy room. If a student is referred to a buddy class, teachers will contact home to discuss the incident and to gather your support. Discussing the behaviour reflection card your child would have completed and the conversation they had with their teacher about their behaviour is a powerful learning opportunity and we encourage you to ask the teacher questions about how you can support your child.

Success Team Program - Restoring Relationships

We understand that some young people have extraordinary challenges to overcome. Adolescence can be a trying and stressful time for some and we know that a strong support system is vital in helping them through this developmental stage. One of our support team members is Lauren Sloan, our behaviour advisory teacher who comes with a wealth of knowledge and experience to support our students in choosing respectful, responsible and ready behaviours. An aspect of respectful behaviours is about our interaction with others and Mrs Sloan has developed a program focusing on Restoring Relationships when a student’s actions have damaged those relationships. Like all learning, reflecting on our choices and understanding the impact we have on others and importantly ourselves, is a significant aspect of the program and we expect students will gradually change their behaviours. We are grateful to have the support of families in our trial period and thank them for their continued support of our school.

Faculty Highlights

Junior Secondary

Welcome to Junior Secondary!

Growth mindset is about embracing learning and growth.

Growth Mindset

This past week Junior Secondary staff have attended a Growth Mindset professional development opportunity in order to create learning experiences that challenge students both personally and intellectually. Having a growth mindset is about embracing learning and growth as well as understanding the role of effort in creating a person’s talent(s). It is important that we as educators, as parents and as adults model that it’s important to maintain confidence and effectiveness in the face of challenges and setbacks. This notion of growth mindset can
be taught and our plan as a school is to adopt this approach in our everyday practices. Please see below an extract from Carol Dweck’s book (a leading educator in this field), MindSet: The New Psychology of Success. I would encourage parents to take the time to read this brief article and reflect on the concept of praise.

**Grow Your Mindset**

Every word and action from a parent to a child sends a message. Tomorrow, listen to what you say to your children and tune in to the messages you’re sending. Are they messages that say: You have permanent traits and I’m judging them? Or are they messages that say you’re a developing person and I’m interested in your development?

How do you use praise? Remember that praising children’s intelligence or talent, tempting as it is, sends a fixedmindset message. It makes their confidence and motivation more fragile. Instead, try to focus on the processes they usedtheir strategies, effort, or choices. Practice wording the process praise into your interactions with your children. Watch and listen to yourself carefully when your child messes up. Remember that constructive criticism is feedback that helps the child understand how to FIX something. It’s not feedback that labels or simply excuses the child. At the end of each day, write down the constructive criticism (and the process praise) you’ve given your children. Parents often set goals their children can work toward. Remember that having innate talent is not a goal. Expanding skills and knowledge is. Pay careful attention to the goals you set for your children.

Try on the growth mindset. Instead of asking for mistake free games, ask for full commitment and full effort. Instead of judging the players, give them the respect and the coaching they need to develop. As parents, teachers and coaches, our mission is developing people’s potential. Let’s use all the lessons of the growth mindset—and whatever else we can—to do this.

*From Carol Dweck’s book, MindSet: The New Psychology of Success, pages 205 – 206*

**Junior Secondary Wellbeing**

Last week Matt Peach (Success Coach), Odette Cheal (Head of Senior Secondary Wellbeing) and myself were lucky enough to attend the second ever Mind Brain Conference. It was at this conference that the importance of sleep and nutrition were highlighted as being vital to learning. In fact, they have such an impact on the learning pathways in the brain that if a student arrives to school hungry or tired it was emphasised that little or no learning can occur. It was stated that this is due to the fact that pathways that our brains use for creating memories (learning), hunger and tiredness follow very similar paths to each other. So if someone is tired or hungry their learning will be affected that day.

The fuel that we put into our bodies is vital too. Would you put diesel into a F1 race car? Of course not! Some of our students are arriving at school well prepared for the day having eaten a healthy breakfast and a nutritious lunch. This is the exact racing fuel that their bodies need to function at peak performance.

Some of the food that students are arriving to school with in the mornings does not fall within this category and includes soft drink, energy drinks, chips and lollies. Please remind our students that they need to be making careful consideration around this. It is also necessary to remind our students that once they have arrived at school on the bus they are to remain at school and not head into town. After the bus drops them off they are considered to be at school and are required to remain on the school grounds.

Our Youth Support Coordinator, Sarah Kendall and our Success Coach, Matthew Peach along with some of our Success Team of students are providing breakfast as part of the Breakfast Club every Thursday for anyone that may be struggling with this.

On a different note on Tuesday 15 March we are holding a special Junior Secondary Parade. Our students will showcase the campaigns that they have been creating for the National Day of Action Against Bullying (Friday 18 March). Please join us in the hall from 10:20am so students can share the fantastic work that they have produced.

*Mara Kitson*  
**Head of Student Wellbeing - Junior Secondary**

**Year 11 Ancient History**

This term the year 11 ancient history class are completing a unit on Archaeology. So far we have practiced our archaeological skills by completing two digs. The first involved carefully removing chocolate chips from biscuits and indicating their positions on grid paper. This activity prepared us for our second dig where the class was required to find artefacts by setting out a grid and then carefully recovering items from the ground. We then visually recreated the artefacts based on the evidence that we gathered.
Welcome to German for 2016! We’ve hit the ground running across all year levels this year, with students from years 7 to 12 enjoying broadening their horizons and expanding their vocabulary.

In year 7’s term 1 unit, Das Bin Ich, we are learning to introduce ourselves and our families, and are exploring all the things that make us, us! I have already had a taste of some of the outstanding multi-model presentations being produced for assessment tasks, and I am looking forward to seeing these completed in week 7.

Klasse 8 has been taking scope of Der Menschliche Körper, or the human body. We have been describing appearance, discerning healthy from unhealthy habits, and adding to our understanding of gendered nouns and infinitive verbs. Not to mention designing our own ‘super humans’ for display! We will be producing a written information report on one part of the human body for assessment by the end of this term – no mean “feet,” right?

Our year 9s are getting to know one of Germany’s proudest national characteristics in their Deutsche Erfindungen unit, exploring significant German inventions through the decades. As a class, we have jointly constructed our definition of what makes an invention globally significant, and are using these guidelines to research and advocate for what we believe is the World’s Most Significant German Invention for assessment. In the attached picture, Joel and Cody are using a ‘Think Sheet’ to draft their own research questions!

Klein aber fein describes our year 10 class this year – small but mighty! Cody, Zac, Toran, Denigh and Marvin are comparing and contrasting Australian and German education systems, as well as considering our own career aspirations and what we need to do to achieve these post-year 10. Our goal is to create a German-language Lebenslauf (Curriculum Vitae) and cover letter to a potential employer for assessment.

Last but not least is our dedicated senior class. Shaynee joins our year 12s this term in exploring international travel, school exchange and holiday options. We are refining our speaking and listening skills ahead of our teacher-student interviews for assessment in week 7, and with holidays just around the corner again, what better time to discuss our Traumurlaub (dream holiday)?

Just a reminder to those students attending our rapidly approaching Study Tour to Germany and Austria in September of the following:

- Please keep payments up to date where possible, as all participants need to have paid in full PRIOR to departure.
- Passport numbers are required ASAP. Should your student not yet have a passport, please lodge completed application forms at your earliest convenience so that travel insurance can be ordered. Application forms are available at Australia Post outlets.
- Participating students also need a travel card organised prior to leaving Australia. These are offered at most banks and are the responsibility of parents or guardians.

Please feel free to contact Frau Smith with any questions or concerns. Thank you for your assistance and viel Spaß!

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**Science**

**Science News**

This term I have had the privilege of nominating four Lowood SHS students to attend various STEM (Science, Technology, Engineering and Mathematics) activities. These students were nominated for their high achievement and keen interest in the areas of Science and Mathematics. The students are:

- Rosie McKenzies (Year 10) for the STEM Girl Power Camp
- Joel Higgins and Crystal Jungfer (Year 9) and Riley Mitchell (Year 7) for the STEM Horizons program.

Congratulations to all four students for your nominations and good luck with the selection process.

**Senior Biology**

The Biozone books for the senior Biology students should arrive shortly and they will be distributed as soon as we receive them. Thank you to the students and parents for purchasing this essential resource that will assist students in their studies.

**Senior Schooling**

I have had the pleasure of meeting and working with many students since starting in the Senior Schooling role.

Academic coaching for all year 12 students should now have taken place. This process helps students understand exactly what they are achieving in each of their subjects and coaches help students identify strategies that might be helpful to their progress.

This year we have 24 students enrolled in the Rural Operations program at Gatton Vocational Education Centre. It is imperative that these students are in attendance every week as any missed days will have to be made up later in the year.

Lowood State High School students are very lucky that the school is committed to helping students achieve their desired
career pathways. One way we do this is through supporting all the School Based Traineeships and School Based Apprenticeships. So far this year there are 31 students undertaking school based training. If your child is interested in obtaining a School Based Traineeship or Apprenticeship please encourage them to listen to morning notices, check the Senior Schooling notice board in the library and come and register their interest with me.

Finally, there are a lot of students who are currently enrolled in the Independent Learning Centre. Please make sure they have returned their signed contracts to Mrs Fox. This centre is provided so students who are on days out for other courses etc have time to catch up on the subjects they miss and keep up with any TAFE / Traineeship competency work they have. Please speak with your children and encourage them to speak with their classroom teachers to ensure they are getting the work they miss out on each week.

If you have any questions about senior schooling please do not hesitate to contact me through the school or e-mail small17@eq.edu.au

Ms Stacey Mallett

Year 7

Over the first 5 weeks of Term 1, our year 7 students have been learning how to safely carry out experiments in the laboratory, this which includes equipment and safety devices. Our dedicated team of science teachers; Ms Parkinson, Mrs Parslow and Ms Gosper will be providing their classes with plenty of opportunities to carry out experiments regularly, in fact the first assessment item for Year 7 students is to construct their own water purifying device and to test it.

Change to Year 7 Assessment Schedule:

The due date for the first year 7 science assessment Item, Water for Life – a practical investigation, will be postponed from 04/03/16 until:

- Friday 11/03/16 for Year 7A, 7B, 7C and 7D.
- Tuesday 15/03/16 for Year 7E and 7G.

This postponement is due mainly to the limited availability of laboratories for students to carry out the construction and testing of their water purifying device. Extending the due date will allow all year 7 students equal access to laboratories and time to submit their Scientific Reports.

Due to the delay in the first assessment item for year 7 students, this impacts the second assessment Item, Water Treatment Processes Poster. As Head of Department Science, I have decided to cancel the Water Treatment Processes Assessment Item (Item 2) so that students can focus on learning the necessary skills to work in a Laboratory which include: the safe handling and use of laboratory equipment and chemicals; collecting, organising, analysing data; the literacy skills of communicating findings via a scientific report.

I encourage the parents and carers of any of our students to contact their child’s science teacher to discuss any issues or concerns they have in regards to classwork or homework from science.

Gavin Lind
HOD Science

Sports Co-ordinator

District Swimming

The district swimming carnival occurred on 10th February and Lowood took 23 keen students to the competition. Most of our swimmers competed in every event and their commitment and pride for the school should be celebrated. A very special mention goes out to Justin West and William Fraser who both qualified to represent the district at the regional carnival. Another special mention goes to Joel Higgins, who took out the 15 years District Age Champion, congratulations on an awesome achievement.

District Cluster Day 1

The first district cluster day occurred on 15th February at Faith Lutheran College Plainland. The trials were for rugby league and netball. Majaa Boothby and Adam Jenner did a fantastic job with our students on the day with the following students selected in the district teams: Matthew Calhoun, Sharni Greenaway, Charlanae Jarvis, Lillian McKenzie, Irma-Jean Nel & Liam McDonald. We wish these students luck for the upcoming regional trials.

CISSSA Sport

The start of the season has seen a couple of wins and losses for our futsal teams. The mentionable game was the Lowood local derby where our year 10 team took on our year 9 team. Both teams fought well but the year 10 team took out the win in the end. Good luck to all teams as they go into week 2 of the season.

Football Academy

The Football Academy class was extremely lucky to be involved in a futsal development day with Carlos Moore, the Technical Coordinator of Futsal Australia. The day was run to help prepare the students for their upcoming CISSSA season as well as in preparation for the Gorilla Sports SEQ School State Titles competition. This is hopefully going to be an ongoing partnership for our students in a hope to continue to develop their skills and game play.

Upcoming Sport

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>03.03.16</td>
<td>CISSSA One Day Carnivals:</td>
</tr>
<tr>
<td></td>
<td>Volleyball</td>
</tr>
<tr>
<td></td>
<td>Softball</td>
</tr>
<tr>
<td>04.03.16</td>
<td>District Cluster Day 2 at Laidley Rec Grounds:</td>
</tr>
</tbody>
</table>
If your child is interested in participating in any of the above sports/competitions, please get them to come and see Mrs Miller in the HPE staffroom (C Block).

### Lions Youth of the Year

On Friday the 26th of February both Amber Shannon and Felicity Harm met with members of the local Lions club and three judges from local businesses to participate in their first round of judging for the Lions Youth of the Year. The girls shone and after their interviews were complete the judges realised they would need to increase the complexity of the impromptu questions to hopefully separate the amazing knowledge, confidence and decorum that the girls had shown.

The following night, Saturday the 27th of February, the girls, their mothers, Mrs Anne McLauchlan, Miss Helen Smith and myself gathered at the Lutheran Church hall in Lowood for the Public Speaking round of judging. The girls had to answer two impromptu questions and present a 5 minute prepared speech. This year’s questions were highly complex and required students to have a great depth of knowledge. The questions were:

1. How should rural and remote areas stop the ‘brain-drain’, the mass migration of young people to cities and overseas?
2. In the last week the Australia Government has pledged to increase spending on the Australian Defence Force. Do you think this will help or hinder Australia’s diplomatic relationships with other countries in the Pacific?

The girls both provided great answers to these questions. This was followed by their presentations of their prepared speeches. Amber began with her speech on the implementation of first aid and emergency response courses for every high school student. Her presentation was great and the ideas she discussed were well-received by the crowd. Felicity followed with a speech on the use of local resources to increase youth participation in positive activities within the community. Her speech creatively incorporated a pun which led to some laughs from the crowd. Both of the girls presented confidently with a great knowledge of their chosen topics.

Once the girls had finished their presentations and the judges had retired for the evening, they decided it was time for Mrs McLauchlan, Miss Smith and myself to be put in their shoes and answer some impromptu questions of our own. This required some creative thinking on our behalf but made each of us realise the pressure the girls had previously been through to answer their questions.

A presentation was made on the night and this saw Felicity move through to the next round of the competition. If you see Felicity around the school or community please send her lots of luck as she moves on to the next round of the Lions Youth of the Year competition.

Both girls were close competition for each other and their team work and support of each other throughout the competition was really great to see. I am so proud of them both.

For those of you that are unfamiliar with the Lions Youth of the Year, it is designed to encourage, foster and develop leadership in conjunction with other citizenship qualities in our youth, at an age when they are about to enter the fields of employment or higher education, and provides students with the incentive to pay greater attention to the general qualities, so vital in developing our youth into first class citizens. The qualities sought, apart from academic attainments are those of leadership, personality, sportsmanship, public speaking and good citizenship. The students meet in fellowship and have the opportunity of open discussion, exchange of ideas and meet professional people from a community service club organisation.

**Miss Emma Hayes**  
*Head of Department- English/LOTE*

### Kokoda Challenge

The Kokoda Challenge has started again! Students gathered on Thursday afternoon at the Primary school oval to be put through their paces by Mr Trent Davison.

This year we are fortunate enough to be able to enter teams into three different events. The first is the 30km Brisbane Kokoda Challenge, which takes place on Sunday 5th June 2016 at Brookfield Showgrounds. It is a trek that winds 30km through some of Brisbane’s most gruelling terrain. The students will start their trek from Brookfield showgrounds and make their way through D’Aguilar National Park, finishing back at the Showground less than nine hours later. Students and staff will be both emotionally and physically fatigued but through our training sessions will have learnt strategies and skills to keep their teams not only moving...
through the course, but also crossing the finish line together. This event will be open to students who are in any year level (from year 7 to year 12), with a focus on our junior students.

The following two events, the 96km Stan Bisset Cup and the 48km Jim Stillman Cup, both take place on the same weekend of the 16th and 17th of July 2016. The Stan Bisset Cup has an age restriction of 15 years old and preference will fall to those students who took part in our 2015 Kokoda Challenge teams. These events take place in the Gold Coast Hinterland and see students walking up and down rugged terrain, as well as taking in the sights of the amazing Gold Coast coastline as the sun rises. They are not races but are completed continuously from start to finish meaning students in the 96 km team could be walking for over 30 hours. Staying awake for this long is a feat in itself.

The commitment to the Kokoda Challenge is all or nothing and there can be no room for error. A commitment to the challenge means attending compulsory training sessions, weekend hikes at Mt. Coot-Tha and in the local area, completing practice hikes at Polly’s Kitchen and other areas in the Gold Coast Hinterland, a night hike and, of course, the challenge itself! If these cannot be adhered to, it can jeopardise the safety and wellbeing of students and their peers. Finalised dates for training have been attached. If students are unable to attend training, please ensure Miss Hayes (Co-ordinator), Mrs Everding (Weekend Hikes) or Mr Davison (School-based Training) are informed as soon as possible.

If your child would like to be a part of the challenge please tell them to see myself, Miss Hayes, in the A-block staffroom.