13 October 2016

Principal’s News

Dear Parents and Friends

Welcome to term 4.

This term is our busiest and fastest moving term especially for year 12s who will be heavily focused on completing their final assessment and exams. As is our tradition in recent times we are working very hard and supportively with students and their families to ensure every young person graduates with the minimum qualifications of a Queensland Certificate of Education and at least one Vocational Education and Training qualification. Once again I look forward to shaking the hands of every year 12 student as they graduate with these qualifications.

This year during the September holidays for the first time ever, and thanks to her tireless work, our German teacher Helen Smith realised a dream to take Lowood students overseas to experience a different culture. Look for the detailed article below outlining the great adventure that was had by the teachers and students who attended. This adventure was only possible due to Ms Smith’s leadership as she engaged two other schools, Boonah SHS and Lockyer District SHS to join with us to make the dream a reality. Once again, this is another example of Lowood SHS teachers going over and above to provide opportunities to our students that they would not otherwise have had. I would like to formally acknowledge and thank Helen and her two other supporting teachers, Miss Lee Tobin and past LSHS teacher, Miss Liz Ball.

This term is also busy due to the large number of events that celebrate student achievements. The big event that we have to do this each year is our annual school Presentation Night.

We have two main goals this year. One to recognise all our students who have attained the benchmarks to achieve the broad range of academic, sporting, arts and special awards and two: ensure that the night has concluded by 9pm. Please mark your calendars and join us to celebrate student and staff success on Wednesday, 26 October, in the school hall commencing at 7pm sharp.

Student Attendance

At this stage of the year we are tracking below the Attendance target of 90% across the school. This fact basically informs me that the majority of students are having more than one day off a week from school. All the research and evidence available advises educators that this has a serious, negative and long-term impact on learners and their learning.

I am imploring each and every parent and carer to help us to help your young person and ensure we can give them the best chance at life success by supporting the school attendance benchmark by ensuring they attend school every day without fail.

Changes are coming for 2017. After consultation with a range of people; staff, parents and students the school will continue to maintain a 90% minimum attendance benchmark as per the School Representation Policy but this will be based on "real time attendance", that is how much time the student has actually attended school and not "present and approved" absences. This change means that students will not be eligible for school representation or the Attendance reward trips at the end of semester without a real time attendance percentage of 90%.

I would also like to congratulate all the students who do attend school for 90% or greater and thank those parents who support their student’s attendance. From the end of this year, students who meet the standard will receive attendance pins to put
on their collars (juniors) and ties (seniors) as a visible acknowledgement of their efforts to attend school every day.

Parent/Teacher Interviews in Term 4

It is without any pleasure that I share with you that the latest parent/teacher interview opportunity was attended by a minimal number of parents and carers. We are mandated to hold a minimum of two parent/teacher opportunities every school year. However, it is clear that this model is not really working effectively or meeting the needs of our community. If you have any feedback, suggestions for improvements or an opinion about why you did not attend or what needs to change to make this more appealing to you and your student, please drop me a line in an email to amcla17@eq.edu.au.

Feedback

Parent voice, student voice and community voice are very important to our school and our school improvement agenda. If you have any, positive, negative or otherwise, please send it our way. We treat all feedback as a gift and yours will be valued.

Regards
Anne McLauchlan
Principal

Deputy Principal News

School Representation Policy

Each term I am asked how can a student be removed from the list of students who don’t meet the minimum standards to represent the school. I would like to highlight a part of the “School Representation Policy” that enables this to happen, “Application for Case Review”:

Application for Case Review: (Available on the school website)

This application can be made from week four onwards during each term. If a student has been working hard to meet the expected benchmarks to represent Lowood SHS they have the opportunity to apply for case review. It is the student’s responsibility to meet with their relevant deputy principal to collect a Case Review Application Form.

As part of their application for case review, the student will be required to gather information from the following staff:

• home group teacher
• every subject teacher
• and collect attendance data from student reception.

Students will remain on the list if there is insufficient evidence of improvement in the area/s identified above

Please find a copy of the Application for Case Review below. It can also be found on our school website. This is to be submitted to the student’s relevant deputy principal for review.

Year 12 Formal & Year 12 Graduation

• The 2016 year 12 formal will be held on Wednesday 16th November, 2016 at the Metro Hotel Ipswich International.
• There will be a pre-formal event held at the school hall prior to the formal event.
• The year 12 Graduation will be on Friday 18th November, 2016 in the school hall.

I would like to take this opportunity to remind the school community that the year 12 formal is an extra-curricular event and as such students are required to meet the school representation policy to be able to be invited to attend the event. Details of the representation policy can be found in the attachment below and on the school website. However in summary students need to:

• Achieve A, B, C’s for Effort & Behaviour
• Meet expectation of the School’s Responsible Behaviour Plan for Students
• Minimum 90% attendance
• All assessment completed by due dates
• All assessment completed to an adequate standard
• Maintain high personal standards of presentation at all times
• Wear the uniform correctly every day
• Turn up to all classes when at school

The year 12 graduation event is a privilege to attend and participate in. It is a good time of year to remind the school community that students need to be in complete formal school uniform to attend and participate in this event. The school uniform policy is to be adhered to including, but not limited to appropriate hair colours. Students in “senior” jerseys or sports uniform will not be allowed to participate in the event.

Year 11 & 12 Semester 2 Exam Block

Year 12: Timetabled lessons cease at 3.00pm on Tuesday 8th November, and resume on Monday 14th November. Block exams run from Wednesday 9th November until Friday 11th November.

Year 11: Timetabled lessons cease at 3.00pm on Tuesday 15th November, and resume on Friday 18th November. They then break until Wednesday 23rd November. Block exams run on Wednesday 16th, Thursday 17th, Monday 21st and Tuesday 22nd November, 2016.

There are two (2) exam sessions each day.

• 9.00am – 11.20am
• 12.05pm – 3.00pm

Students are only required to attend exam sessions in which they have an exam. Students undertaking a VET subject are only required to attend in their scheduled sessions if they have not completed all set work or if they have not demonstrated competency in the applicable competencies. If students are on track with all VET course requirements they are not required to attend school.
If students are unable to attend for just their sessions due to transport, there will be a study room in operation for the length of the exam block. The study room will operate for the same times as the exam schedule.

All rooms for the exams will be displayed at student reception each day. Students will be required to check their room allocations as they sign in each day.

If you have any questions about block exams please contact Mr Daniel Johnson.

**Year 10 & 11 Incomplete Work**

Students in years 10 & 11 who are not “On Track” for VET subjects or have not passed English Communication or Pre-Vocational Mathematics will be required to attend school during week 9 & 10 until they are up to speed with their work.

By ensuring that all students are on track with work prior to starting in year 11 or 12 we are taking another pro-active step to ensure they are set up for successful outcomes.

**End of Year Reports to be E-Mailed**

Please ensure that you have your details up to date with the school to ensure that you receive your end of year report card. All reports will be emailed out from this term on. You can update your details by completing the form below and returning to the school office.

**2017 Subject Selections**

All 2017 subject selection forms are now overdue and should be returned as soon as possible to ensure your child’s preferences are taken into account.

If you have any questions about subject selections please either contact me through the front office or on email through dj@eq.edu.au.

**Mr Daniel Johnson**

*Deputy Principal – Senior School*

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**Presentation Night**

Wednesday the 26th October is our Presentation Night where we celebrate the exceptional achievement of our students and we look forward to sharing this event with our students, parents and community members. Please keep the date free and join us in this commemorative event.

This year we would like to acknowledge those students who have represented our state in their field of expertise with a special presentation. If your child has excelled in their sporting, arts, cultural or other endeavours we would love to hear from you. Please contact Ms Cherie Smith, Deputy Principal to share this information by the 18th October.

**Year 6 Enrolments- Final round**

We are currently completing our final round of year 6 enrolments. We understand that transitioning to high school in a positive and informed way is the best introduction to high school and this starts with our enrolment interview. If you have a child due to start next year and have not made an enrolment interview yet, please contact our office or book online to secure your place.

Thank you

**Cherie Smith**

*Deputy Principal – Junior Secondary*

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**Attendance Strategic Team**

In order for students to succeed in their schooling careers, they must be present and engaged in their lessons. As the year has progressed, we have seen attendance rates fall.

<table>
<thead>
<tr>
<th>Year 7</th>
<th>end term 1</th>
<th>end term 3</th>
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<tbody>
<tr>
<td>Year 8</td>
<td>89.8</td>
<td>86.3</td>
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<tr>
<td>Year 9</td>
<td>89.1</td>
<td>83.8</td>
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<td>Year 10</td>
<td>90.2</td>
<td>83.5</td>
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<tr>
<td>Year 11</td>
<td>88.2</td>
<td>86.5</td>
</tr>
<tr>
<td>Year 12</td>
<td>90.2</td>
<td>84.6</td>
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One day may not seem like a lot at the time. However, over the space of a year, one day each week adds up to 40 days. That is almost an entire term!

Don’t wait for tomorrow, next week, next year. There’s no better time than now to ensure your child is attending school and setting themselves up for success.

At Lowood State High School, every child matters, every day

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**Academic Achievement**

Welcome back to our final term of the school year. All students received their report cards at the end of last term and we congratulate those students who have improved their grades through concentrated efforts. Just under 20% of our junior students have shown improvement in their achievements and recently, we celebrated this concentrated effort at a Junior Secondary assembly. Many students have maintained their grades and are on track to achieve their Junior Certificate of Education and we are supporting all students to reflect on strategies they can implement to continue improving. The learning attitude and effort students adopt will put them in the best position and provide variety of choices as they head into their next year level and into their senior phase of learning.
Faculty Highlights

Senior Schooling

Term 4 is short and sharp for our senior students. Year 12s finish on 18 November and years 10 and 11 finish on 25 November, which means they have a 7 and 8 week term respectively.

It is vital that all students stay on top of their work loads and push themselves right to the end of the year. Please encourage your children to keep talking with their teachers so they round off the year on a high and keep up their standards. Students also need to ensure they are keeping up to date with all of their vocational competencies or they will be required to attend school until they are up to date after their official finish date.

Year 12 OP students will be meeting with their Academic coaches early this term to discuss their ‘game plan’ for the term and ensure that students are aware of what they need to do to push themselves this term and achieve the best marks they can.

We have also hit the ground running this term:

Last Wednesday, eight year 10 students attended the first of three Australian Business Council Network Focus Program days. This program is aimed at mentoring high achieving female students and encouraging them to take on leadership roles.

Then on Thursday, the year 11 QCS students completed the first of three full day preparation for the QCS test, with an intensive skills introduction to the writing task and then sitting a practice exam.

Friday was the year 10 semi-formal. Approximately 60 students took up the opportunity to attend and had a fantastic time—tasty food, dancing and good company.

It is going to be a quick and busy term and I hope everyone reaches their academic goals this term.

USI’s

All senior students are required to have a Unique Student Identifier (USI) to obtain a certificate or qualification from their registered training organisation when studying a nationally recognised training course in Australia. This includes studying at public or private training organisations, completing an apprenticeship, certificate or diploma course.

A USI gives you access to an online account which keeps all your training records together, even if you move locations, change training organisations or undertake studies at different times in your life.

For more information come and ask in the library or visit:

For the steps to apply for a USI please see the attached documents. If you require assistance please come and see Ms Mallett or Mrs Fox.

Stacey Mallett - HOD Senior Schooling

Senior Schooling Wellbeing

Hello,

I would like to introduce myself to parents and students who may not know me. My name is Susan McNichol and I have been a teacher at Lowood SHS for nearly 8 years. During this time I have enjoyed working closely with students as a year level co-ordinator and I am excited to be taking over the Senior Head of Wellbeing role for the remainder of the year. I acknowledge the great work of Odette Cheal and wish her all the best on her leave.

Term 4 will be busy. We have already seen the year 10 semi-formal come and go and the year 12 formal is a major event of the year. Whilst these events are exciting, the welfare, attendance and positive behaviour is at the top of my priority list. I look forward to working closely with the senior students and getting to know them a little better. If you have any concerns please don’t hesitate to contact me.

Year 10

A great night was had by all who attended the semi-formal evening on Friday 7th October. The hall looked beautiful with fairy lights and balloons. I was impressed at the staying power and energy of the students as they danced the whole 3 hours. Everyone got involved and had a great night. There was a happy vibe to the evening. Thanks to year 12 students Cameron Connors, Sharni Greenaway and Amber Shannon for the music and fun for the evening and Lilian McKenzie for such a popular photo booth. Photos will be made available to students and I will let them know when they are ready.

Year 11

Moving in to their final year of high school is exciting and our aim is to make this transition as smooth as possible. It is important that positive study habits are reinforced at home to foster success at school. While it is tempting for year 11s to hit the cruise button in term 4, the message loud and clear is that there is still 8 weeks of solid work to be done. Put in the effort and then enjoy the rewards, knowing you have done the best you possibly could.

Year 12

Formal preparations are in full swing. Wednesday 16th November is promising to be a great evening. You may make payment for the formal from 11th November, this also acts as an RSVP for the event. I have requested that any student who is not planning to attend the formal dinner to come and have a conversation with me, so planning can be as accurate as possible.

Have a great fortnight.
Susan McNichol
JCE – Student Parent Conferences

Following review of the term 3 academic reports, congratulations go to all of the Junior Secondary students on their academic report cards. An increased number of students are currently on track to achieve their Junior Certificate of Education (JCE) from Semester 1. This is a considerable achievement and shouldn’t be underestimated. The JCE is awarded to students who have demonstrated improvement and success throughout their Junior Schooling at Lowood SHS after achieving a pass (A–C) in Science, Maths, English as well as two other subjects. The purpose of the JCE is to ensure students focus on their learning and develop a work habit that leads to the desire to succeed, so they experience more success in their Senior Schooling journey. Special recognition should go to the following students who have made some significant improvements since Semester 1. These students are being recognised on the Junior Schooling assembly this week and parents/care givers are invited to Teacup Tuesday. JCE conferences have already begun for this semester. Members of the JCE team would like to thank those parents who have already participated in this process and look forward to meeting with further parents/caregivers.

Year 7

<table>
<thead>
<tr>
<th>Most Improved Students</th>
<th>Student with greatest improvement in JCE per year level</th>
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<tbody>
<tr>
<td></td>
<td>Izak Looker</td>
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<td>Daniel Ah-Lo</td>
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<td>Jasmine Bradey</td>
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<table>
<thead>
<tr>
<th>Highly Commended</th>
<th>Students increased in JCE points</th>
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<tbody>
<tr>
<td></td>
<td>Toby Buhse</td>
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<td>Jason Devlin</td>
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<td>Sione Fotuaika</td>
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<td>Noah Holt</td>
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<td>Lexus King</td>
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<td>Brendon</td>
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<td></td>
<td>Ben Porter</td>
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<td>Abby Thomsen</td>
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<td></td>
<td>Tim</td>
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<td></td>
<td>Jordyn Cameron</td>
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<td></td>
<td>William</td>
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<td></td>
<td>Xander</td>
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<td>Mayson</td>
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<td>Lachlan Hinrichs</td>
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<td></td>
<td>Tommy Pottinger</td>
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<td>CJ Smith</td>
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<td>Sarah Kelly</td>
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Year 8

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<tr>
<th>Most Improved Students</th>
<th>Students with greatest improvement in JCE per year level</th>
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<tbody>
<tr>
<td></td>
<td>Clay Boniface</td>
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<tr>
<td></td>
<td>Giles Davis</td>
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<tr>
<td></td>
<td>Karl Jones</td>
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<td>Lachlyn Whitmore</td>
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<table>
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<tr>
<th>Highly Commended</th>
<th>Students increased in JCE points</th>
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<tbody>
<tr>
<td></td>
<td>William Fraser</td>
</tr>
<tr>
<td></td>
<td>Harry Lyne</td>
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<td>Isaiah Salkeld</td>
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<td></td>
<td>Blake Seymour</td>
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<td></td>
<td>Sabastion Vindin</td>
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<td>Griffin Wilson</td>
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Year 9

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<thead>
<tr>
<th>Most Improved Students</th>
<th>Student with greatest improvement in JCE per year level</th>
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<tbody>
<tr>
<td></td>
<td>Stephen</td>
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<td></td>
<td>Hamish Steiner</td>
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<tr>
<th>Highly Commended</th>
<th>Students increased in JCE points</th>
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<tbody>
<tr>
<td></td>
<td>Jason Dearns</td>
</tr>
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<td></td>
<td>Jacob Donaldson</td>
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<td></td>
<td>Levi Grant</td>
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<td></td>
<td>Joseph Kline</td>
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</table>
Cody Leo
Oscar Rutherford
Jordyn Souter - Roberson
Caine Vine
Jordan Wood
Bailey Zimmerle
Mia Battison

Recognition

Students increased in one or more Core subjects (SME), maintained 10 JCE/JCIA equivalent points and did not fall in any other subjects.

Nicholas Bond
Hayden
Daelin Brimfield-Gavin
Jonathon Ellaby
Paris Glasby
Lilly-Anne Hayden
Caleb Hough
Tahlia
Clinton Leschke
Karly Mathews
Emily McInnes
Grace Nish
Carla Pocock
Lachlan Richardson
Ryan
Jake Vella

Growth Mindset Achievement

Student who has demonstrated the greatest improvement in their subjects, whilst already achieving the necessary 10 JCE Pts.

Cody Creer

Brainways – 4th October

Students from local primary schools participated in hands on science activities.

The last of our Brainways Excellence days took place on October 4th for our gifted and talented primary students in our local cluster. It was a pleasure to meet and spend time with the Year 4-6 students and it is clear that each individual capitalised upon the fantastic learning opportunity. Students were highly engaged and challenged throughout the day, embodying a growth mindset as they developed their understanding of hands on science. Higher Order Thinking is the key to learning and academic success and research shows that information learned and processed through higher order thinking is remembered longer. 2017 will see the Excellence Days take place again in Term 2. Be sure to keep an eye out as places fill fast when advertised.

Junior Secondary Wellbeing

Welcome back to term 4. The year 7 students finished off term 3 with a sports tournament. Students participated in games of Netball, NetSoccer, Touch and Golden Child. The afternoon saw many smiles and requests for more sporting afternoons.
The end of term 3 also saw some concerning Facebook posts. To assist parents and carers work with our students to educate and assist them with the perils of cyberbullying I have included information for both parents and students.

Parents are often the last ones to know about these problems because their kids fear getting into more trouble. Please read through the tips below to assist your children with these issues.

Mara Kitson
Junior Secondary Head of Student Wellbeing

WHAT CAN PARENTS/CARERS DO?

1. Keep the computer in a common area of the home. Do not allow it in your children’s bedrooms. Monitor their online usage.

2. Learn how various social networking websites work. Become familiar with Facebook, Snapchat, and Twitter. Ask your children if they will show you their profile pages.

3. Talk regularly and specifically with your children about online issues. Let them know they can come to you for help if anything is inappropriate, upsetting, or dangerous.

4. Build trust with your children. Set time limits, explain your reasons for them, and discuss rules for online safety and internet use. Ask your children to contribute to establishing the rules; then they’ll be more inclined to follow them.

5. Tell your children not to respond to any cyberbullying threats or comments online. However, do not delete any of the messages. Instead, print out all the messages, including the e-mail addresses or online screen names of the cyberbully. You will need the messages to verify and prove there is cyberbullying.

6. Don’t overreact by blaming your children. If they are being bullied, be supportive and understanding. Find out how long the bullying has been going on and ensure that you’ll work together to find a solution. Let your children know they are not to blame for being bullied.

7. Don’t underreact by telling your children to “shrug it off” or just deal with the bullying. The emotional pain of being bullied is very real and can have long-lasting effects. Don’t tease them about it or respond with a “kids will be kids” attitude.

8. Don’t threaten to take away your children’s computers if they come to you with a problem. This only forces kids to be more secretive.

9. Talk to or email the Junior Secondary Head of Wellbeing (if there is an issue with a senior student please contact the Senior Head of Wellbeing – Susan McNichol) so we can keep an eye out for bullying during the school day.

10. If there are threats of physical violence or the bullying continues to escalate, get law enforcement involved as well as the school.

WHAT CAN KIDS DO?

1. Don’t respond to any online or text messages sent by cyberbullies.

2. Don’t be an accomplice by forwarding any of the messages to others kids.

3. Save and print out all the messages as proof and evidence of cyberbullying.

4. If you are being bullied, tell an adult immediately to get help solving the problem.


Humanities

Humanities Highlights Semester 2, 2016

In early term 3, Lord Matt from “Hands On History” returned to take the year 7s back to Ancient Greece and Rome. He enthralled the students and grossed out some of the teachers with his tales of life in ancient times including tales of slaves, gladiators, warriors, murderous emperors and oppressed women. The year 7s will continue their studies of ancient cultures this term into Ancient Greece. The term will culminate in a History Symposium, where students will present a display of their learning about Ancient Greece. Students will research an aspect of life in Ancient Greece – temples, housing, architecture, medicine, family life, etc, or the work of a prominent person from Ancient Greece – Aristotle, Socrates, etc. Lord Matt will return to judge the symposium and present certificates to the best presentations. The Symposium will be held in week 9 and parents will be invited to view the student presentations.

Year 9 History will be investigating Human Rights in Australia and around the world. Year 10 History are learning how to
find the truth behind the frequent cover stories of significant moments in history. They will be investigating an event or an issue that has involved a conspiracy, or alleged government cover-up such as 9/11, treatment of the mentally ill in institutions, the death of JFK, etc.

Senior Ancient History classes are investigating significant historical individuals such as Nero or Akhenaton to examine the influence they had on their societies. Year 12 are investigating the Vikings – “traders, travellers and settlers, or marauding barbarians?”

In Term 3, senior Geography toured the Wivenhoe catchment to assess the health of our local waterways and think of ways to improve or maintain our local catchment health over the next decade. We took water readings at a number of sites and concluded that our water is exceptionally clean and healthy, and we, as a community need to help maintain that. This term, senior Geography are examining the infrastructure connecting our local region, and will write a report outlining the current state of transport and communication in Somerset and make some recommendations to council for improvements.

Year 8 Geography classes are working closely with the year 8 English classes to produce a campaign of environmental awareness using social media.

Even though it’s the last term of the year, it is packed with opportunities for meaningful learning and engaging activities.

The Business Department continues to excel. Diploma students have worked tirelessly to complete their qualifications. This is a wonderful opportunity for students to achieve this qualification whilst at school. The Certificate students have shown us many times this year that they are professional, work ready young people, who are representing Lowood SHS very well in our community and will be successful sought after employees in the workforce. The Christmas Shoebox Appeal winds up this week, and we hope to send off over 100 boxes to disadvantaged children in countries such as Vietnam, Fiji, Cambodia, Papua New Guinea and Timor. Thank you to everyone who has contributed and helped to put together this wonderful project.

Jane O’Dea, HOD Humanities

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**English**

**Speeding to the finish line**

Welcome back to term 4!

In term 4, students from year 7 to 12 will be studying their final unit for the year. Teachers have been working hard over the holidays and the last week to ensure that lessons and assessments are engaging and support students to achieve their best when demonstrating the required skills. If you have any questions about what exactly your child is doing this term, please do not hesitate to contact their English teacher, or myself. Below is an outline of the units of work and assessment that students will be completing this year.

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<tr>
<th>YEAR 7</th>
<th>UNIT OF WORK</th>
<th>ASSESSMENT</th>
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<tbody>
<tr>
<td></td>
<td>What’s the Message? (poetry)</td>
<td>Spoken Expository</td>
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<td>Students will studying the skills of analysing poetry through the use of song lyrics. They will be learning to identify, explain and justify the implied meaning of a song. Along with this students will be learning about presenting skills and will write a speech demonstrating their knowledge of a song studied in class.</td>
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<tr>
<th>YEAR 8</th>
<th>The Social Media Revolution</th>
<th>Practical/ Written Persuasive</th>
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<td>This is a combined unit with Humanities. Students will be learning about the environment and impacts on the environment. They will then be looking at the skills needed to create a social media campaign. They will be learning about persuasion, language and also structural elements of a media campaign.</td>
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<tr>
<th>YEAR 9</th>
<th>Language Online</th>
<th>Written Persuasive</th>
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<td>Students will look at a variety of forms of written and spoken media. They will focus on analysing language in magazine feature articles and how they manipulate audiences.</td>
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<tr>
<th>YEAR 10</th>
<th>Pinpointing Perspectives (Poetry)</th>
<th>Written Imaginative</th>
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<tr>
<td>UNIT OF WORK</td>
<td>ASSESSMENT</td>
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<td>Students will be studying a variety of poetry from more traditional work to modern day poetry, like Slam Poetry. They will be developing skills in interpreting the implied meaning from the language and structure and also how representations are constructed. From this they will then develop skills in transforming themes and representations into short stories.</td>
<td>Use a poem studied in class and construct a short story based on the theme or representation in a poem.</td>
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**YEAR 11**

**AUTHORITY**

*A Poet’s Tale*

Students will be introduced to the concepts and elements of poetry and how these concepts and elements have changed over time. They will also be taught how to interpret poetry and present dramatic readings to the class of selected Australian poems. Students will be taught effective ways to create presentations and learn skills in creating PowerPoints and other types of presenting aids, like Prezi infographics. They will also learn speaking skills and how to confidently present information and text to a group of people. Students will also use their knowledge of expounding themes and ideas from poetry to transform a chosen poem into a narrative.

**COMMUNICATION**

*iSchool*

Students will continue to build on their knowledge of workplace communication, focusing on advertising processes. They will explore the concept of advertising, looking at the school setting. Students will develop knowledge around the language used in advertising and demonstrate a knowledge of the local and school community.

**YEAR 12**

**AUTHORITY**

*Representing the World*

**ASSESSMENT**

Students will examine biographical texts in their contexts, researching authors, ideas and histories. Consideration will also be given to themes and meaning in texts as well as the making of personal judgements by biographers. Students will revise the purpose for an author’s use of specific aesthetic features and how these features create a particular representation of people/groups. Students will analyse the biography and how the biographer has created a representation of the person or group the biography is about and the context in which it is set.

**COMMUNICATION**

*Preserving the Past*

In this unit, students will look at how memories are preserved and the different ways people do this (home videos, diaries, photographs). They will explore the concept of collective memories and how groups of people are represented through memories that have been stored.

**Spoken Persuasive**

Students will organise, in groups, their own display or exhibit which captures a collective memory of their years at Lowood State High School. They will then explain their decisions for the inclusion of each item.

**Spoken Reflective**

Students will write a graduation speech which reflects on their time at Lowood SHS. Students will examine their own experiences, thoughts and feelings about particular situations from school.
We all look forward to seeing students applying themselves 100% in English this term and achieving the best results yet!

Emma Hayes
Head of Department English/LOTE

Sport

AMART COMMUNITY KICKBACK program

A BIG thankyou to everyone in our school community who supports this initiative. Community Kickbacks allows AMART to give back 5% of all member sales to our school. So far this year we have been able to purchase in excess of a $1000 worth of sporting goods as a result. This is a wonderful boost to our finances. Approximately half of this money has been spent recently on prizes for students next year!

If you would like to be involved, simply join the Team Amart program and nominate Lowood State High School on your account. This can be done online or simply at the cash register of a local Amart Sports store. It takes just 2 minutes and we can start receiving the program’s benefits straight away. By joining the Team Amart loyalty program, you will also enjoy benefits and rewards, such as preferred member pricing and access to exclusive member shopping offers.

Remember ............... by linking your Team Amart membership to Lowood State High School, EVERY dollar you spend at Amart Sports is helping to fund our students.

Andy Williams, HOD Health

German Trip

During the September holidays, 24 students and 7 teachers from Lowood, Lockyer District and Boonah State High Schools joined forces for the trip of a lifetime – two weeks in Europe, exploring Austria and Germany.

Encompassing immersive language and cultural experiences such as school visits and homestays with families from our sister school, Marie Curie Gymnasium in Duesseldorf, this opportunity allowed our students to experience life on the other side of the globe at a budget price. Teachers from Lowood and Lockyer were also treated to an inspiring day shadowing German teachers of English, and helping students from the other side of the world learn about Australia. The hospitality and interest we were afforded by the staff and students of Marie Curie Gymnasium was second to none, and our students’ experiences there have helped them grow in confidence. The mix of smiles and tears at the end of the homestay experience was evidence that this pairing was an enormous success, with some students already planning return journeys or longer-term exchanges with their hosts.

Aside from the school visits and homestays, we visited many wonderful palaces, museums and places of interest across 5 cities and 2 countries. In Vienna, Austria, we learnt about the fall of the monarchy and the charmed lives of the aristocracy at the beautifully preserved Schoenbrunn Palace and Sisi Museum. We got to know each other over shared Wiener Schnitzel and tested our navigational skills in the middle of the Old Market.

We also visited the preserved village of Rothenburg ob der Tauber, staying in a 17th century building and absorbing the long and fascinating history of Medieval Europe through ghost tours and visits to the Criminal Torture Museum, Medieval Marketplace and Spätzle House.

From there, we boarded a bus and headed off to Dresden, via a stint at the Oktoberfest Fair at Erfurt. The Semper Oper in Dresden was a new and thrilling experience for both students and staff, many of whom had never seen Richard Strauss’ “Electra” performed in one of the oldest and most iconic theatres in the world.

After three days exploring more museums, including the Green Vault (a collection of valuable jewels and items which together exceed the total worth of all of Europe’s GDP), we were off to the Spree River for a glorious boat ride in nature, learning about Germany’s native animals and environments.

In Berlin, we got our Modern History fix visiting the Berlin Wall, DDR Museum, and experiencing the interactive displays capturing 800 years of Berlin’s history at the ‘Story of Berlin’ exhibit. We also visited a nuclear bunker and explored the Jewish Memorial Museum, as well as the New Museum of Egyptian and Roman artefacts, where we were fascinated to be able to glimpse the coveted Nefertiti’s Bust with our own eyes.

Along with delicious food, new friendships, and the company of our mascot, Hans the Koala, we found daily fun and challenges along the way.

Thankyou to all the families, friends and community members who helped make this experience a reality for our students.

Helen Smith
LOTE Teacher

Chaplain

The Important Things in Life.

Throughout our life time, we are constantly exploring what is important to us. What is important to us as a 5 year old might
not seem that relevant when you are 32 years old. Whether you are working or studying, what’s important at the time can vary according to your desired outcomes. My family is very important to me but to others, family is less important. As we travel throughout the years in our lives, we are constantly being challenged with what is important to us and the price we pay for that. To some, the important things may appear to be trivial while for others the insurmountable may become trivial.

When I worked in Fortitude Valley for 4 years as counsellor, I counselled many couples who were having difficulties with their relationship. During the counselling sessions, what was important to one person was not necessarily important to the other person and this was what was causing conflict within their relationship. The lesson I learnt from this was that the priorities of what’s important to each person constantly changes, as each person is different and so too is the relevance to the importance to an individual.

I could not see any changes in the near future with regards to the importance of my family and their safety. My challenge to you is: “What’s important to you and what cost does that have on you personally?” Some would challenge the relevance of the question but then I would challenge those individuals who do, to think about why they would trivialise what is important to others.

So, what’s important to you?

Andrew Hobby (School Chaplain)
MA Counselling, BA Social Science(Coun.), BA Ministry

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<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>18 October</td>
<td>Nominations due for Presentation Night acknowledgement for students who have represented the state or higher in field of expertise.</td>
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<tr>
<td>26 October</td>
<td>Presentation Night</td>
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<tr>
<td>8 November</td>
<td>P&amp;C meeting 6:30pm Administration building</td>
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<td>9 November</td>
<td>Year 12 exam block commences</td>
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<tr>
<td>16 November</td>
<td>Year 11 exam block commences Year 12 formal</td>
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<tr>
<td>18 November</td>
<td>Year 12 last day &amp; Graduation Ceremony</td>
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<td>25 November</td>
<td>Year 10 &amp; 11 last day</td>
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<tr>
<td>29 November</td>
<td>Year 6 Parent Orientation 6-7:00pm</td>
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<tr>
<td>5 December</td>
<td>Orientation Day for 2017 Year 7s</td>
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<tr>
<td>9 December</td>
<td>Year 7, 8 &amp; 9 last day</td>
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Community Announcements

Blue Light Disco 5 November
AFL Queensland with the assistance of Brisbane Valley Rattlers Australian Football Club INC are running a community AUSKICK program at Fernvale Sports Park from 22 Oct to 03 Dec 2016.

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