

Pasadena
HIGH SCHOOL

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Vision Statement: Pasadena High School is committed to learning that enables achievement and excellence through personalised and engaging programs.

Principal	Wendy House
Senior Leader - Unit	Erika Berresford
Senior Leader - Pathways and Daily Operations	Wendy Lowes
Student Wellbeing	Karen Jones

2018 TERM DATES	
Term 4	15 October - 14 December

2019 TERM DATES	
Term 1	29 January - 12 April
Term 2	29 April - 5 July
Term 3	22 July - 27 September
Term 4	14 October - 13 December

IMPORTANT DATES

Putpa Gardens opening ceremony
Tuesday 20 November

Pupil Free Day
Friday 30 November

Activities Week for year 8 and 9 students
10 - 14 December

Presentation Ceremony
Wednesday 12 December - 1.30pm

Last day of term 4, dismissal at 1.15pm
Friday 14 December



FROM THE PRINCIPAL

Greetings

On 9 November Pasadena High School students participated in two significant events to recognise others. We held our Remembrance Day service to acknowledge the Centenary of Armistice in a marquee at the front of the school. The service not only acknowledged those who served in World War I but also those who served Australia in wars and military campaigns since. Students who submitted artwork or written pieces about these service women and men were recognised with Repat Museum Awards.



I thank the young people and staff who participated in the presentation of the ceremony and service and acknowledge the respectful and focused behaviour of the student cohort in this very important event.

We farewelled our year 12 students at an assembly on the last day of their secondary studies later that same day. It was a wonderful celebration of the achievements and future plans of each of the students. We were pleased to share this assembly with families and to enjoy the barbecue lunch together. Congratulations year 12s on your conduct and presentations at this special assembly.

Earlier this term, Pasadena students performed in the sell-out MAD Showcase. The performances were wonderful from all of the year levels, mainstream and Unit students - what a show! The student works exhibited in the foyer were top quality. We enjoyed the delicious treats prepared by food and hospitality students. A fabulous evening all round! I extend my thanks to the students and staff across the school for their collaborative effort. More details and images are included in this newsletter.

'Headstart' programs will be run on the last day this year for each of the year levels. These programs provide a sample of the work required for next year and help prepare the students for a flying start to the year. More details appropriate for each year level will be provided closer to the 'Headstart' day.

In coming weeks, the building that formerly housed the Disability Unit and the Resource Centre will be prepared for demolition. That demolition will occur in the school holidays. Some refurbishment of the classrooms in the main buildings will commence in the holidays too. The reorganisation of classes to accommodate the Disability Unit in the Northern Lower classrooms in 2019 and create a new *resource and learning centre* will commence in the last week of the school year. We hope to have all classrooms ready for action from the commencement of 2019.

Our new logo and branding should soon be released along with the uniform designs, signage and website. It is a very exciting time as we move toward the new year as Springbank Secondary College.

Governing Council has approved the funding of a uniform top for all Springbank students in 2019. The new uniform should be available early next year. Details will be available as soon as the designs are finalised. Current PHS uniforms offerings may still be worn throughout next year.

Wendy House
Principal



MAD Night - 26 October 2018

On Friday 26 October our school had its final (pre name change) MAD Night, as Pasadena High. The event was themed as "Sustainably Mad" and this focus was evident in most of the performances and displays the night had to offer. The night was completely sold out, as is usual for this whole school event. This MAD Night reflected an excellent collaborative venture, which incorporated many dedicated staff whose organisation and commitment ensured a smooth production but, importantly, an enthusiastic, disciplined and talented involvement by many students. It was a publically celebrated success which is set to continue as a tradition, of a resurgent and talented school.



The night clearly built upon the cumulative successes of the past eight MAD Nights, to become the ninth and final Arts Showcase for us as Pasadena high School. A superb, diverse and thought provoking visual arts and innovative English display greeted patrons upon their arrival. When the theatre doors opened at 6.45pm guests were seated to the music of Pink Floyd and the B52s. The twin comperes of the evening, Cory and Maddison ensured

patrons were informed and entertained throughout the course of the evening.

The show began with the year 8 play "A short history of the world" which took a long hard look at human nature and recurrent patterns throughout history; ending with a very contemporary warning to the world. The intense and brilliant rhythmic drumming which followed provided an insight into the musical talent of our middle school and unit students. No one slept through these performances. This was another MAD Night in which the unit students excelled themselves with the colour, pageantry and dynamism of their multifaceted acts. Their collection of vignettes; The Magic Carpet, A Monster Mash and the beautiful song "somebody", sung by Locky, had the audience spell bound.



Given the theme of the evening, the upcycling costume catwalk was a major and appropriate success, with all costumes constructed from reused material and fabrics. They were both beautiful and bizarre; Muhammad's costume was particularly haunting and unforgettable. While the stage movement of these senior students was professional and well-choreographed. Interval provided a further opportunity for the capacity audience to explore the art and student displays in the foyer again and partake in some fantastic "sustainable" food from the kiosk, artistically created and managed by both students and our incredibly hard working Home Economics staff.



Upon being re seated the patrons were treated to an intriguing murder mystery comedy called "and then there was one". This senior drama play had the crowd in stitches with its contradictions, twists and turns and final surprising ending. Many thanks to Jakki Causby, for replacing a drama student at the last minute and helping to bring some real class to this excellent crowd pleasing play. Liam's following reading of the sombre, yet enigmatic poem, "Durer: Innsbruck, 1495" was very well delivered and emotive, providing room for reflection. The final performance of the evening was the year 12 unit presentation of "weird, wild and wonderful days of school". This Mad Night finale was full of colour, energy and celebration. It took the joy of the act to the audience directly, with a fantastic departing streamer display, the applause of the audience was quite overwhelming and the shared passion of the event was obvious.

The showcase finished at 9.15pm with the announcement of the Upcycling Costume Parade winner and a farewell by the comperes. In essence, the night was a wonderful, uplifting, feel good experience which left both patron and student, regardless of technical or stage role, happy and positive about an event which fully enabled them all to shine and share their talents and creative achievements with their families and friends.

Many thanks to SALOS for their continued support of MAD Night and to everyone who contributed to the success of this magical biennial event.

Remembrance Day Ceremony

Pasadena High School commemorated Remembrance Day on Friday 9 November this year, as the actual day fell on a Sunday. As usual, the event was very well attended by both students and invited guests, with students managing both the formal ceremony and many of the other proceedings themselves. The ceremony was held in front of the flag poles with the podium framed by the small hedge of Gallipoli rosemary. This is the same site as last year when we unveiled a memorial stone which records the school's original site use as a RAAF camp during World War II. This year the ceremony was particularly special as it was the centenary of the armistice which ended World War I, and brought to a conclusion the most destructive war the world had ever seen by that time. The event also was used to present the Repat Awards for the best students' work exploring Australia's military history and sacrifice.

Kassi opened proceedings with an acknowledgement of country. We were privileged to have three of our army cadets present and in uniform. These boys participated in the program and ceremony and acted with both respect and dignity. Immanuel welcomed our invited guests, who included the Member for Elder, Carolyn Power MP, and introduced our principal, Wendy House, to the podium for her opening address. Following this Mr David Ennis,

on behalf of the Repat Hospital Museum and as guest speaker, delivered the key note address which dealt with the significance and historical relevance of the signing of the armistice, which ended four years of continuous war; leaving a third of the fallen with no grave. The presentation of the Repat Awards (3 individual medals and a perpetual trophy) then took place. Four other nominated students received certificates in recognition of their efforts.



Belinda Gray, our pastoral support worker, read the prayer of Remembrance, prior to Corey introducing and explaining the nature and importance of the formal ceremony. The formal ceremony began with Immanuel and Tom laying a beautiful wreath, hand fashioned by Leah Markey, a teacher at the school. Melina read the Ode while Phil Bell, supported by Lachlan, then raised the flag. The ceremony was formally closed by Harry and guests were invited to attend a morning tea in the Gallery. Thank you to the many students and staff who worked hard to coordinate a successful, moving and historical event. Lest we forget.



Gary Rosser
Drama teacher



What colour is History?

The Year 10 English class has been exploring the question; What colour is History? (...as seen through a range of text materials.)



Students viewed, read, deconstructed and discussed a range of texts from the visual text “The Help” to Orwell’s “Animal Farm” to speeches by Martin Luther King Jnr and Bobby Seal (a founder of the Black Panther Movement) and a range of song lyrics. All of these had a connection to a historical context. Students also explored the notion of satire as a form of commentary and social expression and presented their own satirical role plays.

Underpinning these learning activities was the idea of colour as a symbol.

Students explored the heritage of colour; how colours became representative of various emotions, levels of power, and connected to superstitions and cultural norms.

The students then made connections between the text material they had experienced and the symbolism of colour.

For example the students attached the colour purple to Martin Luther King Jnr’s “I have a dream” speech and a red/orange colour to Bobby Seale’s speech about aggressive protest.

The work on display by the students reflects their colour and graphic illustration of an individual text they have deconstructed and represented in an abstract or concrete format, some with an element of satire. The student work has evolved to include more than just colour.

To understand their ‘big picture question’ students had to explore aspects of history, cultural contexts, artistic concepts, read, view and deconstruct a range of material and make their own decisions and rationalisations about their choices.



Year 8 English Experimenting with formulae and equations in English lessons

The year 8 English class has been focussing on creating original narratives. To encourage the students to think creatively about the generic structure of a narrative we have discussed and explored what connections could exist between a formula, an equation and recording the generic structure of a narrative piece of writing.

In order to create a visual representation some students were asked to mix coloured paint together to make new colours, while others were asked to mix a range of milk drinks, namely a strong chocolate drink, a weak strawberry drink and a strawberry/chocolate drink.

Each time the students were asked to consider the ‘formula’ they had used. The class discussed what a formula was and agreed on the definition: an accepted way of doing /creating something that creates something different or achieves its aim.

The class discussed other words that have a similar meaning; for example recipe, method, procedure, prescription and plan. They agreed that a formula or an equation could be constructed to represent a narrative and so created the following. (Note: in the specific student task they were not permitted to use the words said or nice and purple prose is when a student overly exaggerates.)

Orientation + complication (noun groups + characterisation) - said (purple prose ÷ 2) – nice + resolution = narrative.

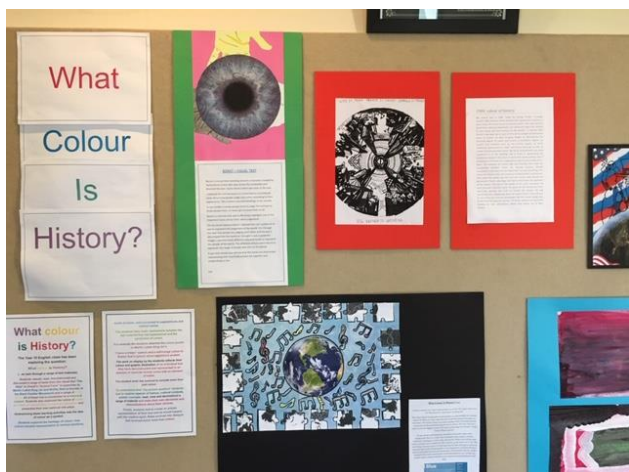
One student expressed her maths knowledge and substituted symbols for the parts of the narrative structure and created the following:

$$4 \div 2 (N + 1) + \bar{O} - \check{S} = 100$$

...where 4 = purple prose, N = noun groups, \bar{O} = orientation, complication and resolution, \check{S} = nice and said and 100 = the completed narrative. Creative thinking in English connecting maths understanding to structuring a narrative.



Year 8 students had the opportunity to present their outcomes related to their Maths travelling assignment during lesson time. This was an interdisciplinary investigation including Maths, Science and HASS. Students were assigned a fictitious amount of \$10,000 to plan their trip to Uluru and another destination of their own choice. Students worked in pairs or a group of three to design their travel itinerary, calculate the costs of transportation, accommodation, food and activities. This unit of learning was based around financial maths, critical consumerism, budgeting and geographical features. Students were also required to reflect on the processes and investigation techniques they used.



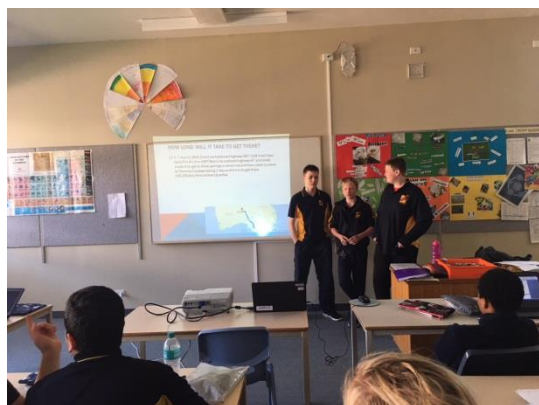
Marilyn Grosser
English teacher



Year 8 Interdisciplinary Oral Presentation (Travelling to Uluru)

STEM Baking Challenge

During week 10 of term 3 the year 10 Science students were actively involved in a STEM baking challenge, integrating the curriculum learning areas of Science, Mathematics and Home Economics. They researched and discussed the importance of being consistent when making a cupcake, especially important if the cupcake is intended to be sold commercially. Students worked collaboratively in pairs to select their group methods to ensure that the cupcakes they make would be consistent in size and shape. Measurements were taken after baking and analysis and evaluation of the end product was conducted. The students concluded that their recipe and procedure produced cupcakes of a consistent quality.





Li Teng
Science teacher



Pastoral Care Worker

I started as the new Pastoral Care Worker, back in the last week of term 3 (relieving Julian until he returns in May 2019). Now into my fifth week working here, I can't believe we are almost halfway through our final term for the year - how quickly the time is going!

I can honestly say that I am thoroughly enjoying my time here. I am slowly getting to know each of the students and staff, and have been able to witness the care and dedication that the Principal, Teaching staff, SSOs and Administration have towards all the children.

As part of my role, I have continued with the Kickstart Breakfast program, now introducing this to both Monday and Tuesdays, given that the canteen is closed both of these days. I am also part of the Ice Factor program run by the school, so you'll find me with the students involved in this program at the Ice Arena on Wednesday afternoons.

As you may be aware, my primary role is to be an extra support to your children, by helping assist with their well-being and therefore learning. Predominantly, I am here as someone they can chat to, either formally or informally and I am also able to help them, by directing them to other organisations that will be able to assist them with their specific concerns. I am available to speak to, and work at the school, on the following times and days:

- Mondays - 9.30am to 2.30pm
- Tuesdays - 9.30am to 1.30pm
- Wednesdays - 9.30am to 3.30pm

It's going to be a busy, but wonderful term 4 for all the students, and I look forward to being a part of it and getting to know your children more.

"WHY FIT IN, WHEN YOU WERE BORN TO STAND OUT?..." - Dr Suess

Belinda Gray
Pastoral Care Worker



News from the Unit

SRC Event

On Tuesday 11 September our students attended "Generations of Change", a special program for schools held at the Marion Cultural Centre, 287 Diagonal Road, Oaklands Park. This empowering event was presented by Reconciliation SA and ActNow Theatre to:

- explore what individuals can do and how they can respond to racism
- present resources that explore racism and the effect that it has on people
- discuss cultural safety and how we can support cultural safety in our school.

"Generations of Change" also include ActNow Theatre's interactive Forum Theatre performance, Responding to Racism, which focuses on addressing, preventing and building resilience against racism.

TAFE SA Session

On Friday 7 September our students attended a TAFE SA and University transition information session at Adelaide TAFE from 10am to 12.30pm for students with learning needs and disabilities who are considering further education. Students had the opportunity to meet with an Access and Inclusion Officer, find out more about choosing courses and learn about different pathway options available to them. They also heard from a TAFE lecturer and had a tour the Adelaide TAFE campus. A select number of year 11 and 12 students from the disability unit were able to participate in this event. This was a wonderful opportunity for the students to investigate further education learning opportunities.

Road Safety Practice

As part on the year 8 and 9 Pathways to Success program for citizenship on Tuesdays, students have been focusing on road safety rules in the community. There were two different excursions organised for this Pathway to Success program. On Tuesday 12 June - Road Safety Centre at Thebarton from 9.30am to 12.30pm, the students learnt about the road rules using the mock road course on bicycles. This was run by SA Police Senior Constable Rob Grinter. On Tuesday 19 June students and teachers went on a Road Safety Walk around the local

Pasadena area using the skills learnt at the Road Safety Centre from 11.00am to 11.55am. Students practised the skills of crossing roads with and without traffic lights and recognising road signs in the local school area.

Central Market Discovery

As part of the Home Economics curriculum, students have been studying the topic of multicultural food and how it influences what we eat in our homes. On Wednesday 14 November, year 8 and 9 unit students went to the Adelaide Central Market and China Town where students worked in small groups with an adult to complete a series of questions on multicultural foods. Students helped purchase products to use in a practical lesson back at school.

Aquatics Day



On Wednesday 31 October, the unit year 10, 11 and 12 classes attended the aquatics day at Port Noarlunga Aquatic Centre. This was an opportunity for unit students to try new activities while increasing their confidence and safety in and on the water. Sun safety was also practised.

Erika Berresford
Senior Leader



Woodhouse Activity Centre

Monday of Week 4 the Unit students visited Woodhouse Activity Centre located in the Adelaide Hills. Most of the day was spent on Woody's Challenge Hill obstacle course. This included 20 activities comprising of climbing, swinging, walking over and through logs and hollows and jumping. The final challenge included climbing on ropes to swing over the stream. Fortunately for most of the students, but not for their families, they fell off straight into the water!



After lunch many of the students chose to tackle Challenge Hill again whilst others had a go at Frisbee golf.

As a follow up exercise the students were asked to write a short piece on this day.

"Woodhouse was fun and challenging and I will never forget that day. My favourite course was the flying fox. I also got a few injuries but I was OK.

I enjoyed the mousetrap. I will try to go there again."

Jake

"I went to Woodhouse on Monday and we did obstacles. It was fun to get wet. It was hard getting the mud off of me. I went on the slide but I got in trouble. It was a good day."

Hayley



During the competition, there was an emphasis on 'getting better' and working both individually and collectively on the fundamental skills on offence and defence. There were definite signs of improvement and the players understand that there is a lot work still to be done to compete consistently over 4 quarters. Congratulations to the team for their efforts and resilience playing in a strong competition. We look forward to seeing the continuous improvement of the players next year.



Congratulations

Congratulations to Nicholas for his recent selection in the 2019 Ivor Burge South Australian State Team. Nicholas has been a very strong performer during his time at Pasadena High School and he should be very proud of his development. Nicholas will have the pleasure of joining former Pasadena students Brad and Wayne Kinross when they compete at the National Championships in Canberra in February next year. Well done Nicholas!

Linda Thurlow
Unit Teacher



Term 3 and 4 Zone Basketball – Middle School Report

The zone basketball competition held during term 3 and 4 provided many of our team members the first opportunity to play in a real game setting. We were fortunate enough to have the support of senior school student Corey as the coach of the team who provided a positive and encouraging environment for the players.

Brendan Mann
Basketball



Kassi, Year 12 Art

Family Holiday

My painting is all about a holiday in Fiji and spending time with family, having life experiences and seeing truly amazing things. The sea creatures on the bottom of my canvas were all from photos taken underwater on my waterproof phone. I found the star fish and the colourful fish in an amazing reef that we came upon. The turtle photo was taken from a pond in Treasure Island. I decided I would try to show that family and the memories you make with them are precious.

My Animals

The meaning behind my painting is that animals are important to me and they are a big part of my life. My family and I have had our black cat for more than 10 years. When I was about eight, I named her Angel. She is a special animal to me. Behind this painting there are so many memories of cuddles, smiles and tears with my animals.



Nature and Sustainability Year 10 and 11 Visual Art

Inquiry Question: What is an issue facing our planet in natural science?



Decaying life



Revenge – choral overtaking mankind



Deforestation 1



Deforestation 2



Mother Nature-Global warming



Over population

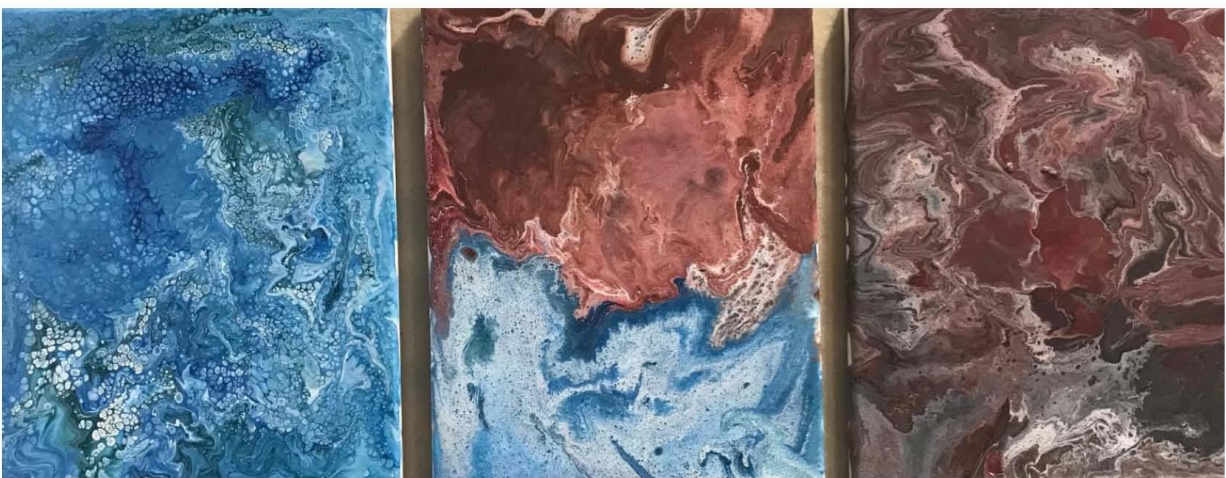
Students developed their own theme based on the inquiry question. They drew inspiration from the annual Waterhouse exhibition held in the Adelaide Museum.

In their folio, they researched their topic, developed their ideas, replicated artists' techniques and used materials of their choice. They also had to analyse the work of artists that could influence their work.



Drought

Pollution





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SUNDAY 2ND DECEMBER 5:00PM - 8:30PM

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