As we come to the conclusion of another busy term for our school, it is appropriate to celebrate a number of achievements for both staff and students.

Our Whyalla Show Schools display always presents an opportunity to showcase the outstanding curriculum offerings and achievement across our site. This year’s display celebrated our 50th Anniversary and quality student work, receiving many positive comments. Thanks must go to staff and students for their contribution.

Our STEM Expo was held over 2 days during week 4 with EJEHS, Whyalla High School and Nicolson Avenue Primary School students sharing their STEM work, with over 500 students visiting from primary and high schools around Whyalla. These students enjoyed interacting with various STEM displays, including various engineering displays, 4x4s, controlling spheros, mastering escape rooms, 3D Printing and other STEM stalls. Thanks to everyone involved in making this event such a success.

Five of our female students travelled to Adelaide during week 9 to participate in the UniSA ‘Connect STEM Girls’ program. The girls attended a UniSA STEM Industry Tour, visiting SAAB – Defence Technologies, Health Innovation Building and the Museum of Discovery. They also attended a network dinner where they listened to female guest speakers discuss their various roles in STEM related careers.

The Corwin Training Student Free Day was held on Monday 13 August. This saw all Whyalla schools and early childhood centres participate in an intensive professional development day across Whyalla, continuing the Visible Learning for Quality Teaching Training initiative. Another Whyalla-wide Corwin Training Student Free Day is planned for Monday 5 November to support our high level of education.

WASP students attended our first WASP Sports Tour to Adelaide last month. This provided them with unique experiences and an insight into the effort and dedication required to become a professional athlete. Students also toured facilities at each organisation, bringing their new knowledge and resources back to their program here at school.

The Knockout Sporting competition wrapped up this term for all sports with many of our teams making it through to the finals series. Our Open Boys Soccer and Open Girls Netball teams reached semi final stage. The Open Girls Netball team were crowned Regional Champions with our Open Girls Basketball Team finishing undefeated at the top of their pool, taking out the Pool C State Championship. Well done to all teams for their teamwork and sportsmanship, whose efforts have been commended by others not connected to EJEHS.

EJEHS was represented at the Cleve Field Days, with a stall providing information to families from across Eyre Peninsula about how students can undertake their VET course through EJEHS.

We have held numerous sessions and events this term for students and parents regarding pathway and employment opportunities. GFG Alliance, UniSA, TAFE SA, Defence Force, SAPOL, Whyalla City Council and many other organisations have provided valuable information to students and their families. UniSA have attended on a number of occasions. Only last week, we held our Transition Seminar with over 60 students being exposed to career and community support agencies targeting post school pathways and student wellbeing.

Continued on page 2
Continued from front page

In week 5, Year 11 students were fortunate enough to spend a full day with access to academics from UniSA, developing and refining individual research skills and task based skills. This day provided valuable opportunities for students for reflection and fine-tuning of their projects.

The announcement that our school has been shortlisted as a finalist for the 2018 Australian Training Awards in the School Pathways to Vocational Education and Training (VET) category has certainly been a significant achievement for our school. This is a prestigious honour and testament to staff, students, businesses, TAFE and other support networks who support our school’s commitment to VET programs and education.

The judging process and presentation will take place later in the year and we will keep our school community informed of developments as they happen.

On Thursday, 25 October, we will celebrate the efforts and achievements of our year 12 students with an evening Year 12 Celebration in the school Auditorium, followed by a light supper. Students are expected to attend and parents, caregivers and families are invited to come along to help us commend and congratulate their education endeavours.

Invitations for the evening have been sent home and we hope to see you all there.

I would like to wish our year 12 students all the best as they near the end of their studies by completing final assignments and prepare for exams, before they move into a diverse range of pathways. We trust our students recognise the support that families and staff have provided them through their schooling.

Tim Kloeden
Principal

As recently announced by the state government, plans for building a new secondary school in Whyalla are progressing.

This includes the Minister for Education establishing the Whyalla Educational Review Committee to progress the amalgamation of the current 3 secondary schools into the new school.

This committee met for the first time on 24 September with the mandate to review the future secondary schooling needs of Whyalla and provide recommendations to the Minister for Education.

The review includes:

- considering the present and future requirements of secondary education in Whyalla.
- considering the views of parents, students and staff, likely to be affected by any recommendation of the committee, regarding the present and future use of the existing Whyalla secondary schools.
- considering the educational, social and economic needs of the Whyalla education community likely to be affected by any recommendation of the committee.

The committee will meet regularly for the remainder of 2018 and will seek written submissions from the community through advertisements in the local media in late October 2018.

Members of the Whyalla Educational Review Committee are:

<table>
<thead>
<tr>
<th>Member</th>
<th>Role and Nominee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms Terry Sizer</td>
<td>Presiding Member and Minister’s Nominee</td>
</tr>
<tr>
<td>Mr Paul Pitkin</td>
<td>Deputy Presiding Member and Minister’s Nominee</td>
</tr>
<tr>
<td>Ms Colleen Abbott</td>
<td>Minister’s Nominee</td>
</tr>
<tr>
<td>Ms Carol Williams</td>
<td>Education Director, Whyalla Partnership of Schools, Chief Executive’s nominee</td>
</tr>
<tr>
<td>Ms Lyn Breuer</td>
<td>Whyalla City Council nominee</td>
</tr>
<tr>
<td>Ms Anne Beinke</td>
<td>Australian Education Union nominee</td>
</tr>
<tr>
<td>Mr Tim Kloeden</td>
<td>Principal Edward John Eyre High School</td>
</tr>
<tr>
<td>Ms Jeanette Conroy</td>
<td>Principal Stuart High School</td>
</tr>
<tr>
<td>Ms Trish Richman</td>
<td>Principal Whyalla High School</td>
</tr>
<tr>
<td>Ms Jan Wakeling</td>
<td>Governing Council nominee for Edward John Eyre High School</td>
</tr>
<tr>
<td>Mr Jeremy Head</td>
<td>Governing Council nominee for Stuart High School</td>
</tr>
<tr>
<td>Mrs Kylie Clayton</td>
<td>Governing Council nominee for Whyalla High School</td>
</tr>
</tbody>
</table>

Carol Williams
Education Director
### STAGE 2 - 2018 SACE END OF YEAR TRIAL EXAMINATION TIMETABLE for Students

<table>
<thead>
<tr>
<th>Day/Date/Time</th>
<th>Subject</th>
<th>Teacher</th>
<th>No. of students</th>
<th>Location Room #</th>
<th>Duration</th>
<th>Student Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monday 15 October</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:50am - 11:10am</td>
<td>Essential Maths</td>
<td>Mrs Card</td>
<td>22</td>
<td>UnISA MBI-36/37</td>
<td>2 hours + 10 minutes reading time</td>
<td>8:45am Students arrive 8:50am Enter 8:00 - 9:10am Reading 9:10 - 11:10am Exam</td>
</tr>
<tr>
<td></td>
<td>General Maths</td>
<td>Mrs Wright</td>
<td>19</td>
<td></td>
<td>2 hours + 10 minutes reading time</td>
<td>8:45am Students arrive 8:50am Enter 8:00 - 9:10am Reading 9:10 - 11:10am Exam</td>
</tr>
<tr>
<td>8:50am - 12:10pm</td>
<td>Mathematical Methods</td>
<td>Ms Owen</td>
<td>9</td>
<td></td>
<td>3 hours + 10 minutes reading time</td>
<td>8:45am Students arrive 8:50am Enter 8:00 - 9:10am Reading 9:10 - 12:10pm Exam</td>
</tr>
<tr>
<td><strong>Tuesday 16 October</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:50am - 11:10am</td>
<td>Physics</td>
<td>Mrs Wright</td>
<td>11</td>
<td>UnISA MBI-36/37</td>
<td>2 hours + 10 minutes reading time</td>
<td>8:45am Students arrive 8:50am Enter 8:00 - 9:10am Reading 9:10 - 11:10am Exam</td>
</tr>
<tr>
<td></td>
<td>Physical Education</td>
<td>Mrs McEvoy / Mr Lee</td>
<td>27</td>
<td></td>
<td>2 hours + 10 minutes reading time</td>
<td>8:45am Students arrive 8:50am Enter 8:00 - 9:10am Reading 9:10 - 11:10am Exam</td>
</tr>
<tr>
<td></td>
<td>Physical Education (Special Provisions)</td>
<td>Mr Lee</td>
<td></td>
<td>UnISA MBI-34</td>
<td>2 hours + 10 minutes reading time</td>
<td>8:45am Students arrive 8:50am Enter 8:00 - 9:10am Reading 9:10 - 11:10am Exam</td>
</tr>
<tr>
<td><strong>Wednesday 17 October</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:50am - 11:10am</td>
<td>Biology</td>
<td>Open Access</td>
<td>2</td>
<td>UnISA MBI-36/37</td>
<td>2 hours + 10 minutes reading time</td>
<td>8:45am Students arrive 8:50am Enter 8:00 - 9:10am Reading 9:10 - 11:10am Exam</td>
</tr>
<tr>
<td></td>
<td>Psychology</td>
<td>Mr Marino</td>
<td>20</td>
<td></td>
<td>2 hours + 10 minutes reading time</td>
<td>8:45am Students arrive 8:50am Enter 8:00 - 9:10am Reading 9:10 - 11:10am Exam</td>
</tr>
<tr>
<td>8:50am - 12:10pm</td>
<td>Specialist Maths</td>
<td>Mrs Wright</td>
<td>5</td>
<td></td>
<td>3 hours + 10 minutes reading time</td>
<td>8:45am Students arrive 8:50am Enter 8:00 - 9:10am Reading 9:10 - 12:10pm Exam</td>
</tr>
<tr>
<td><strong>Thursday 18 October</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:50am - 11:10am</td>
<td>Chemistry</td>
<td>Mr Williams</td>
<td>9</td>
<td>UnISA MBI-36/37</td>
<td>2 hours + 10 minutes reading time</td>
<td>8:45am Students arrive 8:50am Enter 8:00 - 9:10am Reading 9:10 - 11:10am Exam</td>
</tr>
<tr>
<td></td>
<td>History</td>
<td>Ms Scardelis</td>
<td>2</td>
<td></td>
<td>2 hours + 10 minutes reading time</td>
<td>8:45am Students arrive 8:50am Enter 8:00 - 9:10am Reading 9:10 - 11:10am Exam</td>
</tr>
</tbody>
</table>

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### STAGE 2 - 2018 SACE END YEAR EXAMINATION TIMETABLE for Students

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Subject</th>
<th>No. of students</th>
<th>Location Room #</th>
<th>Duration</th>
<th>Student Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tuesday 23 October</strong></td>
<td>11:10am setup</td>
<td>Music</td>
<td>4</td>
<td>EJHS Music Rm</td>
<td>2 hours</td>
<td>11:10am Students arrive 12:00 - 2:00pm Exam</td>
</tr>
<tr>
<td></td>
<td>12:00pm - 2:00pm</td>
<td>Music</td>
<td>4</td>
<td>EJHS Music Rm</td>
<td>2 hours</td>
<td>11:10am Students arrive 12:00 - 2:00pm Exam</td>
</tr>
<tr>
<td><strong>Monday 5 November</strong></td>
<td>1:20pm - 3:40pm</td>
<td>Biology</td>
<td>Open Access - 2</td>
<td></td>
<td>2 hours + 10 minutes reading time</td>
<td>1:15pm Students arrive 1:20pm Enter 1:30 - 1:40pm Reading 1:40 - 2:40pm Exam</td>
</tr>
<tr>
<td><strong>Tuesday 6 November</strong></td>
<td>1:20pm - 3:40pm</td>
<td>History</td>
<td>2</td>
<td>UnISA</td>
<td>2 hours + 10 minutes reading time</td>
<td>1:15pm Students arrive 1:20pm Enter 1:30 - 1:40pm Reading 1:40 - 2:40pm Exam</td>
</tr>
<tr>
<td><strong>Thursday 8 November</strong></td>
<td>8:50am - 11:10am</td>
<td>General Maths</td>
<td>19</td>
<td>UnISA</td>
<td>3 hours + 10 minutes reading time</td>
<td>8:45am Students arrive 8:50am Enter 8:00 - 9:10am Reading 9:10 - 11:10am Exam</td>
</tr>
<tr>
<td></td>
<td>1:20pm - 4:40pm</td>
<td>Mathematical Methods</td>
<td>9</td>
<td>UnISA</td>
<td>2 hours + 10 minutes reading time</td>
<td>1:15pm Students arrive 1:20pm Enter 1:30 - 1:40pm Reading 1:40 - 2:40pm Exam</td>
</tr>
<tr>
<td><strong>Monday 12 November</strong></td>
<td>1:20pm - 3:40pm</td>
<td>Physics</td>
<td>11</td>
<td>UnISA</td>
<td>2 hours + 10 minutes reading time</td>
<td>1:15pm Students arrive 1:20pm Enter 1:30 - 1:40pm Reading 1:40 - 2:40pm Exam</td>
</tr>
<tr>
<td><strong>Tuesday 13 November</strong></td>
<td>1:20pm - 3:40pm</td>
<td>Chemistry</td>
<td>9</td>
<td>UnISA</td>
<td>2 hours + 10 minutes reading time</td>
<td>1:15pm Students arrive 1:20pm Enter 1:30 - 1:40pm Reading 1:40 - 2:40pm Exam</td>
</tr>
<tr>
<td><strong>Wednesday 14 November</strong></td>
<td>1:20pm - 3:40pm</td>
<td>Psychology</td>
<td>20</td>
<td>UnISA</td>
<td>2 hours + 10 minutes reading time</td>
<td>1:15pm Students arrive 1:20pm Enter 1:30 - 1:40pm Reading 1:40 - 2:40pm Exam</td>
</tr>
<tr>
<td><strong>Thursday 15 November</strong></td>
<td>8:50am - 11:10am</td>
<td>Physical Education</td>
<td>27</td>
<td>UnISA</td>
<td>2 hours + 10 minutes reading time</td>
<td>8:45am Students arrive 8:50am Enter 8:00 - 9:10am Reading 9:10 - 11:10am Exam</td>
</tr>
<tr>
<td><strong>Friday 16 November</strong></td>
<td>8:50am - 12:10pm</td>
<td>Specialist Maths</td>
<td>5</td>
<td>UnISA</td>
<td>2 hours + 10 minutes reading time</td>
<td>8:45am Students arrive 8:50am Enter 8:00 - 9:10am Reading 9:10 - 12:10pm Exam</td>
</tr>
<tr>
<td><strong>Friday 16 November</strong></td>
<td>8:50am - 11:30am</td>
<td>Essential Maths</td>
<td>12</td>
<td>UnISA</td>
<td>2 hours + 10 minutes reading time</td>
<td>8:45am Students arrive 8:50am Enter 8:00 - 9:10am Reading 9:10 - 11:10am Exam</td>
</tr>
<tr>
<td><strong>Tuesday 20 November</strong></td>
<td>1:20pm - 3:15pm</td>
<td>Musicianship</td>
<td>2</td>
<td></td>
<td>1 hour + 45 minutes</td>
<td>1:20pm Students arrive 1:30pm - 3:15pm Exam</td>
</tr>
</tbody>
</table>

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- Students arrive at the back entrance, near the carpark (Nicolson Avenue Primary School side). Then wait for teacher instruction to enter the exam room.
- Students arrive at the back entrance, near the carpark (Nicolson Avenue Primary School side). Then wait for teacher instruction to enter the exam room.
ARTS

ARTS AND THE COMMUNITY
Students are completing their final community activities this term and preparing their community presentations. Some of these activities included ‘Love Your Body’ optional art activities for all EJEHS students at lunchtime in week 8, dance lessons and public performances, artworks displayed in the Whyalla Show, painting a mural for Uniting Country SA and preparing artworks for Feast for All the Senses, which will be held Wednesday, week 5, term 4.

Next term Arts and the Community students and Digital Publishing students will have the opportunity to work with Michael Rostig on an Illuminart Community Art Project.

STAGE 1 & 2 3D ART AND DESIGN
3D Art and Design students have been developing their folios. This has consisted of completing a series of drawing exercises in response to classroom demonstrations by the teacher. Students have produced zentangle, continuous line, grid/scale and botanical drawings. The skills they have learnt will link into the development and refinement of a practical work based on Relief Printing.

STAGE 2 VISUAL ARTS
Students in Stage 2 Visual Art are busily working on their final practical work, ready for final moderation and presentation of the year’s artworks for a group exhibition ‘Feast for All the Senses’ at Edward John Eyre High School.

STAGE 1 MUSIC
The year 11 music class has been learning about chords and music genres. Students are currently working on harmonising music, as well as rehearsing for their ensemble performance.

STAGE 2 MUSIC
Students are busily preparing for their final performance assessment in week 2 of term 4. All 4 students have to perform as part of an ensemble and also prepare solo repertoires within strict time limits. The Stage 2 Musicianship students are continuing to practice their jazz harmony, analysis and aural skills and are making the finishing touches to their arrangements that are due at the start of term 4.

Kristy Patterson
Assistant Principal Arts

CAN YOU HELP THE SCHOOL?
In 2019 your business can help Edward John Eyre High School students understand work and jobs and develop skills and knowledge that enable them to go on to further training, education or employment.

Activities that you can get involved in to support vocational learning include:

- vocational learning - which is aimed at helping students explore work, and identify career options and pathways
- providing work experience placements
- providing hands-on learning opportunities e.g. skills taster programs such as ‘Try a Trade’
- providing workplace tours and speaking with young people about possible career opportunities
- collaborating with teachers to design and deliver learning experiences that connect classroom learning with the real world
- participating in local career expos
- connect with students seeking school based apprenticeship/traineeship or employment

For further details or to sign up your interest please contact the Edward John Eyre High School Career Hub on 8645 7677.

FEAST FOR ALL THE SENSES

Date: Wednesday 14 November
Time: 6.30-7.30pm
Location: Edward John Eyre High School
Art Corridor/Career Hub
RSVP: Friday 9 November
Student Services: dl.1030.ejehsstudentservices@schools.sa.edu.au
**SCIENCE**
The Science Learning Area has had a great start to semester 2, with students learning a range of engaging concepts across all Science subjects. I am also proud to state that we are continuing to locally deliver Stage 1 Physics to students at Kimba and Streaky Bay Area Schools, as a continuation of first semester.

**STAGE 1 BIOLOGY**
Stage 1 Biology students began by examining singular cells in microscopic detail; exploring plant cells before plating their own cheek cells. Students then experimented with different cellular processes: osmosis and how important it is for cells to be so small. They then began to apply their learning about optimal growth conditions by fermenting their own Kombucha; as well as exploring fermented foods across different cultures. Keep growing kids.

**STAGE 1 CHEMISTRY**
In Stage 1 Chemistry we have been exploring acid-base reactions, with students having a go at performing a titration, which is now referred to as the ‘washing dishes practical’. Currently students are researching about the effect that acid rain has on the natural and urban environment, and writing a report about the chemical reactions, which are taking place throughout this process.

**STAGE 1 PHYSICS**
Stage 1 Physics students have certainly gotten ‘up and atom’ with atomic models and radioactivity. Investigating the range of safe radioisotopes used in medical imaging has highlighted the collaboration and communication between scientists, engineers and doctors in providing more accurate information for patients; benefiting all of us with better healthcare.

**STAGE 1 PSYCHOLOGY**
After learning about the brain, its regions and functions, Stage 1 Psychology students were able to dissect sheep brains themselves. Learners lit up their frontal lobes and hippocampi to recall the different lobes as they engaged their cerebellum to separate the different sections of the brain with surgical precision. Well done Stage 1 Psychology students on a wonderful dissection.

**STAGE 2 BIOLOGY (OPEN ACCESS)**
Students have continued to work hard in Stage 2 Biology through Open Access this term. These students have continued with their contact time with their teacher via online technologies every Friday afternoon.

**STAGE 2 CHEMISTRY**
Stage 2 Chemistry students are finalising their course-work on managing resources as they consider all the ways that Chemistry influences our interaction with the physical world. Students are exploring the bi-directional relationship we have with our environment, moving beyond simply monitoring different environments, but what can be done to preserve them for future generations, as our energy demands continue to increase.

**STAGE 2 PHYSICS**
In Stage 2 Physics we have finished off the year with the light and atoms topic. Students have been learning about the photoelectric effect, the production of x-rays, fluorescence, and the specific colours produced by neon lights. The range of design practicals that students are completing should top off a pretty great year in Physics.

**STAGE 2 PSYCHOLOGY**
The Stage 2 Psychology class has completed the final course topic ‘healthy minds’ and studied a range of psychological interventions used to treat mental illness. Students have learnt about ‘personality’ this term, including how scientists define and measure personality and the assumptions made by a number of personality theories. The class is preparing for trial exams, to be held in week 1 of term 4 and have undertaken a wide range of revision activities. Comments from the students about Psychology in 2018 include:

“Psychology has been interesting and engaging” - Zoe-Anna

“It has been very educational” - Adam

Lauren Owen
Science Learning Area Coordinator
NDIS - Local Area Coordination Partner
Delivering the NDIS in your Community

NDIS - What is it? Face-to-face Support

Are you unsure of what the NDIS is? Would you like some information? Would you like to speak with someone face-to-face?

The NDIS Partner in the Community will be attending your community on a regular basis in a drop-in setting or by scheduled appointment.

Eligibility: Under 65, Australian Citizen, have a permanent disability that impacts your everyday life

WHERE: Edward John Eyre High School, Grundel Street, Whyalla Norrie, SA
WHEN: Wednesday 17th October, Thursday 24th October and Wednesday 31st October between 3pm – 4:30pm.
(or call to book an alternative appointment)

RSVP: Email courtney.dowling@ndis.gov.au or call 0436 689 733
Please provide notification of any accessibility requirements.
Children under adult supervision are welcome.

ndis.gov.au

Courtney Dowling who is an NDIS partner in the community has offered to come and support both staff and families with information regarding NDIS.

Courtney is coming in for three weeks in a row on a Wednesday after 3-4.30 to support staff and families.

Courtney will be set up in the career hub for the following Wednesday from 3-4.30 on the 17th October, 24th October and 31st October.
EXAM STRESS

The exam season can be a stressful time for both young people and their parents/caregivers. It’s common for young people to be irritable and maybe have trouble sleeping and eating during this time.

It’s normal for parents/caregivers to be anxious about how much their child is working and whether they’ll get the results they need.

Parents/caregivers can play a key role in helping their child cope with exam stress.

TIPS FOR SUPPORTING YOUR CHILD

• Don’t place unnecessary pressure to gain certain grades. They may feel they’ve failed if they don’t achieve what they thought was expected of them.

• Remain calm it’s not you it’s them! It’s perfectly normal for parents/caregivers to become anxious and worried for their child in the lead up to exams. Try not to transfer any additional anxiety onto them. Don’t let your past experiences colour your expectations for them. Be calm and supportive.

• Ensure they take regular breaks, eat healthy snacks and exercise. Encourage them to join family meals, even if it’s a busy revision day – get away from the books for a while. Have plenty of healthy snacks in the fridge. Make sure everyone in the house starts the day on a good breakfast. Porridge, muesli and eggs are good slow-releasing energy foods.

• Look after yourself and relax. While it’s important to be supportive and present for your child during this time, experience suggests that some ‘time out’ for parents/caregivers is as important as it is for students.

• Help them revise by giving them the space and time to do so. Be relaxed about chores or untidiness and understand they might be moody.

• Keep noise down and distractions to a minimum during study time.

• Allow them to revise at night if that’s what works best for them. However, do make sure that they get enough sleep to keep up energy levels in the day.

• Try to support your child rather than ‘policing’ them.

• Observe how your child is coping and managing their stress. If you notice they seem very stressed ask how you can help. Sometimes it’s just enough for your child to talk things through. Actively listening can be enough to support them.

• Keep perspective - exams are not the be-all and end-all. Your child isn’t defined by their results, there are many career options open to them and many avenues.

SUPPORT AT SCHOOL

If anxiety or panic continues it’s important they talk to someone about it. At EJEHS if you are concerned about how your child is managing stress please contact student services and ask to have someone from the wellbeing team contact you. We will call you back to work through your concerns.

Tracey Buckley
Student Wellbeing Leader

DIGITAL LEARNING

The Digital Learning space has moved in leaps and bounds this term. Following a professional development session held early this term by the department, the implementation of Microsoft Teams across the school has begun. Microsoft Teams has the capacity to include all the Office365 apps required for a succinct virtual space for staff and students.

The incorporation of OneDrive (file storage), OneNote (online collaboration and resource space) and Assignment/Planner (timelines) all within Teams allows for this seamless approach. Microsoft Teams will incorporate the implementation of virtual classroom spaces for students as well as also creating an online professional development and project planner space for staff to continue to grow.

This exciting platform is currently being trialled amongst a range of staff interested and even in a few classrooms for students to trial.

Further professional development has been provided to all staff and will continue during term 4, ready for 2019.

Lauren Owen
Digital Learning Coordinator
FLANNY FOR A FARMER/FOOTY COLOURS

Thursday 27 September, the SRC facilitated a Flanny for a Farmer/Footy Colours Day.

This included lunchtime competitions and a sausage sizzle to raise money for the Fight Cancer Foundation and Aussie Helpers.

Lunch time activities included longest kick, being awarded to Timothy Oestreich (male) and Sarah Simmonds (female), with the handballing competition going to Jorjia Formby.

Miss Botei won the jelly bean guess competition.

It was a fantastic day and was nice to see students and staff supporting the event.

Tracey Buckley
Student Wellbeing Leader

BYOD

Parents of 2019 EJEHS students will be sent an invitation to attend an information session on BYOD next term. Families will also receive a detailed information booklet explaining all aspects of BYOD structure and options. To assist with us numbers of students who currently have their own laptops or will be looking at purchasing laptop, families/students will be sent a SurveyMonkey link. This data will assist us with our BYOD implementation and identify support required. Families looking at purchasing laptop are recommended to purchase a Windows device. Macs are not recommended to minimise support platforms and ensure consistency across our site.

Kristy Patterson
Assistant Principal Operations

UNIFORM

Open: during break times & before/after school

- Polo Tops: $35
- Shorts: $25
- Track Pants: Microfibre or Fleece $28
- Jackets: $50
- Jumpers: $60
- Dress: $55

All uniform types are available from Student Services.

Susan Burke
Uniforms

CANTEEN VOLUNTEERS

Volunteers are sought to assist with the day-to-day running of the canteen such as food preparation, cooking, dishwashing and stock rotation.

We have launched a new healthy choices menu which is providing delicious choices for students. Working under the supervision of the Canteen Manager you will be trained in safe food handling practices.

This position is available during school terms. Shifts and days can be flexible depending on availability. Training will be provided.

A DCSI Child Related Screening certificate is required. You can apply for one through the school if you do not already have one.

Please forward all enquiries to Kate Warren via the front office.
STEM EXPO

Wednesday 15 and Thursday 16 August saw the annual STEM Expo, held in the EJEHS Auditorium. With stalls from EJEHS, Whyalla High School and Nicolson Avenue Primary School all on display, these stalls really showcased the amazing STEM work happening across Whyalla.

We were lucky enough to have over 500 primary and high school students visit the STEM Expo over the 2 days with nothing but incredibly positive feedback. Schools that participated in the STEM Expo included:

• Hincks Avenue Primary School
• Long Street Primary School
• Memorial Oval Primary School
• Nicolson Avenue Primary School
• Stuart High School
• Whyalla Stuart Primary School

These students were incredibly well behaved and engaged with the expo in ways that exceeded all our expectations. Due to this the following feedback was given:

• Over 88% of students said they enjoyed the STEM Expo.
• Over 67% of students believed the STEM Expo helped them to improve their understanding of STEM.
• Over 68% of students would like to study STEM at school.
• Over 36% of students believe they would like a job that involves STEM.
• Over 76% of students stated that the best way to improve the STEM Expo would be to have more time at the Expo.

Quotes from students included:

• ‘Today was really fun’
• ‘Thank you for this amazing experience’
• ‘This is really cool. I hope you do it again’

Teachers and student helpers were also extremely positive about the event with the following feedback:

• Over 91% of teachers and student helpers either agreed or strongly agreed they enjoyed taking part in the STEM Expo.
• Over 79% of teachers and student helpers either agreed or strongly agreed the STEM Expo improved their understanding of STEM.
• Over 94% of teachers believed their students engaged with the STEM Expo effectively.
• 100% of teachers would bring their students to STEM Expo again.

Finally a quote from a teacher – ‘One student described it (STEM Expo) as the best excursion they’ve ever been on. It was very well run and gave our students a glimpse of the sorts of learning they can look forward to over the next few years’

A huge thank you to all the staff and students from across the Whyalla Partnership that helped and attended the STEM Expo. It was a highly successful event and I look forward to the outcomes of STEM Expo in 2019.

STEM PROFESSIONAL LEARNING COMMUNITY (PLC)

The STEM PLC has continued to learn and grow this year. The data from our first STEM skills professional development session provided the information to us that collaboration and critical and creative thinking would be the focus of our latest professional development session, held earlier in term 3. These skills were explored by staff not only in a theoretical way but through a hands on activity, which all staff got involved with. Not only were staff using these STEM skills but also were thinking of ways they could strategically include these skills within their classroom.

STEM INNOVATION EXPERIENCE (STEMIE)

Year 11 students have been participating in the UniSA STEM Innovation Experience for the 3rd year. This year’s theme is all about manning a mission to Mars; designing a practical on the effects that space travel can have on human physiology, and producing an exercise plan, developing a self-powered Mars transport vehicle, developing an environmental control system to monitor the Mars and the space shuttle environment, and coming up with a mathematically justified plan for feeding the astronauts during their mission.

Some photos of their progress so far has been included below.

Lauren Owen
STEM Coordinator
D’faces of youth arts Inc. in partnership with, Whyalla Aged Care Inc, Whyalla City Council and the Whyalla Writers Group, present a unique arts project for Whyalla, funded by Country Arts SA for the October school holidays 2018.

We are searching for young members of our community, and young family members of residents within Whyalla Aged Care, to join and assist us in revealing the character, identity and Life Lessons of our much loved residents, to pass on to future generations.

The project will run from Monday October the 1st until Friday the 12th of October with a presentation of creative works shown at a Sausage Sizzle lunch at Annie Lockwood Court, 12pm.

The residents of Whyalla Aged Care and young members of our community will have the opportunity to work with our own Whyalla Writers Group and South Australian artists, Claire Glenn, (an award winning Theatre Maker), and a digital multimedia artist, Stu Nankivell.

We are looking forward to presenting this project with you and the community. Please contact D’faces of youth arts via admin@dfaces.net or phone 8645 1265
Here at EJEHS we run Professional Learning Communities (PLC) aligned to our school priorities, which include Visible Learning, Digital Learning, STEM, Flexibilities in SACE and Student Pathways.

The work of PLCs is focused around 4 Big Ideas/Guiding Questions:

#1: What do we want each student to learn?
#2: How will we know if each student is learning it?
#3: How will we respond when a student is experiencing difficulty with learning it?
#4: How will we respond if the student already knows it?

Term 3 PLC Focus Idea: How Do We Know If Students Are Learning?

Rick DuFour states that “people don’t really begin to think and act like a learning community until they are engaged in that joint effort to answer this question: How do we know if our students are learning?” At EJEHS, staff are doing the difficult work required to answer this question in PLCs; teachers are meeting several times a term to analyze student work and collect data around student achievement. This helps teachers work in teams to develop and plan for future strategies for how we can continuously improve student learning in the classroom.

Christina Scardelis
Quality Teaching Coordinator

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FOOTPRINTS FOR THE FUTURE

On 5 September, three Edward John Eyre High School Aboriginal girls attended the 2018 Aboriginal Student Pathways Regional Roadshow which was held in Port Augusta at the Central Oval Community Sporting Complex. The 2018 conference, themed ‘Footprints for the Future’, encouraged students to achieve successful outcomes in the SACE and to consider their future study, training and employment pathways.

The day started out with guest speakers and their stories. The day consisted of two activities, one after morning tea and the other one after lunch.

Activity one
The group participated in a pairing up activity about “Did you Know”. This activity was about pairing up what sentences/meanings went with what word. Then they needed to write down what they had learnt from this.

The group than looked at the Aboriginal strategy 2018 to 2021 and were able to have their say about this.

The next task was to answer 6 questions based on “How much information do you know about SACE”

• How do I get my SACE?
• Do I have to do exams?
• What is the PLP
• What is the Research Project?
• How do I get into TAFE or university?
• Does anything I do out of school count towards SACE?

The girls answered these questions with a high knowledge about SACE. Well done girls.

Activity two the group got to participate in a paleontology lecture from Riley who is from Flinders Uni. The group learnt how to identify skulls by looking at the teeth. By the end of the lecture the girls identified 10/10 animals.

Debbie Giles
Aboriginal Secondary Education

LEGAL STUDIES

In semester 2 students have engaged in a critical analysis of the structure of the Australian legal system.

We have examined the benefits of federation, why the colonies federated and how we came together as a nation. We examined the separation of powers between the executive, judicial, and legislative branch and the importance of this separation to prevent the abuse of power and to protect the civil liberties of all Australian citizens. We explored the rights of Australians in the judicial system and explored how our adversarial system of justice can impact people in different ways.

We have examined the nature of the judicial system and how its structure may lead to prejudice and discrimination, and equipped the students with the knowledge of how they can protect their rights. Students explored why the courts implement sanctions on law breakers, and the distinctions that exists in procedure between Civil and Criminal cases.

Students have undertaken a media review of ‘The Castle’ and explored the Hierarchy of Courts, and how the discrimination inherent in the adversarial system can be mitigated. Through our exploration of ‘The Castle’ we have explored indigenous land title, the concept of Terra Nullius, and investigated the historic Mabo case in Australia that lead to the recognition of indigenous land title.

Students have been challenged to find the positive and negative aspects of the judicial system, and then to present their own opinion based on that evidence. Students participated in an excursion to the Port Augusta courts which will assist them in their next assessment in which they will undertake a role play of the courts.

Nick Garrett
Teacher
ANOTHER SUCCESSFUL VET BLOCK WEEK

150 students again engaged in VET block week during week 9 of term 3, students engaged in the full range of courses offered through EJEHS in partnership with TAFE SA. Below is a snap shot of 3 courses offered at TAFE SA. Certificate II in Engineering students have been in the workshop this week, practising measuring and cutting. Engineering is designed for students who are interested in trades in the metal fabrication industry, particularly those of boilermaker and mechanical fitter.

Certificate III in Early Childhood Education and Care students collaborated effectively to develop the skills required to teach young children how to decorate biscuits. This qualification reflects the role of educators in a range of early childhood settings who work within the requirements of the Education and Care Services National Regulations and National Quality Standards. Students learn to support children’s well-being, as well as their learning and development.

Students in Certificate III in Screen and Media have been creating websites at TAFE SA this week. This course is a general media profile covering creativity, design, graphic design, computer graphics imaging and web development.

Positions are still available for VET courses in 2019. Contact the EJEHS Career Hub for details.

STUDENT INTERVENTION

At EJEHS we have an expectation that all students will be successful in every subject they are undertaking. Hence we have a range of intervention strategies we utilise to maximise the opportunity for students to be successful. These strategies include detention to ensure students arrive on time to school and Friday line 7 to provide additional time for those students who have fallen behind.

As we head into term 4, staff will be working tirelessly to ensure every student is being successful in their subjects. For year 12 students this will mean teachers will be offering school holiday sessions and revision sessions prior to exams and external assessment tasks. Additionally if teachers identify a year 12 student is unlikely to pass their subject, we will be recommending to parents their student withdraw from the subject so they can improve on their work and resubmit the tasks the following year.

For any year 12 student who will not achieve their SACE in 2018 we will also be encouraging them to return to EJEHS for year 13 in 2019.

For year 11 students Research Project is a compulsory subject they need to achieve a C grade or better in to complete their SACE. Students who don’t complete this requirement in year 11 will continue with the subject in year 12. They will be required to stay for line 7 on Friday and all study lines until they complete it to a C grade. Hence we are strongly applying intervention strategies to ensure all year 11 students complete their Research Project at the end of term 4.

As a result of our high expectation that all students will be successful in every subject, we were able to achieve a 100% pass rate for all year 11 subjects in semester 1. Our aim will be to continue this with our year 12 subjects and semester 2 year 11 subjects. If you have any questions or concerns about how your student is progressing, please make contact with their subject teacher.

Vicky Mudge
Assistant Principal Wellbeing for Learning

STUDENT ATTENDANCE

Our attendance is continuing to improve as the year progresses, both explained and actual. This is pleasing to see as we know that regular attendance is one of the keys to successful learning outcomes for students. In term 4 we will advise parents of the end of year lesson attendance arrangements for year 12 students. All year 12 lessons officially cease at the end of week 2 in term 4 (Friday 26 October). Teachers will be holding revision lessons in the lead up to exams so we will advise parents of these arrangements early in the term.

Please continue to advise Student Services of reasons for your student’s absence from school. This can be done via text, phone, in person or email. Thank you for your cooperation with this.

Vicky Mudge
Assistant Principal Wellbeing for Learning

STUDENT SERVICES DIRECT LINE

Student Services now has a direct phone number. For all student matters, including student attendance, please call 8645 5729.
INDUSTRY PATHWAYS PROGRAM

The Industry Pathways Program for Automotive, Construction, Electrotechnology and Engineering (ACEE) is still in full swing during term 3. EJEHS students in year 11 have not only undertaken subjects at school but have been on two TAFE week blocks for their certificates and also completed a week-long work placement.

The Industry Pathways Selection Program ACEE started this term with year 10 students from Whyalla High School, Stuart High School and Samaritan College joining us here at EJEHS on Mondays to begin their journey of joining the ACEE program in Year 11. This program has already seen various guest speakers from GFG Alliance, McLeod’s Motor Company and Ferretti International – Ottoway Fabrication, just to name a few, come in a speak with the students about their journeys, employment opportunities and what they would want to see from an employee at their company. Students have also been lucky enough to visit workplaces to see how their potential careers could actually look in the future. You can read more about this program and their progress below.

IPP ACEE ENGLISH ESSENTIALS

Year 11 English this semester has focussed on the skills students are engaged in, or want to develop as part of their professional development, with exciting results. Our first assessment focussed on how commercials affect us and how they influence us, this will be essential for students making purchases on the behalf of businesses who can’t afford to have their objectivity swayed. Students then created a how to video which many chose to focus around either their sporting achievements or their chosen career path. We will now undertake a film analysis surrounding issues inherent in the American racing circuit. Finally we will deal with customer interactions and complaints in the form of an email chain that will provide excellent skill development for real world customer interactions.

IPP ACEE ESSENTIAL MATHEMATICS

IPP ACEE Essential Mathematics is doing something a little bit different this semester. After talking through the topics on offer with the class it was the students who determined which topics they would study for Semester 2. From deciding on those topics, as a class, we took a lesson to plan what the semester looked like in regards to those topics chosen that would help spark engagement for the students.

Students decided on the measurement, geometry and earning and spending topics. They then planned an entirely integrated semester with the idea of building a scene from a game using their knowledge learnt through the measurement and geometry topics. For added complexity the earning and spending topic will run the length of the semester where students can earn fictitious money form completing tasks. Students will then need to budget strategically to be able to purchase supplies needed for their build of the scene. I look forward to what term 4 brings and to see the final product.

IPP ACEE WOOD CONSTRUCTION AND METAL ENGINEERING

The stage 1 IPP students have been developing skills and investigating materials and process in both Wood Construction and Metal Technology. In Wood technology they have produced a range of woodworking joints using fixed and portable power machinery. This involves the accurate setting and safe use of equipment, which provides the students with appropriate skills to be used in the design and production of a project. The material investigation looked at researching and testing of the different types of adhesives used in the wood trades. Some students looked at the strength of the adhesives using destructive testing and others looked at the affect of water on the different adhesives.

In Metal Technology the students have produced a trailer lock. This task involves producing a CAD drawing of the lock and then producing the item. Skills covered in this included measurement, cutting, using an Ironworker, hand tools, bar bender and GMAW (MIG) welding. The materials investigation looked at the bending of metal and the calculations involved, which reinforced their Maths skills. A practical tasks was also completed to show their understanding and ability to accurately bend tube to a specified shape.

IPP ACEE MENTORING

Our students have successfully completed enough of their work experience to conclude their work in the mentoring program for this year. Students have improved their skills surrounding their specific work places and have strived to achieve in these workplaces with the hope of securing school based apprenticeships. Students have undertaked reflective learning surrounding work that exists in their workplaces and how the skills they have developed reflect that work.

IPP ACEE RESEARCH PROJECT

The boys officially started Research Project this semester. All students have selected a practical based Research Project question with some including:

• How can I successfully wire up lights in the backyard?
• How can I successfully improve my strength for the construction industry?
• How to successfully complete a service on a 2003 BA XR6 Ford Falcon?

Students have successfully navigated their way through the folio aspect of the Research Project through recording their ideas, thoughts and processes over a PowerPoint presentation.

I am really proud of what the students have achieved so far and I look forward to them completing their Research Projects in term 4.

YEAR 10 INDUSTRY PATHWAYS SELECTION PROGRAM ACEE ENGLISH

These students have developed their skills in relation to finding employment upon their successful completion of the ACEE program. They have identified skills that they already have that would appeal to potential employers, then they developed how they will highlight those skills, either in a resume, or an interview. Students have also identified career paths, and looked at ways in which they may differentiate those career paths to add specialisation, value and employability.

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METAL TECHNOLOGY AND WORKPLACE VISITS
During the semester, students have been focusing on learning Metal construction skills that will give them some experience of requirements in practical engineering for next year’s IPP program intake. They have undertaken a current individual task on making a bar stool from sketching a drawing and going through the steps of planning that include dimensioning, selection of materials and basic construction techniques. Students will measure, mark out and cut out sections of material and fabricate the materials using various hand tools and machinery in the workshop. A frame will be tack welded and aligned before completing the assembly of the parts including legs, seat section and feet struts. All welding will be completed when fully aligned. It is envisaged that students will drill holes in the seating frame and use wood construction techniques to complete a seat for the bar stool using appropriate joining methodology.

As well as undertaking engineering skills and methods, student have also been gaining an insight into workplaces in the community by visiting local businesses. So far they have visited McLeod’s Motor Co. and Ferretti Engineering and have met various community members at these workplaces that have outlined how the business functions. Students have been asked to keep a log sheet of activities that show evidence of their learning.

VIDEO REFLECTIONS AND COMMUNITY STUDIES
Students have had a strong focus on video reflections as part of the program, aligned to Stage 1 Community Studies. Students need to keep evidence of their learning through the community and therefore each week, in groups, students have been creating short videos reflecting what they have learnt from the guest speakers and workplace visits. Creating these videos will count as hours towards Community Studies, which have been documented in their Contract of Work, an assessment for Community Studies. Finally, I am hopeful these videos will be able to be shown to employers, parents and other key stakeholders of the program during a celebration in term 4.

Lauren Owen
Industry Pathways Program Coordinator

COLES SPORTS FOR SCHOOL
The Coles Sports for Schools program was a great opportunity for our school to get involved in this year. This program allowed our school to earn sports gear by collecting vouchers from Coles. For every $10 spent at Coles, shoppers would have received one Sports for School Voucher.

Every voucher received by our school went towards a tally to help order sports equipment. We managed to earn 11534 vouchers for our school, which helped us to purchase some new gear for our school.

Thank you to all parents and students who helped out and dropped off vouchers.

Tracey Buckley
Student Wellbeing Coordinator
FLEXIBILITIES IN SACE AND CROSS DISCIPLINARY

SCIENCE, TECHNOLOGY & THE COMMUNITY

A group of students presented their work with drones and microelectronics at the STEM Expo in week 4. While these students continue to work on their drone piloting skills, they will also begin learning about fixed-wing flight and the comparisons between the two. Students are also learning about weather patterns, forecasting flying conditions, and interpreting weather information.

LOVE YOUR BODY WEEK

EJEHS promoted positive body image through a weeklong ‘Love your Body Week’.

This was a joint initiative of HeadSpace, The Whyalla City Council, UniSA, EJEHS Community Studies classes and the Stage 2 Health class.

Love your Body Week is the Butterfly Foundation’s annual awareness campaign that promotes body acceptance and to celebrate diversity.

The Art and Community class offered a range of art activities including water colour painting and colouring in on the first day.

On the second day, indulgent food was on the menu, provided by the Community Studies Cooking class, teaching everything is fine in moderation. We also had the music class performances promoting acceptance of bodies and celebrating diversity.

The third day saw the Health and Recreation class (PE focus) run a range of different activities including a basketball shoot off and then the Health and Recreation class (health focus) providing a range of healthy treats including some kale smoothies.

RESEARCH PROJECT

On 29 August, Sandra Walsh, a research assistant from UniSA, joined us at EJEHS to help facilitate a session with the Research Project Extension (High ATAR Program) students. We had 100% attendance from all students in the program; a positive to see them so engaged and committed to their learning.

During the session students continued working independently on their Research Synthesis pages while Sandra and I helped guide the students to more academic sources on Google Scholar, rewording their search terms to provide more accurate results, and even rewording some key words in their focus questions and overall questions.

There was positive engagement in the session resulting in students completing pages for their Research Project to a high standard.

There were 2 sessions run with UniSA during term 3, one in week 8, and another in week 10. The focus of these sessions were helping students to collate and synthesise their findings to substantiate their question in the outcome section of the Research Project.

Esther Maleki
Senior Leader Flexible Learning
CHALLENGES

In 2019 EJEHS students have the opportunity to be involved in the Cooking, Hospitality and Tourism (CHAT) Industry Pathways Program. The CHAT program was developed for students to gain skills, experience and explore the industry first hand, to increase opportunities of employment in the hospitality or tourism industry. Students select either a hospitality or a tourism focus to complete certificate III, which is supported and recognised by local and national industries.

The CHAT program is a set package of subjects and allows for flexibility in students’ timetables, which is adapted to support VET learning blocks, running of catering events and work experience. By selecting the CHAT program, students will be able to explore Whyalla and other locations, while establishing strong connections with local industries. Students will be eligible for an ATAR and SACE completion once they have successfully completed the program requirements and have the option of continuing on to higher education through TAFE SA or University, based on their desired pathway.

While studying in the CHAT program, students will participate in project-based learning activities, which will provide an opportunity to develop industry skills - such as running a café, catering events or organising a tourism event for Whyalla/EJEHS.

If you would like to find out more about the CHAT program, visit the EJEHS school website and download the Curriculum Guide or contact the Career Hub.

AHEAD

Next year will see the introduction of a new industry connection program, AHEAD. This program is for students interested in careers in the Aged Care, Health and Education sectors.

The program is a set package of subjects, which includes the completion of a Certificate III TAFE course.

Students can choose from either:
- Community services
- Allied health assistance
- Health services assistance
- Individual support (ageing or disability stream)
- Early childhood education and care

The 1 or 2 year program is adapted to support VET learning blocks and work experience. Students will be able to choose either a SACE completion path which enables them to go straight into employment, or an ATAR path. The ATAR path will enable them to continue on to further education. The Whyalla Campus of UniSA offers nursing, teaching and social work degrees, which means they can continue their study locally.

Participating in this course will involve a variety of excursions and activities with local services, which means relationships can be developed early which may lead to future employment.

If you would like to find out more about the AHEAD program, jump onto the EJEHS school website and download the Curriculum Guide. Alternatively, book an appointment at the Career Hub.

STUDENT PATHWAYS

Edward John Eyre High School values all students’ post school pathways, be it onto employment or further study. As a school we annually collect student post school intended destinations in support of tracking student pathways success and as support for students who do not end up on their intended pathway.

As students are getting to the end of year 12, the Student Pathways Team would like to remind all year 12 school leavers they will be contacted using Survey Monkey to check their destination in late January/early February next year, and as support for students who do not achieve their SACE post school pathways and celebration of students pathways on our ‘Where Are They Now’ honour board at EJEHS. Students who do not achieve their SACE are contacted in December and asked to return for year 13 by the Student Pathways Team.

Christina Scardelis
Quality Teaching Coordinator

Belinda McEvoy
Student Pathways Coordinator

GIRLS IN STEM

Last week, a few of our Year 11 girls had the opportunity to be a part of the UniSA Connect STEM Girls program in Adelaide, aimed at raising the profile and interest of girls in STEM.

The event was run by Uni SA and hosted by Julie Tapsall, the Uni Connect Officer for schools in Adelaide. High school students from a number of different schools from around the state went along to hear from women currently working in STEM, as well as organisations committed to improving gender equality at all stages on the pipeline from school to university to the workplace, particularly in Science, Technology, Engineering and Mathematics careers.

The girls attended a Networking Dinner on Thursday night, which allowed them to form networks with like-minded peers, to meet and network with women who work in STEM careers. During the dinner, there were several guest speakers who spoke on behalf of the University of South Australia, Saab Australia and RAAF, which aimed to ensure that students of all backgrounds have the opportunity to be engaged by science and its practical applications. The importance of mentoring was highlighted by other speakers throughout the evening, and further emphasised by a number of student mentors at the dinner. These women shared stories from their own journeys into STEM, and encouraged teachers at the event to invest time in listening and actively suggesting new ideas for young people, especially girls, to try out.

The girls then attended a STEM Industry Tour on the Friday, visiting some of the University’s industry partners to further develop their understanding of STEM in a ‘real world’ context. Industries visited included Saab Australia, Defence Science Technology Group, Health Innovation Building and the Museum of Discovery. This allowed students to learn more about post-school pathways for girls interested in STEM careers.

The girls had a fantastic trip and enjoyed making connections other students who, like themselves, are interested in careers in STEM.

Christina Scardelis
Quality Teaching Coordinator

Belinda McEvoy
Student Pathways Coordinator

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