From the Principal

Welcome back to Term 3. How quickly the year is passing. Year 12 students have only 12 weeks of formal classes remaining! The focus for all students now begins to sharpen on their academic endeavours and what lies beyond 2005. Very soon students will begin the process of considering course selections for next year and be engaged in discussions and counselling in regard to these deliberations. I am delighted to report that a large number of students achieved outstanding academic results in the first semester. A full academic Honour Roll will be published in the newsletter next week.

As we commence the new Term I would like to remind students and parents of a number of important matters:

**ABSENTEEISM**
It is essential that the College is notified when a student is absent from school. **The designated College absentee telephone number is: 85214537.** Because the safety of students is paramount, contact will be made with a parent/caregiver if a student is absent without notification. If a call is simply overlooked, the follow up contact is time consuming and can be unnecessarily alarming.

**UNIFORM**
As indicated in the last newsletter, there has been an adjustment to the Winter Uniform Policy. All students are now required to wear full winter uniform throughout Term 3. For Year 8 students this is the College Blazer and College Tie.

**TRAFFIC ISSUES and ROAD AWARENESS**
Once again I urge students and parents to strictly follow the appropriate traffic laws in and around the College. Drivers are continuing to put themselves and others at risk by various irresponsible behaviours, the most significant being: **undertaking illegal U-Turns on Mallala Road and taking inadequate care when turning onto Mallala Road from Kentish Road.** A number of students who walk to school, or who are dropped off, also put themselves at risk by the manner in which they cross Mallala Road and/or the By-pass Road.

Considerable effort is given to the education of students about road awareness. All Year 11 students will be exposed to the innovative RAPP program next Monday. This program is presented by members of the Metropolitan Fire Department who are responsible for the emergency release of individuals trapped in motor vehicles that have been involved in major traffic accidents. Part of the presentation will include a demonstration of the use of the ‘Jaws of Life’ apparatus to cut open a motor vehicle. The best education however is gained from observing the good practices by parents!

I am currently engaged in discussions with Transport SA and various levels of Government in relation to road conditions around the College.

**2004 COLLEGE MAGAZINE**
The special edition (10th Anniversary / Fr Handley Tribute) 2004 College Magazine is now available for collection from the College Bookroom by all those who ordered a copy.

I am delighted that the Magazine is an excellent record of the events of 2004 and of the formative years of the College History. I would like to pay tribute to Andrea Duregon for her tireless work and creativity as Editor.

**THE SOUTHERN CROSS**
The current edition of The Southern Cross has been distributed with this newsletter. I draw your attention to a number of articles:
- A new Australian Technical College in the North
- The ‘Jesus – all about life’ program during August
- Article on Mary MacKillop - Feast August 8
- A feature article on Vocations

**PARENTING REPORT – ‘Confident kids, resilient teenagers’**
Recent editions of Xavier News have included articles extracted from the Michael Grose ‘Parenting Report – Confident kids, resilient teenagers’. In this newsletter, another article is included which provides helpful hints to encourage parents to positively engage in the education of their children. Also included are details of a public lecture by Michael Grose.

Mr Lynn Martin
Principal
Reach for the sky—Anything is possible!
By: Greg Bockelberg—Teacher

Nick De Luca, who has his private pilots licence, invited me on a flight he was making to Alice Springs, Ayers Rock, Coober Pedy and back home during the second week of the holidays. He is building up hours in command for his commercial licence and for me the trip was a chance to practice navigation skills required as part of becoming a pilot.

We met one evening and marked out the route he would fly. We marked the flight on my charts so that I could map read and do my calculations during the flight. Nick was watching the weather forecast because under the rules of this type of flying we had to be clear of cloud at all times.

We arrived at Parafield at 7.30am Monday morning July 18th, with the weather forecast looking very good for the next three days. Nick did pre-flight checks and we loaded the plane in readiness. He obtained a clearance to fly over Edinburgh air base and we took off at 8.50am in Juliet Papa Mike, a Piper Archer from Bruce Hartwig Aviation where both Nick and I are training. Our first stop for fuel was at Coober Pedy, 425 nautical miles away or 765 kilometres from Adelaide. We flew at 6500 feet over Pt Pirie, Pt Augusta and Andamooka, landing 225 minutes after take off. Over Andamooka we could see Roxby Downs and Olympic Dam.

Half an hour later we were back in the air, on our way to Oodnadatta, Finke and our destination for day 1; Alice Springs. Nick flew at 4500 feet for this leg as there was a layer of cloud that we had to stay under. There was a lot of water lying on the ground from heavy inland rains on the way to Oodnadatta, and the Finke River from altitude, leaves a truly magical mark on the landscape. Nick was busy most of the time, completing engine management, fuel consumption, and other necessary checks for safe flight. 50 nautical miles south of Alice Springs, Nick gained radio clearance for entering airspace and landing. This leg of the flight took 186 minutes, so we had been in the air for just under 7 hours at a ground speed of 110 knots, which is nearly 200 kilometres per hour over the ground. After Nick completed a perfect landing in Alice Springs we refuelled and parked the plane for the night.

The next morning Nick showed me how to download the area weather forecasts for the places we were going to fly that day. He factored wind speeds and directions into his flight plan and submitted his flight plan electronically before we left the motel. At 7.45am Nick did pre-flight checks on the aeroplane as we prepared to go to Ayers Rock, then south to Coober Pedy for the second night of our trip. We took off at 8.30am for the Rock, and there were very few landmarks until we could see Mt Conner on our left. We could see Ayers Rock about 60 miles out, flying at 7500 feet, and the Olgas were also visible. Nick flew the Rock scenic tour before we landed for fuel. At 10.50am we took off for Coober Pedy via Ernabella and Mimili. This was the most demanding navigational section of our trip, as the wind was variable and we found ourselves continually adjusting our heading to reach waypoints on a landscape without much in the way of landmarks. We passed Ernabella about 10 miles east on our way to Mimili and then Coober Pedy, where we landed after flying 436 nautical miles or 785 kilometres.

Our hands were frozen as we untied the plane early the next morning and after Nick completed the checks for flight we took off and headed south at 7500 feet, eventually crossing the east west rail line west of Kingoonya on our way to Lake Everard. Visibility was fantastic again, and there was no turbulence whatsoever so it was as good as it gets except for a slight headwind. After this we could see the edge of the west coast wheat belt with a line of silos off to our right as we flew over Kimba. Suddenly navigation became easy as the landmarks were abundant. We flew over Cowell on our way to Ardrossan then Outer Harbour to Parafield. Again Nick was busy preparing a descent to arrive at Outer Harbour at 1500 feet, and calling Adelaide on the radio to obtain a clearance to enter controlled airspace. They gave him a frequency to enter into the transponder so they could identify us on their radar and keep us separated from passenger jets. It was a good feeling to know that we were on a radar screen after flying over some of the remotest parts of Australia where there is no radar coverage. We landed at Parafield just after midday on Wednesday morning.

I would fly anywhere with Nick, his professionalism and competence I envy. Flying is about accepting great responsibility, leadership, being in command and decision making. He has achieved so much for his 17 years, and I hope he achieves his dream of flying passenger jets.

I would like to thank Nick for the opportunity to fly with him and for teaching me so much about flying and navigating remote areas.

Nick De Luca Year 12
From scribble to scripts

Help Your Child Become a Sensational Writer
By Jen McVeity—Author and Educator

Ever noticed how we learn complex tasks in chunks? Take sport for instance. In golf, we practise the chip, the putt and the drive. In tennis, we learn the forehand, backhand, serve, volley, smash.

Yet in writing, we ask kids to do the whole 'tennis match'. Write me a story, we say - and then wonder why they flounder...

If we can break down the complex task of writing into stages, it becomes so much easier for kids to master and a lot more fun to practise. Here's two of them to try as a parent to help your child write more vividly.

Create a sizzling start
First impressions count. Research claims you make up your mind about someone in the first four minutes after meeting them. It's exactly the same with a story.

Yet, how many stories start like this? I woke up that morning really nervous. Today was the day of the big disco competition. Sam and I had been practising for months. This year we would do it. We would beat that Penelope and her partner once and for all. I leapt out of bed...

Fifteen minutes later, the same student wrote this:

I opened the door to the disco and the music hit me like a blast. Lights flashed, people moved in a swirl of colour and it was suddenly hard to breathe. Nerves, I guess. It was the big dance competition tonight. Sam and I had been practising for months. This year we would do it. We would win! We must!

'Hi there!' It was Penelope. Yeah, it would be. 'Bet you think you're going to win tonight!'

What has made the difference? A simple suggestion that the author should cut out the 'warm up' writing. Creating is hard work so we tend to waffle a bit before we get to the real heart of the story. Kids want to begin stories at the start of the day or the first day of the school holidays, or when they get into the bus before the excursion to the zoo.

Yet when you cut to the real core of the story, the writing becomes far more vibrant.

Why? Because the author now has something really interesting to say.

TOP TIPS:
1. Tell students to start at the Moment of Change - right where the action begins. In the first example, the writer starts the story at the beginning of the day - but nothing really happens until evening.
2. Scaffold the start for students. Give them the opening line: 'I opened the door to the disco...'
3. How to explain WHY they are at the disco? Use the 'backfill' technique. Explain about the characters and why they are there as the action unfolds. Much more interesting!

Make dialogue dynamic
So how can you teach dialogue as a chunk? Well, don't tell anyone but authors 'cheat' when we write - especially when we write dialogue.

Normal conversations go like this:

'Hi.'

'Hi. How are you?'

'Good. And you?'

'Good.'

'I was thinking of going shopping.'

'Oh. What for?'

'My mother gave me some money for my birthday and I need a new jumper.' 'Sounds great. Count me in.'

In real life conversations we often talk in cliches and ramble a lot. However, reading takes effort, so to keep things moving fast, writers cut straight to the action.

'Hey, my mum gave me some money for my birthday. Want to go shopping?' 'Sounds great. Count me in.'

TOP TIPS:
How can you help students use the same technique? Try these suggestions:-

1. Tell them to start right in the middle of the conversation, where things get interesting.

Simply ban all the 'hi, how are you...' segments

2. Get kids to highlight the most interesting bits of dialogue in their first draft. Then encourage them to ditch the rest.

3. Give them a starting line. Are they writing a conversation between a ghost and a flying pig? Suggest where to start. 'Hey! Watch where you're going!'

As children become competent at the chunks, it soon becomes easy for them to combine the techniques into the complex and creative process we call 'writing a story'.

This material is taken from the Seven Steps to Writing Success, a program used by over 3000 teachers and 1000 parents in Australia, Asia and the USA. For more articles and writing suggestions just go to: www.highlightingwriting.com or email office@highlightingwriting.com for information on parent workshops.

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Staff-Student Netball

On Thursday of week 10 last term, the staff challenged the open girls netball team to a match of the highest stakes. The staff's pride was on the line and as much as it pains me to say it, we were outclassed by a much more professional outfit with the final score being 20 – 8. Best players for the students were the whole team while Ros Weddell provided plenty of rebound from her WD position for the staff. The staff had the students on the ropes early but faded quickly, with a couple of mentions of match fitness as the problem, being bandied around. The students deserved their win but the next match, scheduled for week 10 of term 3, will be a much stern test with staff already in training to 'return the favour'.

Mr Dan Searle
Sports Administrator

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Kentish Road, Gawler Belt

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Telephone: (08) 85 230088
**Science Week**

Science Week this year will be held over week 3 and 4 this term. To celebrate Science Week we will be exposing the students to a variety of educational experiences to stimulate their interest in science.

Year 8 students will participate in a science presentation on Friday 12/8/05 by David Lampard. David is better known as the “Science Guy from Y”, a lively presenter from the television program “Y”.

As part of the Year 8 curriculum, students will also spend Friday 19/8/05 at the Zoo and Botanic Gardens, to look at how organisms are classified.

Some Year 9 and 10 classes will also be visiting the Investigator Science Centre and the Adelaide University as part of Science week.

Could parents and guardians please be reminded to return consent forms and money ASAP to the book room.

Thank you.

*Mr Grant Rehn*

*Science Coordinator*

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**The Siemens Science Experience**

**SCIENCE OPPORTUNITY FOR YEAR 9 STUDENTS**

_The Siemens Science Experience_, a three-day hands-on science, engineering and technology program, will be conducted again in Australian universities in 2005/2006 for students who will be entering Year 10 in 2006. Each program includes a wide variety of practical activities, together with interesting presentations by leading scientists and engineers.

It is a Rotary Youth Services Project and fully supported by the Australian Science Teachers Association. The cost of the three-day program is $90 (includes GST). Local Rotary clubs are often willing to pay this fee.

Further information and application forms are available from the school’s Science Department, Rotary clubs and from www.scienceexperience.com.au. Early application is advised.

*Any Year 9 student is welcome to attend*

*Mr Grant Rehn*

*Science Coordinator*

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**Raising Happy and Confident Kids**

A seminar for parents by Michael Grose

**Adelaide Seminar**

**Date:** Tuesday 16 August 2005  
**Time:** 7.30pm - 9.30pm  
**Cost:** $10

Michael Grose is one of Australia's most popular writers and speakers on parenting and families. He is the author of five books for parents and his columns appear in newspapers and magazines across Australia. His books are sold internationally and his popular parenting resources can be found in many Australian schools.

This seminar will assist parents to become positive family leaders and create nurturing and stimulating environments for children.

Through caring and supportive relationships, parents can encourage children to develop skills and confidence to deal with challenging life events.

The workshop will cover the following topics:
- Attributes of resilient children
- The importance of self esteem
- The art, not science of parenting
- How to grow into the job of parenting

Register on line at www.kidscount.com.au  
Register by phone on 1800176453

This seminar is part of the Every Child is Important Campaign developed by the Australian Childhood Foundation and supported by the Australian Government Department of Family and Community Services.

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“a school of the future in the present”