Don’t miss out!

Tickets are selling fast and many tables are already booked.

Lots of great prizes, and loads of fun to be had!

Father’s Day Raffle drawn on the night.
Better Schools Project

The Better Schools project is a survey that is conducted by the Lutheran Schools System to help inform individual schools improvement plans. The focus of the survey is to provide information to schools that will help us to increase our effectiveness in providing quality education and pastoral care. The project also enables us to track our performance over many years.

Last term, a selection of students, staff and parents were sent a copy of the survey, the results were finalised and sent to us a few weeks ago. In summary the report shows that we have improved in areas that relate to the community's understanding and embracing of the overall direction of the College, role clarity for staff, improvement in the behaviour of students, student well-being, engagement and purposeful teaching. While I am obviously pleased with the improvement in these areas they are still areas that we want to continue to improve on. We constantly ask our students to reflect on their learning and find out what they can do next to improve and we are no different. I believe strongly that it is important that we continue to strive for improvement no matter how well we are performing.

One of the challenges we face as a school, particularly as we grow is maintaining a strong community feel. That is not only ensuring that our students and staff feel a sense of belonging within the College but that you as parents also feel the same. We have endeavoured to run a variety of information evenings for parents on topics such as the IB, Cyber Safety and the NTCET, general information evenings and Class Carer events in the Junior School and we will obviously continue to do so, but if you have other ideas that you would like to see us develop either information based or particular social events that will help build our community I would love to hear your ideas. You can email me at principal@goodshepherd.nt.edu.au.

Fundraising Committee

The College has a Fundraising Committee that is made up of volunteers from parents and staff. The purpose of the group is to coordinate a range of activities that helps us to generate much needed funds for the College. The committee is open to any parent who would like to come along and help out, as well as share some ideas and meet some other parents and staff. The meetings are held every couple of months and are quite relaxed, yet very productive. The meetings are advertised in the newsletter, so if you feel that you would like to get involved and help out please come along.

Julian Denholm
College Principal

Three-way Conference/Parent Teacher Interviews

Dates are as follows:

Junior School
Tuesday, 3 September - Wednesday, 4 September

Middle/Senior School
Tuesday, 10 September - Wednesday, 11 September - Thursday, 12 September

Please contact the College Office if you require assistance with bookings.

College Photos

College photos have arrived and have been handed out to students - if you ordered a photo pack but have not received it please contact the Front Office who will look into it for you.

Junior Campus sibling photos have been sent home with the oldest student, students at the Middle/Senior Campus can collect their sibling photos from the Front Office.

Group photos are now on display at both Campuses.

The price for a group photo is $17 per photo. If you would like to purchase a photo please collect an envelope from the Front Office and return your order by Friday, 30 August 2013.

Musical

After the success of this year’s musical, we are starting to think about next year. Our playwright, Megan Rigoni has such talent for writing scripts with great humour. For next year’s story line, We are after some help. A musical that focuses on life in the Top End and how Darwin is so different to anywhere else in Australia, would be fabulous! It would revolve around a family who has just moved here and is experiencing the feeling of living somewhere like nowhere else. There are so many stories of “it could only happen in Darwin”. We are after some funny stories to send to Megan give her inspiration. We would really appreciate it if you could write down anything that happened to your family when you first got here which confused you, amused you or just blew you away.

Please email stories to: tarn.ham@ntschools.net
I give you peace, the kind of peace that only I can give. It isn't like the peace that this world can give. So don't be worried or afraid. John 14:27 CEV

As we continue with our series on the Fruit of the Spirit, our next three fruit are peace, patience and kindness. Let's have a short look at each one.

'Peace' is a word which can mean many different things. It can mean the quiet following noise and confusion (maybe after the kids have gone to bed!). It can refer to the time following the end of conflict; whether that's conflict between nations or within a family. And it can also mean a feeling of contentedness, of security, satisfaction, or of knowing that all is well. God's peace is something he offers to us all; it comes from simply believing and trusting in him. It's the peace which comes to us through Jesus and all he has done for us. Things in our life may still seem tough at times, and we might find it hard to hold on to him. But at these times we can know that he is holding on to us. God's peace is beyond our understanding, but it is something he wants us to live in each day.

The patience which is spoken of in the Fruit of the Spirit is in many ways about having trust in God. Trust that whatever happens, whatever we go through, we can know that God is with us, watching over us, working through all things for the good of his people. This patience isn't just a quiet waiting, but it's a hope that God always has in his love and care. Patience here is knowing that we can trust God in all things, because he has looked after his people in the past, and he will continue to look after us today.

As we move on to the fifth fruit of the Spirit, in some ways we move from things we experience in our lives, like love, joy, peace and patience, to something we show to others; kindness. As this fruit starts talking about what we have to give out and show to others, maybe it's a bit harder to accept than those fruit which talk about what we receive. The kindness we are now called to show to other people is the same kindness God continually shows to us. It includes forgiveness, tolerance, acceptance, and valuing each person as who they are. We live in God's kindness, and he now helps us to show these things out in our relationships with others.

Thank God for the peace, patience and kindness which he shows to us and gives us in our lives. Pray that he will help us to show these things out in our relationships with others.

God's blessings to you all,
Pastor Andrew Koehler
Early this week, students will receive Subject Handbooks and instructions on how to complete their subject selections via the new online process and on Thursday, Years 10 and 11 students will attend the Darwin Career Expo.

On Thursday evening, there will be an NTCET Information Night and Subject Fair in the Senior School building from 6-8pm. This evening is aimed at students entering Stage 1 (Year 11) or Stage 2 (Year 12) in 2014 however it may be of interest to others and all are welcome. This event is a key pillar in the subject selection process for students commencing the NTCET.

The NTCET Information Evening and Subject Fair will consist of a series of 15 minute rolling presentations in the chapel, which students and parents can attend as their need dictates. The schedule for the presentations is:

- 6.00-6.15pm NTCET for students entering Year 11
- 6.15-6.30pm Vocational Studies & Training (for those interested)
- 6.30-6.45pm NTCET for students entering Year 12
- 6.45-7.00pm Vocational Studies & Training (for those continuing)

The same cycle of presentations will repeat in the second hour.

While the presentations are occurring, students and parents armed with Subject Handbooks and online subject selection information, can speak to teachers from the various Learning Areas, who will be located in the Senior School classrooms, in order to clarify information on the nature, content and assessment requirements of their subjects, and so inform student choice (e.g., what is the difference between English Communications and Studies...how much harder is Specialist Maths...what is Legal Studies all about...how much theory is there in Visual Art...I got a C in Science Extension, could I handle Physics?).

In the Foyer of the Senior School building there will also be assistance provided in how to use the online subject selection process. Students will be able to make their subject selections on the night if they feel comfortable to do so or may choose to wait and seek further support from College staff.

In the week following (Week 7), students will receive personal assistance via interviews with the NTCET and Pathways Coordinators so that by the end of Week 7, all 2014 NTCET subject selections should be completed.

If you have any questions regarding the events of the coming weeks, please do not hesitate to contact Elsabe Bott (NTCET Coordinator), Anita Synnott (Pathways Coordinator) or myself.

Sincerely
Darren Boyce
Head of Senior School

This week begins the important process of subject selection for students currently in Years 10 and 11 beginning on Thursday evening with an Information Evening. Learning Area Coordinators will be available to discuss specific subjects with students and there will also be presentations on the NTCET and the College’s Workready programme. Through the Personal Learning Plan Year 11 students have already completed and Year 10 students are beginning the process, of thinking through future career goals and therefore school pathways and further study options. On Thursday all students in Years 10 and 11 will have the opportunity to visit the NT Careers Expo where they will be able to find information on numerous university and career options.

This is an initial selection and changes can be made.

In Week 7 for Year 11 and Week 8 for Year 10 students, The Student Pathways Coordinator and NTCET coordinator will begin a process of individual interviews with all students to discuss future choices and current subject selections.

It is important that students come to this interview with an idea of the career they wish to move into after Year 12, the requirements of that particular career and the subject choices that they are therefore making. Students have been given a variety of different types of information to support them in this, including Handbooks that outline the various subject offerings and websites that provide assistance in selecting courses of study. If students have no idea of what they want to do in the future they should select subjects that interest them and during their interview, we will help them explore different options.

Parents are welcome to contact us at any time with any questions about this. Questions regarding university entrance, requirements etc. should be made to Anita Synnott the Student Pathways Coordinator, questions regarding the NTCET, subjects etc. should be made to Elsabe Bott the NTCET Coordinator.

**Subject Selection**

Students will be sent an email giving them access to an online subject selection. They are encouraged to complete this selection during the Information Evening on Thursday but all choices must be entered by the Monday of Week 7. This is an initial selection and changes can be made.

In Week 7 for Year 11 and Week 8 for Year 10 students, The Student Pathways Coordinator and NTCET coordinator will begin a process of individual interviews with all students to discuss future choices and current subject selections.

It is important that students come to this interview with an idea of the career they wish to move into after Year 12, the requirements of that particular career and the subject choices that they are therefore making. Students have been given a variety of different types of information to support them in this, including Handbooks that outline the various subject offerings and websites that provide assistance in selecting courses of study. If students have no idea of what they want to do in the future they should select subjects that interest them and during their interview, we will help them explore different options.

Parents are welcome to contact us at any time with any questions about this. Questions regarding university entrance, requirements etc. should be made to Anita Synnott the Student Pathways Coordinator, questions regarding the NTCET, subjects etc. should be made to Elsabe Bott the NTCET Coordinator.

**Stage 2 Society and Culture Class**

Chief Minister Visit

On Thursday 8 of August the Year 12 Society and Culture class had an opportunity to interview Chief Minister Adam Giles and MLA Peter Chandler about current issues in the Northern Territory. The students involved were Piper Denholm, Brad Kondakov, Emily Treloar, Jess Moritz, Alex Watson, Cheyne Long and Rachael Koehler. As part of their studies, students have to choose an independent contemporary local issue and conduct an investigation along with a 2000 word report which makes up 30% of their overall grade. Issues that were discussed included Indigenous child protection, Asylum seekers, American Marine deployment, cost of living and the Cash for Cans Scheme. Both Chief Minister Adam Giles and Minister Peter Chandler were highly impressed with the students and the sophisticated questions that they posed.
Each week this term I have had the opportunity to spend time in the Year 7 classrooms taking part in their lessons. Last week when I was in one class I was able to observe the students working through a maths assessment task. The task asked them to select an area of space, they were given three options, and then use this space three times in different ways to construct swimming pools of different volumes. Finally they had to discover any patterns that existed between the volume and the surface area of the pool.

The students in the class all worked quietly and independently on the assessment, obviously engrossed in the task at hand. I watched many sketching out ideas and then discounting them as they worked through the problem and realised they wouldn’t work. Others had highlighted sections of writing on the task and were using these to direct their inquiry. Others were walking around the room looking at the teacher samples that had been previously prepared for clues as to how to tackle the problem.

As a fellow maths teacher what I was most excited to see was the problem solving skills the students had developed, and how they could use these independently to solve a problem. These skills are not easy to develop in students as it is always easier to wait for someone to come and help or to try and then give up when the first attempt does not work. Talking with the teacher after the class they commented on the amount of preparation that had gone into readying the students for the task and the discussions that had taken part in the class leading up to the activity.

The students in this class demonstrated many of the attributes we ask of learners at the College as outlined in the IB learner profile. Clearly many of them were thinking, inquiring, and reflective in their practice; however, most impressive to me was their risk-taking behaviour. They were able to approach the situation without too much anxiety and had confidence to explore strategies and apply them to solve problems.

The end result was a true learning experience for these students. While many may not achieve the ‘highest level’ all at some point were challenged to do something that at first did not seem to be an easy task.

Rachel Boyce
Head of Middle School

Middle School Debating Competition

Congratulations to the combined Strauss/Livingston team who won the overall competition!

Debating is alive and well at Good Shepherd thanks to the courageous efforts of 15 Middle School students and 5 Senior School student coaches. The first four weeks of this term saw intensive lunchtime training sessions which involved debating tennis, on-the-spot rebuttal and tactical research. House teams were selected, topics assigned and our Year 6 and 7 students eagerly prepared their arguments and developed their respective cases.

The topics and results were as follows:
- Round 1: That mobile phones should be banned from schools. Victory to Hughes over Fenton
- Round 2: That public transport should be free. Victory to Strauss over Livingston.
- Final: That social media isn’t social. Victory to Strauss over Hughes.

It was astonishing to see such young students speak so confidently and clearly in front of a live audience. Students should be very proud of their efforts, well done.

With more training and practice, I am confident that Good Shepherd will become a strong debating school, especially based on evidence from our Year 6 and 7 debaters. Students were presented with participation awards at assembly last week and have earned points for their houses. I would like to thank all the staff and students that assisted me in the organisation and running of the Middle School Debating Competition this term. Your assistance has been invaluable.

Please be on the lookout in Term 4 for more debating opportunities and workshops.

Zachary Lurje

2013 CBCA Shortlisted Books Presentation Brunch

Each year the Children’s Book Council of Australia nominates a short list of the best Australian books to have been published in the previous year.

The Darwin Branch of the CBCA holds an annual Brunch at which each of the short list books are presented with a 3 minute speech. This year we had 7 students present a book of their choice from the short list. Each student provided a brief synopsis, without giving away the ending, described the characters and their roles in developing the plot, the style of writing and finally commenting on if and why their particular book should be the winning one.

All of our students were prepared, spoke clearly, looked like professional guest speakers and were confident in front of 90ish people, the youngest of whom were in Year 12. I was extremely proud of our young students and received numerous compliments on their presentations; which I accepted with pleasure.

Teale McMahon Yr 8 Sea Hearts by Margo Lanagan
Raquel Dickman Yr 6 Pennies for Hitler by Jackie French
Meg Thomas Yr 6 Other Brother by Simon French
Arianna Baldieri Yr 6 Children of the King by Sonya Hartnett
Emma Foscaro Yr 6 Pookie Aleera is Not my Boyfriend by Steven Herrick
Sarah Davey Yr 6 Tanglewood by Margaret Wild and Vivienne Goodman
Shayla Fattore Yr 6 Lightning Jack by Glenda Millard and Patricia Mullins

I would like to thank these students for their interest, enthusiasm and professionalism and am already looking forward to working with these students for next year’s short list presentations.

Gabrielle Kaoustos
Resource Manager
Parent Information Sessions

We have had a positive response from parents about holding information sessions in conjunction with a morning tea after chapel each fortnight. It has also been suggested that we hold information sessions on Fridays when more parents would be able to attend. We will continue to hold the sessions on Wednesdays for the remainder of this term and repeat the sessions in Term 4 on a Friday if there is sufficient interest. Thank you to those parents who have suggested topics. The dates and topics for the remainder of this term are:

Wednesday, 28 August from 8:45 to 9:30. Topic: Helping Your Child with Reading in Years 3 to 5. We will go through the Lexile Program and look at the resources on Big Universe that the Junior School has subscribed to. We will also look at reading comprehension.

Wednesday, 11 September from 8:45 to 9:30. Topic: Helping Your Child with Addition and Subtraction when regrouping is required.

Uniforms

It is appreciated that the majority of our students come to school wearing the correct uniform and shoes every day. However, there appears to be some confusion about the type of shoes that can be worn. With the formal uniform the students need to have black shoes which are not canvas. They need to be completely black with no colour on them. Navy or black sandals are also permitted. Socks need to be white or GSLC socks available from the College shop.

With the sports uniform, the students need to wear black or white sports shoes. We allow some colour as we appreciate that it is often difficult to buy plain black or white sports shoes. However, there appears to be a trend for the students to wear bright fluorescent coloured shoes for sports days. While this may be fashionable, we urge parents to adhere to the uniform code when purchasing shoes for school. Socks need to be white or GSLC socks available from the College shop.

Orders have gone home this week for all Junior School Students and all Year 6 and 7 students. Orders are due back to the College no later than Friday, 30 August.

Tea Towel Fundraiser

Order forms have gone home this week for all Junior School Students and all Year 6 and 7 students. The groups had about 16 people in it and only like 5 Tim Tams, while a group that had 5 people in it got 16 Tim Tams. That activity helped me realise that food in the world is unequal.

How I have changed because of this UOI

At the beginning of Term 3, 4KK and 4WF have been learning about the developing world, and how unequal our world is. I have realised that I want to help.

In the beginning of the term Mrs Koehler told us that our new transdisciplinary theme is: Sharing the Planet. We did some activities that helped us understand how unequal our world is. The first activity we did was, we watched The Lorax. It helped me realise that if you have the money you normally have the power, while we were talking about how wealth and power are related I was wandering how The Lorax was related to sharing the planet.

The next activity was the Tim Tam activity, for the Tim Tam activity we got put into groups of random numbers and people, it was really unfair because one of the groups had about 16 people in it and only like 5 Tim Tams, while a group that had 5 people in it got 16 Tim Tams. That activity helped me realise that food in the world is unequal.

Another activity we did was 80:20, 80:20 is a slide show Mrs Fletcher put on her TV it showed that 80% of the world is developing and 20% of the world is wealthy. I really think that’s not good enough so I want to make a change. I asked Mrs Koehler how I could help, so she explained to the class what the 40 hour famine is. After hearing it I really want to join.

Then came the hardest day of all, the day that I felt empathy for all the people in the developing world. It was horrible, it was the day in the developing world. I really didn’t enjoy the day because it was hot, no air-con or fans, we had no chairs or desks, we had to work on the floor all day, we only had one piece of paper each for the whole day and my back was really cramped. That was the day I felt appreciation for what I have, in fact that was the day that changed my mind about everything. I felt so grateful, I felt empathy and I really want to show that I have integrity by giving, not taking and not asking for as much.

The last activity we did was when Mr Fowles came in and showed us a slide show of when he was in Afghanistan. There were so many different kinds of houses, there are some really poor people over there and I feel really sorry of them. I think it’s sad that some of the people that are rich have houses that are made of tin, if I could I would go over there and help them. There were some pictures of children with malnutrition, most of the pictures were of fires that people had purposely caused. And some of the last pictures were of a woman who has a big cut on the side of her neck, it started off a little bite, but because they don’t have medical assistance it turned into a big beefy blob.

I don’t like how people are being treated so I want to make a change!!!

Written by Emma Roesler 4KK
Self and Peer Assessment

Self-assessment occurs when students assess their own performance.
Peer assessment is when other student's assess a student's work.

With practice, students learn to:
- objectively reflect on and critically evaluate their own progress and skill development
- identify gaps in their understanding and capabilities
- discern how to improve their performance
- learn independently and think critically.

We know as adults that the ability to evaluate our own performance is extremely valuable and can lead us to identify gaps in our skills and knowledge and therefore develop plans and processes for their improvement.

One of the strategies teachers use to encourage students to self-assess is to develop marking rubrics with the input of the class. By involving students and asking them about the expectations for particular tasks, there are no surprises for them as they complete their work. When teachers assess students we want to find out what they know, not try and trick them up. As students are involved they will know what the teacher expects as they have been part of developing the criteria. If students are then able to assess their completed work against these agreed standards they can see where their strengths and weaknesses lie.

This opens up a wonderful conversation between the student and the teacher where they can discuss the skills or knowledge needed to progress to the next level. This is when assessment is most useful: the teacher can now include these specific needs in the curriculum and the student can be aware and more accountable in working towards them.

The photos on this page show the Year 5 students peer assessing the Transition students Unit of Inquiry summative task. The Year 5's were aware of the criteria the teachers had set and were able to individually discuss with the Transition students how they had shown their understanding through the task they had completed. The Transition students needed to know really well what they had done and why they had done it that way. They were reflecting on and thinking critically about their learning. The Year 5 students provided positive feedback about what the Transition’s had done and how they could improve next time. The Transition students used the vocabulary they had been introduced to in their UOI to explain their work and demonstrate their understanding.

Although individuals learn at their own rate and in their own way, the social aspect of directed talking, discussing, questioning and explaining is extremely valuable in students cognitive development.

As teachers we do it when we plan and learn together. The saying “two heads is better than one” is certainly true!
Please note that Community Notices are put in as a service to our community. Articles submitted have not been recommended or endorsed by the College.

**Community Notices**

**Darwin Netsetgo!**

- **When:** 5:00pm to 6:00pm
- **Where:** Sitzler Netball Centre
- **Cost:** $75 or

*Register online to secure your spot: www.nt.netball.asn.au*

---

**Austouch**

**Touch Football Austouch Junior Competition**

- **Boys and Girls:** 5 to 12 year olds welcome
- **Start Date:** Friday 16th August 2013
- **Finish Date:** Friday 20th September 2013
- **Time:** 5pm - 6pm
- **Venue:** Allphones Park, corner Forrest Parade and Owston Avenue
- **Cost:** $75.00 per Child

*For $75.00 per child includes an AusTouch Jillaroo Cup and Drink Water*

*Contact Tianna Baird on 89268133 or email: tianna@ausfootball.com.au*

*Register by Wednesday 14th August*

This program includes 30 mins Skill and Game Development, allowing children to experience all aspects of the sport and a 30 min Game each week.

*Fun, Fitness and Friendship*