Excellent writing and illustrating of children's books was celebrated at the Junior Campus library as students “read across the universe”, joining in a frenzy of activities during Book Week: there was Fairy Tale Corner, the Book Quiz (investigating the award books), the Extreme Reading Photo Competition which is still open until the end of Term 3, the very popular Book Character Parade and finally, there was a Visiting Celebrity (the Member for Drysdale, Lia Finocchiaro), giving a lunch time reading of favourite books.

Without drawing a breath, we then launched into the Book Fair, featuring a selection of books from Scholastics. All classes came a-browsing. Some wishes were answered, some weren’t. High demand for some items has resulted in quite a back order list. These books should be here after the next holidays (4-6 weeks). All purchases benefit our library to acquire specific titles relevant to our Units of Inquiry. A huge THANK YOU goes to the volunteer team of helpers and to all students and families for your support during these back-to-back weeks.

Erich Holzknecht – Teacher Librarian
Once of the best pieces of advice a parent can give their children is to tell them that, before they make an important life decision, they should look before they leap. Here's an example. Tyler decides he wants to go to pharmacy school. He's considered medical school but thinks pharmacy might be a better match for his interest in working in a helping profession with reasonable hours and a good salary. But this is pretty thin evidence for such an important decision! Tyler is contemplating a long time commitment to further education, not to mention tens of thousands of dollars in tuition and foregone income. He's placing a huge bet on very little information. This is a situation that cries out for closer look, and an obvious one would be to work in a pharmacy for a few weeks. Looking before he leaps could save him many wasted years and dollars – and could also reinforce his commitment to his choice.

This seems to be commonsense, but every year, thousands of young people begin a law degree without ever working in a law office or sign up for training for a job they have never experienced firsthand. This is no way to make an important life decision. But too often we make final decisions based on very little evidence.

Here's another example. Ella liked to come to breakfast in her pyjamas, but her father insisted that she get dressed so she wouldn't be late for school. After many arguments, dad decided to try a different approach "Okay Ella," he said, "we'll try it your way for three days. But if you're late for school on any of those days, then we go back to the old system." Ella was amazed at her father's turnaround and rose to the challenge, eating breakfast in her PJs and getting dressed in time to be punctual at school. PJs became the routine, and both sides were happy with the outcome as both of them got what they wanted. Instead of adopting opposing positions, they agreed to test the waters before making the final decision. Ella has learnt an important lesson from her dad about being reasonable, and open-minded.

Looking before we leap should always be used to speed up the collection of sound information to base our important decisions on. Why try to predict something we can test?

Acknowledgement: "Ooching" by Chip Heath and Dan Heath in ASCA School Counselor, July/August 2013

Julian Denholm
College Principal
WITH GOD

LIving In And Reflecting God’s Goodness

Treat others as you want them to treat you. This is what the Law and the Prophets are all about. Matthew 7:12 CEV

It’s often called the ‘golden rule’; Do unto others as you would have them do unto you. We’ve probably used it with our children as we have been trying to teach them right and wrong behaviours – ‘How would you feel if they did that to you?’ Such a thought in itself is not exclusive to Christianity, many religions have similar teachings. But where Christianity is different, is that we have a God who shows us what this goodness is all about. So for Christians, it is not just about treating others as we want them to treat us, but also about treating them as God does treat us. When we think about being good to others, we think of things like forgiveness, tolerance, understanding, care, acceptance. These are all things God shows to us already. We experience them now so that we can pass them on to others.

As with all of these Fruit of the Spirit, goodness is not something we always find it easy to pass on. Sometimes the desire to seek revenge is stronger than that to repay a wrong with kindness. That’s all just a part of normal human nature. It’s good for us to remember then that we don’t do these things on our own. In fact, we are like a mirror of God’s love, reflecting what is shown to us. We can’t always show these good things to others, but God does. And because of that he can help us to show them too. ‘Do unto others … ’, is good to remember, as well as a good teaching tool. But it’s good to also remember that God shows us his love and kindness not so that we will repay them, but because he loves us. As we know and live in his goodness, he can also help us to show it others.

God’s blessings to you all,
Pastor Andrew Koehler

Week 9
Murphy; Murrin; Mutch; Nankervis; Ah Mat; Nash; Ndlovu; Neal; Neate; Nelson; Nenda; Olive; Newman-Cooper; Newton; Ly; Truong; Nichols; Nickson; Noblett.

Week 10
Nomoa; Norris; Oats; O’Brien; O’Connor; Oesterheld; Olim; O’Neil; Osoba; Olo; Mylan; Bailey; Paddick; Papaju; Parker-Brooks; Pas; Paterson; Campbell; Patrick; Patterson.

Combined College, Church Service

Sunday 15 September
10.30am
Senior School Building, Chapel
Howard Springs Campus

This is a contemporary service, with a high involvement of students, College band and choir. It is a chance to worship together and praise God for all that He does for us.

Good Shepherd Lutheran Church
Sunday Worship: 10:30am
Howard Springs Campus,
Senior School Chapel
Cnr Whitewood Road & Kundook Place
Howard Springs

Lutheran Church of Australia

Good Shepherd Lutheran College
As students enter the Senior School at Good Shepherd, the biggest challenge they encounter is the realisation that their years of formal schooling are nearing an end and that they need to begin to take responsibility for making decisions about their future. For many, this is a new and daunting experience as they have been accustomed to having decisions made for them by parents and teachers which they simply went along with or in some cases did their best to avoid!

Year 10 is very much about developing the skills, routines and disciplines necessary to cope with the increased Senior School workload and rising to the expectation that they must begin to be more proactive in their engagement in class, completion of tasks and seeking assistance when required; these are the same expectations of employers and so relevant beyond the school context. While support and guidance structures are maintained throughout Senior School, we also need to give students the opportunity to make and learn from their own decisions and so be able to assume responsibility for the future.

Happily, the vast majority of our year 10 students recognize the need for change, the support they enjoy and begin this transition, particularly with the NTCET Personal Learning Plan (in semester two) providing an important vehicle for their future planning and decision making. This process of adjustment is not without risk and for some can be a confusing and stressful time as they try to adjust to the responsibility expected of them. Without a doubt, the most common cause of disengagement, distress, moodiness or behavioural change in the Senior School years occurs when students cannot identify with a personal pathway forward and therefore school appears irrelevant to them. Students in this situation can feel lost and this is often reflected in changes in their mood and behaviour.

Addressing these issues can be relatively straightforward however and we do have excellent resources available to students to assist them to make the changes required and to move forward comfortably. The basis of solutions lay in assisting the student to clarify where they would like to be in the medium future and identify the steps along the way to reach these goals. For some, this may involve helping them to refine or expand existing ideas about their future however for others, this may involve taking them right back to what they are good at and what they like, and identifying future possibilities to consider. The key in all these cases is that students must recognize this as their future. Once students see how their school studies connect to their identified goals, this can motivate them.

Mrs. Anita Synnott is our Pathways coordinator and is very skilled at forming relationships with students, assessing their needs and helping them to clarify and construct plans for their futures. At all times, students must engage and make their own decisions but we can guide, support and encourage students through this process and we do so quite successfully. While our focus is encouraging student ownership and empowerment, we ensure that parents are informed and involved so that they can have confidence as to where their student is heading and why. Anita shares an office with Ms. Elsabe Bott who as NTCET coordinator can ensure that a student’s future aspirations and the requirements of the NTCET are coordinated and complete.

If at any stage your student seems to lose interest in school, or experiences a change in behaviour or mood that concerns you, please contact the College as it may be that an investment in future clarifying and planning will restore their confidence and engagement in school as a part of their future. As students are currently making subject selections for 2014 and beyond, the potential for student confusion and stress is increased at this time and so I encourage you to utilise the excellent support that your College can offer.

Sincerely
Darren Boyce
Head of Senior School

All current Year 11 students have been through a process of counselling around subject choices for next year and Year 10 students are beginning the process. The conversation with the students begins with a question around their plans for when they finish school and then works backwards from there. Some students arrive at their interview knowing the university they want to go to, the course the required ATAR and pre-requisite subjects; others arrive having no idea of where they want to go. Any of the above and in between is perfectly normal and it is important for students not to put too much pressure on themselves around future plans, at this stage.

Unfortunately, some students start to discover that bad habits leading to bad results are beginning to impact on choices that can be made and for some students this means that plans have to change. Year 10 students in particular need to realise that the grades they are currently achieving are very much used as a guide in terms of future subjects and pathways. In this type of situation we have a conversation with the student about what the poor grades are reflecting, Is it just about poor study habits and time management or is it about not grasping concepts? Where we go from there often depends on the answer given.

Year 11 students have considered a wide range of future career options ranging from Biomedical Science to Childcare to IT Technician to Teaching to Law and on it goes! They are a very impressive cohort of students and it has been very enjoyable ‘crystal ball gazing’ with them into the future.

Once subjects have been finalised parents will be informed by letter of these. Anita Synnott and I will be available during Parent/Teacher interviews if any parents have specific queries about the NTCET or pathways beyond school.

Elsabe Bott
NTCET Coordinator

This is a great opportunity to check the progress of your student and to clarify their future Pathways.

NTCET - Subject Selections

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- Are you currently studying Year 11 in 2013?
- Are you interested in undertaking a School Based Apprenticeship in 2014?
- GTNT are recruiting on behalf of a major client for School Based Apprenticeship positions in the following fields:
  - Boiler making
  - Electrical
  - Mechanical Fitting
  - Sheet metal
  - Plumbing
- Apply on line at www.gntn.com.au/current vacancies
- Or for more information contact: Sherry/Neeta (GTNT Recruitment) on 08 9311 2112 or recruitment@gntn.com.au
- Applications Close: Friday, September 20th 2013

If you would like to meet with the NTCET or Pathways Coordinator during the Parent/Teacher Conference in Week 9, please contact Anita Synnott.

This is a great opportunity to check the progress of your student and to clarify their future Pathways.

Elsabe Bott
NTCET Coordinator

Sincerely
Darren Boyce
Head of Senior School
“I don’t want to live in the kind of world where we don’t look out for each other. Not just the people that are close to us, but anybody who needs a helping hand. I can’t change the way anybody else thinks, or what they choose to do, but I can do my bit.” Charles de Lint

Charles de Lint is an author of adolescent and young adult fantasy books. His books explore the “magic” of friendship, art, community, and social activism. The quote above exemplifies what we discuss with our students in the Middle School through our devotions, assemblies and pastoral care classes. While we can through our actions provide a mirror and a signpost for others around us, ultimately though the only person who can change the way they think is the individual themselves.

What we can do though is make a choice to help and to look out for others around us. This term many of the Middle School classes have begun to raise money for the East Timor project the school has undertaken. Each class has approached this in a different way, however the goal for many classes is to raise enough funds to purchase either a toilet block for $250 or a house for $500.

One class who has thrown themselves into this whole heartedly is 9JS. Two weeks ago a number of students coordinated a morning tea for staff members, selling home baked cupcakes, slices and cakes. They then followed this up with a ‘Dare Day’, with dares ranging from unicorn hairstyles, wearing a photo of themselves as a necklace through to skipping to class, and pretending to be a knight in shining armour.

Through their endeavours they have come close to the $500 target they set themselves at the beginning of the term. Other classes have a variety of ideas and plans in place with the Year 6 classes setting a reward system in place for the classes as they get closer to the target they have set.

It has been encouraging to see many of our students recognise that they have a responsibility to help those who do not have access to the same resources that we take for granted in Australia. Having the Senior House Captains present at assemblies their memories of the experience they had in East Timor and hear the passion in their voices as they discuss being part of making small differences that can be made in the lives of others helped many of the younger students see that being able to give requires little effort, however can make a difference for those who share our planet.

Students can continue to bring ideas along to their Pastoral Care classes and teachers for ways to be actively involved in this project and help reach the targets their classes have set.

Rachel Boyce
Head of Middle School
Student-led Conferences
We trust that parents enjoyed sharing their children’s learning journey with them when they visited the classrooms this week. There will be an opportunity for parents to give feedback on an electronic survey which will be emailed out to families next week.

Assembly
Our assembly on Friday, 6 September will be hosted by 5MN. The choir will sing and the dance club led by Susie Jaensch will also show us some of their dances.

Parent Information Session
Our next Morning Tea will be held in the staffroom on Wednesday, 11 September from 8:45 to 9:30. Topic: Helping Your Child with Addition and Subtraction when re-grouping is required.

Information Evening
On Tuesday, 10 September there will be an information evening for families who are interested in finding out about the Junior School. If you know of families who are considering Good Shepherd for their children, then please invite them to come along. It starts at 6:30 pm in the hall.

Units of Inquiry
There has been some amazing learning taking place in the classrooms this term.

- The Transitions’ Unit of Inquiry has been How the World Works looking at the earth’s natural cycles which influence the way we live. Their classrooms are full of their art work and writing.
- The Year Ones have been looking at Sharing the Planet focusing on how interacting with habitats impacts on living things.
- The Year Two classes have been looking at how global perspectives are developed through understanding our place in the world in their UOI about How we organise ourselves.
- Year Threes’ UOI has been How we organise ourselves and they have been busily setting up businesses culminating in their market last Friday.
- Year Fours are starting a new unit on How we express ourselves looking at how media campaigns are raising awareness of aid organisations.
- Year Fives are looking at the challenges that people face and how they overcome them in their UOI Sharing the Planet.

Lynne Pokela
Head of Junior School
Personal Projects are complete!!!

Very big congratulations to all our Year 10’s for completing your Personal Project. Your creativity, hard work and perseverance is admirable. Your supervisors are so very proud of you.

It has been simply wonderful to see the scope of projects that our Year 10 students submitted to their supervisors at the start of this term. From this cohort of creative students we have had products handed in that have ranged from crab pot building and cubby house construction through to pop-up restaurants and mystery novels. All products were at a very high standard. The Personal Project has run for nine months now and watching our Year 10’s mature over this time and develop the skills they require for their senior schooling years has been a joy. The Personal Project is no easy feat and requires a high level of independent research, organisation, dedication and reflection. Our current Year 10’s have set a pleasing standard for the next cycle of Personal Project students (our current Year 9’s).

The Personal Projects have undergone a process of marking and moderation. Supervisors initially marked their students Process Journal, Product and Report and to ensure the correct standardisation process is in place a second teacher marked the same report. Both teachers then came together and arrived at an agreed achievement level for the student and their project. Results will be reported via KC and the Personal Projects will appear in students’ final report cards with an 1-7 IB Grade.

An exhibition will be held next week, Monday, 9 September, from 7pm to 8pm in the upstairs foyer area of the Senior School building. All are welcome to attend and help us celebrate the achievements of our Year 10 students. The evening will consist of a performance, students presented with certificates and time to peruse the variety of Personal Projects on display. Light supper and drinks will be provided.

Myola Lynch ‘History and Creation of a Long-board’

Peter Foscaro ‘Restoration of an old car’

Emma Koch ‘An Average Artists Average book of Average Tips’
Over the past term, the Year 10 Food Technology class has been working on a unit of study titled, Raising for a Cause. Within this unit the students have learnt about what it takes to run a not for profit organisation and how food is often used as a fundraising tool. The challenge given to the class as part of this unit, required students to find an organisation or group that is not for profit in the community which they wished to fund raise for through holding an event, using cooking as a basis.

The group the class decided on was the RSPCA. Choosing this organisation allowed the class to participate in the RSPCA’s most recent fundraising even, Cupcake Day. The student's trialled a variety of cupcake animal designs throughout the term ultimately decided on 4 designs to sell on the day. The event was held on Friday 23rd August, and was a great success.

Over 250 cupcakes were sold on the day across both staff and students and a remarkable $485 was raised. The money raised on this day will go back to help the shelters, clinics, Inspectors and animals in the Northern Territory. A huge congratulations should be given to the Year 10 Food Technology class, not only for the delicious tasting cupcakes that were baked but also for the outstanding designs that were created on the day. Well done students!

Hayley McDonald,
Food Technology Teacher / Senior School House Coordinator

WHITE CHOCOLATE & RASPBERRY CUPCAKES

Ingredients

WHITE CHOCOLATE FROSTING

- 150g butter, at room temperature
- 3/4 cup caster sugar
- 2 eggs
- 150g white chocolate, melted, cooled slightly
- 1 cup self-raising flour
- 1 cup plain flour
- 1/3 cup milk
- 150g fresh raspberries
- Fresh raspberries, extra, to serve

Method

Step 1
Preheat oven to 180C. Line 14 1/3-cup capacity muffin pans with paper cases.

Step 2
Use an electric beater to beat the butter and sugar in a bowl until pale and creamy. Add the eggs, one at a time, beating well after each addition. Beat in the melted chocolate. Combine the flours and fold into the mixture with milk until smooth.

Step 3
Gently fold in the raspberries until just combined.

Step 4
Divide the mixture among the cases and smooth the surfaces. Bake for 25 minutes or until a skewer inserted in the centre comes out clean. Set aside in the pans for 5 minutes to cool slightly before transferring to a wire rack.

Step 5
To make the white chocolate frosting: Place white chocolate and cream in a microwave-safe bowl. Microwave on high (800 watts/100 per cent), stirring every minute, until the chocolate melts and the mixture is smooth. Add butter and stir until it melts and the mixture is smooth. Refrigerate for 1 1/2-2 hours or until the mixture is thick and spreadable.

Step 6
Use an electric beater to beat the frosting in a bowl until pale and creamy. Spoon the icing into a piping bag fitted with a 1cm fluted nozzle. Pipe on to the cupcakes. Top with the extra raspberries.
The Year 3 students worked very hard to open their own businesses in the Multipurpose Hall on Friday the 30th August. All they kids had an exciting time. We loved it.

Zac Willis

At the market everybody had to work really hard to open their businesses. When all the people came it was scary.

Dyllan Bartsch

I learnt that food is very popular in markets but if we had too many food stores it would be a very boring market.

Tayla G

Our Market Day was great! I was in the bakery group and it was so busy there. There had about 4 or 5 people at a time. We soon ran out of food so we had to close down. I was in charge of counting the money and giving change. It was so much work. I learned something new while I was working, it was having enough food before we open for business we had to plan well and not forget anything at all!!

Anna Kim

It was fun; I had a great time opening a business. We opened a Chocolate shop and we sold all of our products.

Memphis Fowler

The market was one of the hardest experiences in my life. One moment you think that you aren’t going to sell anything and then you have a line up. We nearly sold everything. There were only two of us working because one of us went home sick. There were 19 businesses, It was exhausting.

Lochie Gallagher

At the start it was pretty exciting because we got to do everything by ourselves and our teachers helped us come up with some ideas. Getting ready was fun but exhausting. We had to set everything on the day. When the first class came in we had to stop panicking and enjoy the day and have fun.

Brooke D.

I worked at Photo Paradise. I took lots of photos with my group. We took it in turns for taking photos, dressing up and working at the counter. Kids loved dressing up in funny costumes.

Robin Bartie

We had lots of fun! There were 19 shops. We had a day spa, art shop, hotdog stand, sushi shop, drinks and many more. My business was called Frangipani Day Spa. We did nail art, hair styles, hand massages and head massages.

Millie Green
CBCA Winners for 2013...

Following the book presentations delivered by our students at the Darwin CBCA Short list Brunch, the winning title in each category was announced in time for Children’s Book Week.

The winning title in the Older Readers (mature readers) category was Sea Hearts by Margo Lanagan. Set on Rollrock Island along the remote Scottish coast, an ostracized woman seeks revenge by drawing irresistibly enchanting sea-wives from the hearts of seals. This is a fantasy story of desire and revenge, human weaknesses and the consequences of overriding love. In her presentation, Teale McMahon recommended this novel as a clear CBCA winner; a recommendation the judges shared.

The winning title in the Younger Readers (upper primary/lower MS) category was The Children of the King by Sonya Hartnett. Arianna Baldieri recommended this novel in her presentation as a winner in its category for its historical interest and page turning appeal. Set in a castle in the English countryside where three children have been sent for safety from the WW2 bombing raids in London, an extraordinary adventure between the past and the future takes place as the children find two boys in hiding.

The Eve Pownall Award for Information Books was won by the picture book; Tom, the Outback Mailman by Kristin Weidenbach and illustrated by Timothy Ide. This book tells the story of Tom Kruse who first drove the Birdsville Track in 1934 - and from 1942 to 1963 was the mailman, making the run of 2,500 kms. every fortnight. The biography of Tom Kruse, Mailman of the Birdsville Track also by Kristin Weidenbach is a classic tale of the Australian outback and is also available from the Resource Centre at the Howard Springs campus.

Interested in Reading one or all of these books?
These books are available from the Resource Centre - See Ms Kaoustos
Congratulations

The following students have been selected to represent the NT at the Pony Club Nationals in Perth, during the September School Holidays.

Dressage:
Jamee Dean (Yr 8 – Vice Captain)
Natasha Clayton (Yr 8)

Show Jumping
Jamee Dean, Finniss Beasy (Yr 6)

Tetrathlon – Running, Swimming, Shooting and show jumping
Natasha Clayton, Finniss Beasy, Mac Beasy (Yr 5)