Ayr High Musicians Rock On at Music Camp and Take Home Eisteddfod Win

by The Music Department

On Thursday 7 May instrumental and choir students attended a three day Music Camp held at the Burdekin Theatre, with guest tutors Mr Leon Stucas, Mr Scott Laycock and Mrs Monica Licciardello. The students rehearsed a range of repertoire in group settings and sectionals, preparing a polished performance which was presented to family, friends and the community on the Saturday morning at the outdoor theatre stage. A big thanks must go to the tutors for their music expertise, and the Music Support Group for supporting this event.

After the Music Camp, The Burdekin Eisteddfod was the next big event. The Ayr High Concert Band, Jazz Band and Rock Band all competed in the Eisteddfod on Monday 18 May. Despite some tough BCHS competition, all groups placed first in their sections with the Concert Band finishing on 87 points, Jazz Band on 90 points and Rock Band on 92 points. Kacee Bromham and Shona Scalia entered the Instrumental section of the Eisteddfod, performing the Mario Brothers theme song, the pair also took out first place for their saxophone duo.

The Choir showcased their talent at the Eisteddfod on Tuesday 19 May, entering into the Unison, Part and Novelty sections. The choir competed against the BCHS choirs and took out 1st place for the Unison section on 92 points singing Safe and Sound by Taylor Swift, 2nd place in the Part section on 90 points singing Traditional Torres Strait Islander song Sesere Eeye, and 3rd in the Novelty section on 90 points singing and dancing to the Grease Classic We Go Together. The choir also tied with the BCHS senior choir for the Music Perpetual Shield.

Congratulations to all Ayr SHS Instrumental and Choir students! Thank you for all your hard work, you have done the school proud.
From the Principal
by Mr Craig Whittred, Principal
Editorial - Newsletter No. 7 12/06/15

Last week I delivered a session to all year levels which covered how, as a school, we support students who are having difficulty in their lives; how we deal with conflict resolution and personal emotional wellbeing. One of the key learnings from the session was that our goal is to reassure our friends/students when they are in need. We also have to be realistic of our expertise in dealing with our friends/students' issues and understand that in some cases, there is a need to refer the issues on to people with greater expertise or experience. These people can include - for the students, an adult (parent or teacher) and for staff it may include the Guidance Officer or a referral to specialist healthcare workers.

We also spoke about difference. I challenged the concept that difference is a negative feature and in fact that without difference and disagreement our world would not have progressed to where it is today. We discussed appropriate ways that a disagreement can be resolved and the fact that it is OK to agree to disagree. We then looked at what happens when a disagreement is not solved positively which can lead to harassment, or, further to bullying. We unpacked the difference between harassment and bullying with the main difference being that if there is a power imbalance, real or perceived, this is bullying. A power imbalance can be caused by the number of people either in a physical group or via social media, popularity (real or perceived) or strength of character (whether a person is confident and outgoing or shy and retiring). Importantly, we discussed that this is not the fault of the student being bullied; it is the bully who has the issue. It is also important to report and keep reporting until it stops. We discussed the fact that even with consequences like suspensions and exclusions this does not necessarily stop the behaviour. This leads many students to feel nothing has changed, “What’s the point of reporting?”. Continuing to report is the best way to have the behaviours stop.

Lastly, we spoke about emotional wellbeing and how to develop students' own personal wellbeing. We discussed the concept of a wellbeing bank which is built up from positive experiences. Positive experiences can come from a number of sources, for example, some form of success (academically, sporting, music, dance, gaming) in an area of life and feeling good about an achievement. Positive experiences can come from positive reinforcement from a person that is respected (parent, teacher, coach, sibling, grandparent). They can also come from doing positive things for others eg joining with Rotary, Lions, Red Shield Appeal or from simply complimenting/helping others. These all build up in an individual’s wellbeing bank and help to provide resilience when hard times fall. We also discussed strategies the students can add to their own emotional wellbeing. We made it clear to students that their own emotional wellbeing was the highest priority in ensuring that they are able to perform at their best, whether at home, at school or helping friends.

As we enter into the end of semester exam period I encourage all students and parents to talk about how the student is feeling, what is their assessment schedule, are they on track and how they can best support their son/daughter to be able to achieve their very best.

Yours in education

Craig Whittred
Principal

The last day of term 2 is Thursday 25 June.
All students are expected to attend.

ShineGirls - Worth, Strength, Purpose
by Cecily (YSC) and Cassandra (SBYHN)

This term at Ayr State High School, the Student Support Team have been running the ShineGirl program. This program is about equipping girls with the knowledge and skills to discover who they are and the person they want to become. The program encourages participants to find the strength and courage within themselves to make healthy choices and live to their full potential. ShineGirl consists of 14 girls from Year 7 and 8 who were personally invited to participate in the program. Each term a new group of students from these year levels will be invited to take part in the program for the 10 week term. From the sessions conducted this term, the students have gained an understanding of the concept of value and worth. The students can also demonstrate skills required to enhance the power of choice, as well as recognise the value of developing resilience. The girls have thoroughly enjoyed participating in the program and we look forward to giving other students the opportunity to enhance these skills in the future.
Eleven Ayr High students represented the Burdekin district at the North Queensland Cross Country Trials in Townsville on Tuesday 26 May. All students ran extremely well and are to be congratulated on their performances. Special mention to those who finished in the top 15:
Declan Dowson (Year 8) - 7th
Taylor Escriva (Year 11) - 5th
Ryan Pringle (Year 11) - 12th
Kyla Pringle (Year 12) - 11th
Students who finished in the top 6 of each age-group were selected in the Northern (NQ) Cross Country squad - Congratulations Taylor.

Northern Selections
by Ms Courtney Carrigan, Sports Co-ordinator

Congratulations to the following students who have been selected in Northern (NQ) School squads recently:
Abigail Evetts - U15 Football (Abbie was also selected in the U19 Football squad after earlier being named as a shadow player. She has recently returned from the State Championships.)
Sharni Wight - U15 Basketball
Taylor Escriva - Cross Country
Tara Jenkins - Golf
Sam Spelta - Golf
Students will attend their respective QLD State Championships later this year.

Year 11 Biology Camp
by David Ballin, Year 11 Student

Sunday 17 March saw a busload of eager Year 11 Biology students bound for Cape Hillsborough. Accompanied by teacher’s Mrs Brock and Mr Ballin, we were set for a highly educational and exciting camp experience! First task was to unpack the bus and set up tents, very exciting! From here it was easy to see who the more experienced campers were. Then marine studies and bush walks were embarked upon.
As dinertime approached we were given the opportunity to demonstrate our independence as mature students - by cooking our own meals and sharing some of the food with very intelligent kangaroos that could ‘apparently’ unzip the doors of certain tents. A night walk and some bat caves exploration ended our biological experiences for day one.
Day two, we were introduced to the park resort manager, Ben, who showed us his sewage treatment plant and we were intrigued to see human waste become water again! Following this highlight we headed to the muddy mangroves and into the cool of a palm forest; an area rich with ancient aboriginal culture. Night brought an end to the seemingly endless day; everyone was exhausted, and couldn’t wait for a well-earned sleep.
Overall, Biology camp was an unforgettable experience and we learned a whole lot more about the wonderful subject of biology as well as how to survive camping without parents.
University of Queensland Visit
by Mr Kerry Flynn, HOD - Science & Mathematics

On Tuesday 9 June, three staff members from UQ science outreach program from the School of Maths & Physics came to visit. Brendan, Andrew and Ann who are all PhD students worked with a number of our students across the whole day.

In Session 1 and 2 some Year 7 and 8 students got the opportunity to be introduced to the maths of Graph Theory based upon work by the famous mathematician, Euler. This was done through a process of looking at the science of bubbles, examples of theorems and practical bridge activities.

In Session 3 and 4, some Year 7, 9 and 10 students got the opportunity to listen to and involve themselves in a presentation about types of science jobs and opportunities though demonstrations and thought provoking activities. The work on the link between maths and understanding the brain ‘spun the mind’.

Thanks to UQ for sponsoring these scientists to visit our school - the students made a good impression with their enthusiasm and respectful behaviour.

Year 11 and 12 Assessment Block
by Mrs Lesley Olsen, Deputy Principal

Assessment will be conducted from 19 - 24 June for Year 11 and 12 students. Students are only required to attend school for scheduled assessment. Students have been issued with a timetable and information.

The assessment block timetable is available on the school website; www.ayrshs.eq.edu.au, go to the Support and Resources tab, click on forms and documents, then go to Documents and then the folder called Assessment Block Timetable. The document is called Yr 11-12 Block Exam Timetable Sem 1 2015.

Year 10s - Planning for Senior Schooling
by Mrs Lesley Olsen, Deputy Principal

Students in Year 10 and parents/carers will attend a meeting with a member of the school leadership team to finalise their Senior Education and Training (SET) Plan. The plan outlines the career plans of the student and the learning pathway which will lead to the career.

Parents/carers will need to book a meeting time. The meetings will take place from 15 - 22 July. Bookings can be made online; www.ayrshs.eq.edu.au and go to the Parent Teacher Interview Booking link at the bottom right.

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