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## Important Dates

Wednesday 18 March 2026

- Interschool Athletics

Friday 20 March 2026

- Harmony Day

Friday 27 February 2026

- Interhouse Athletics Carnival

Thu 26 Mar-Fri 27 Mar 2026

- Adelaide Athletics

Thursday 2 April 2026

- Easter Hunt

Friday 3 April 2026

- Good Friday - PUBLIC HOLIDAY

Monday 6 April 2026

- Easter Monday - PUBLIC HOLIDAY

Monday 9 March 2026

- Adelaide Cup Holiday

Friday 10 April 2026

- Colour Run

43 Cameron Street

Penola SA 5277

T: 08 8737 0000

F: 08 8737 0050

E: DL.0931\_info@schools.sa.edu.au

W: www.penolahs.sa.edu.au

## Principal's Report

Steve Carli-Seebohm



*"Start where you are. Use what you have. Build what you can see.  
Your first project won't be perfect. Your first launch won't be flawless.  
Nothing improves until something exists"*

Over the last week, the teaching and learning team spent time looking at the key components of our 3 big goals and ambitions for Penola High School:

1. Family Engagement Strategy
2. Peer to Peer Collaborative professional networks
3. Academic Rigour.

Each one of these goals is intrinsically linked to the others, and without 1 being successful, there will be an impact on the others.

For example, if educators aren't working together with strength and purpose, how does this improve the academic rigour for students? And what can then be effectively communicated with families?

If we switch the lens and say we have great collaboration between educators, but this isn't being shared with families, then how are we ensuring the academic rigour is understood not just by students, but also those who are the number one carer's and supporters of what is undertaken in classes?

Finally, it serves us no great purpose to be working well together and having a sound understanding of practice in the classroom if we are keeping all of this critical information to ourselves.

I am taking these goals very seriously and working with a critical lens to ensure we make progress on all three goals, and importantly, as a combination, not independent of each other.

Family Engagement is an academic strategy, not just a policy or a process. We have been assessing the success and challenges involved in regular communication with families. We have started on the Home Group educator lens, while also considering what will be the most successful methods for all educators.

I have been highly encouraged and enthused by how well the teaching and learning collaboration groups have been coming together, focusing on the many different issues and layers that present challenges each day, and how to work together on positive outcomes.

And finally, the expectations around high quality teaching and learning programs, with clear learning intentions and success criteria, are being reinforced through deeper auditing and analysis of individual subject learning and assessment plans.

I know we will not always get it right along the way in our journey of improvement and goal achievement, but as the quote reminds us, nothing can improve until it exists, and we definitely have something positive and engaging that exists.

Kind regards

## Civics & Citizenship School Program

*Samuel Birchard*

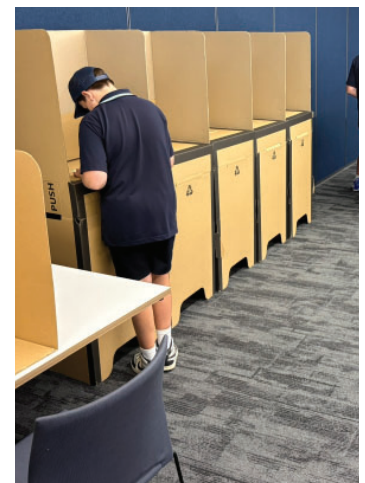
Our Year 7 and 8 students recently travelled to Mount Gambier to take part in the Free Civics & Citizenship Parliamentary Education Program, delivered by the Parliament of South Australia and the Electoral Commission of South Australia.

During the session, students learned about how elections are run in Australia and the important role played by the Electoral Commission. They explored key features of our voting system such as the secret ballot, compulsory voting and preferential voting, and discussed why it is important for citizens to be informed and participate responsibly in democracy.

One of the highlights of the day was taking part in a mock election. Students experienced the entire process – from checking the electoral roll and issuing ballot papers to casting votes and counting the results. Many students took on official roles such as issuing officers, queue monitors, ballot box attendants, scrutineers and electoral officials.

Students also learned about the different levels of government and how the Parliament of South Australia works. To bring this to life, they participated in a fun and interactive parliamentary role play, where students dressed up and acted out roles such as Speaker, Clerk, Serjeant-at-Arms and Members of Parliament while debating a proposed law.

The program gave students a great hands-on insight into how our democratic system works and how young people can have a voice and get involved in civic life in the future.



*nurturing individual success*

## Open Boys Cricket

Scott McCulloch

On Friday 20 February 2026, ten keen lads made the trip to Millicent for a game of Open Boys Cricket. It was a warm day and a special occasion for our two Year 12 players, Bodhi and Jordan, who were playing their final game of school cricket.

Fresh off a stellar A Grade season, Tayte Virtanen was named captain and represented the side at the toss. We unfortunately lost the toss and Millicent elected to bat.

Tayte and Preston opened the bowling and immediately set the tone, keeping things tight early. A few dropped catches proved costly, including a chance to dismiss Millicent's eventual top scorer when he was on a low total. He made us pay for that missed opportunity and went on to anchor their innings. Crafty Joel 'Crawf' Crawford provided the breakthrough to get us going, while solid and serviceable overs were delivered by Bodhi, Harvey, Preston and Deklan throughout the innings. Millicent finished strongly to post 170 from their 20 overs.

Our run chase left a little to be desired. Millicent bowled with good pace and discipline, and while there were moments where we looked to build partnerships, we threw away a few wickets at key stages. The highlight of the innings was Joel Crawford, who batted for the majority of our innings and showed great composure at the crease. Jordan once again proved reliable, finishing not out in his final appearance for the school.

The game was played in terrific spirit. Millicent were chirpy in the field but always respectful, making for an enjoyable and competitive contest.

Well done to all involved and a special mention to Bodhi and Jordan for their contribution to Open Cricket over the years.



## Let's look at...Year 7 HASS

Kylie Hoff

Our Year 7 students stepped back in time this morning as part of their Ancient Egypt studies.

To bring history to life, students had the chance to try a variety of foods inspired by what people in Ancient Egypt might have eaten thousands of years ago.

From simple breads, figs, apricots and dates to other traditional flavours such as honey and pomegranate juice, it was a fun and memorable way to connect with the past.

Students were curious, brave, and full of opinions as they tasted each item and discussed what daily life may have been like along the Nile.

A big well done to our Year 7s for their enthusiasm and willingness to give everything a try.



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## Interhouse Athletics Carnival

Our recent Interhouse Athletics Carnival was a fantastic day of track and field competition, with students giving their best across a range of events including sprints, middle distance races, relays and field events. Despite some unexpectedly warm conditions, students did an excellent job of taking care of themselves and each other throughout the day, staying hydrated, making use of the shade, and showing great team spirit. While the program ran a little behind schedule due to the incredible level of participation in every event, it was wonderful to see so many students getting involved and supporting their houses. Once the dust had settled (and everyone had recovered!), we were pleased to confirm the final results.

### Team Results

1st – Yalluminga  
2nd – Moyanga  
3rd – Torilla

A special congratulations goes to Ebony Reeves, who broke her own 2025 Shot Put record, improving her throw from 8.61m to an impressive 9.11m. Unfortunately, the Senior Boys High Jump was not able to be completed on the day, but has since been won by Bodhi Lear.

A huge thank you also goes to Charmaine, Pat, Mardi and Stacey for running the canteen and keeping everyone cool and refreshed throughout the day. Your help is greatly appreciated.

Finally, thank you to Alissa Sedman for capturing so many wonderful action shots from the day.

	<b>Female</b>	<b>Male</b>
<i>Junior</i>		
Winner:	Kiana Baugh	William Barry
Runner Up:	Maddison Currie	Xavier McElroy
<i>Intermediate</i>		
Winner:	Maggie Bell	Harvey Virtanen
Runner Up:	Lea Baugh	Jack Barry
<i>Senior</i>		
Winner:	Nellie Lear	Bodhi Lear
Runner Up:	Skye Virtanen	Tayte Virtanen



## Student Voice - Leadership Trip

Zoe Perry, Tessa Deglaitis, Tess Wooding, Charlie McCulloch

In term 1 week 6, a group of 11 students from PHS Student Voice went to Adelaide to participate in the 2026 Youth Leadership Conference, held at the Adelaide Convention Centre. We started our trip off with a tour of parliament house where we got the chance to see and learn new things about how our parliament runs. It was interesting to hear about rules followed and how these rules and regulations are still followed to a high standard. Some of the rules they follow are traditions carried overseas from England and Britain like the color schemes in the Lower House, where a green colour scheme is used to represent being the less fortunate and poorer chamber. Traditionally, green was chosen because it was an easy color to dye and achieve the green chamber. Also, the Lower House had a border in front of the stands where there was red carpet that's called the bloodline. This was put in place because there used to be fights between the two sides of parliament that sometimes lead to bloodshed, so they made roles in the chamber called the Serjeant at Arms who held a mace made up of gold plated silver sterling and 1.2m in length. A red colour scheme is used in the Upper House, this represented the richer and superior members of the community because red was a harder color dye to make and obtain.

On the second day we went to the Adelaide Convention Center to attend the youth leadership program, run by Youth Leadership Academy Australia (YLAA), with Liam and Bonnie as our hosts, and Wil Masara, Lucy Thomas and Heather Croall as the guest speakers. We learnt about how leadership is different for everyone and means different things depending on the personal qualities and individual has. They each had their own speech about their leadership journey to help guide us to become present and future leaders. Bonnie's story's theme was empathy, and it was about when she moved schools and people noticed the differences and spoke behind her back but she made up something about another kid like herself and she regretted

it big time because she hurt his feelings deeply. Her story taught us that mistakes can be made, but what we learn and then action from this is an important part of leadership. Our next speaker was Liam. He was introduced to leadership at primary school and he spoke a lot about the theme Resilience. When Liam tried out for and won the position of class president, he felt really good about himself. However, when he tried out for school captain it was the outcome was the opposite, he talked himself down and went quiet in class and stopped raising his hand to contribute to discussions. Liam spoke about how he had to really work hard to build up his resilience after this.

Next, Heather talked about the roles you need to have to be a leader and the responsibilities you might have and she has as CEO of the Adelaide Fringe. Lucy spoke next about her and her sisters awareness program for Anti-bullying and how they are on track this very year to have talked to one-million students from across the country. And finally, Wil the CEO of the youth program talked about his childhood and how he got where he is today. He also talked about how his interests changed from being plane obsessed to becoming a CEO. Wil has four laws and the one that we thought connected with us the most is number 4, the law of 'unsuccessful steps are better than small successful steps.' This basically means instead of rushing and getting it done quicker and easier it wont work out in the long run. Whereas taking small successful steps is better and even though some parts may be challenging it will be better in the long term. For example the first day you don't need flashy lights a big room or thousands of people there watching you, you just need to put yourself out there and make yourself and you're point known and understandable.

We look forward to implementing leadership strategies learned in 2026.



## Let's look at...Food Technology/Hospitality

*Olivia Jaeschke*

Students in our Food and Hospitality classes have been busy developing their practical skills while exploring important concepts around food preparation, nutrition and presentation.

In Year 12 Food and Hospitality, students recently completed a Gourmet Gift Box task. Working collaboratively, students researched, planned and presented a gourmet gift box that included six handmade items, incorporating at least two high-risk ingredients. This task required students to demonstrate strong planning and organisation, safe food handling practices, and creativity in both the preparation and presentation of their products.



Meanwhile, students in Year 9/10 Food Technology have been exploring the Australian Guide to Healthy Eating. As part of this unit, they investigated food groups and analysed nutrition labels, comparing products and considering how different foods contribute to a balanced diet. To apply their learning, students followed appropriate food safety and hygiene practices while preparing a nutritionally balanced burrito, bringing together a range of ingredients aligned with the guide's recommendations.

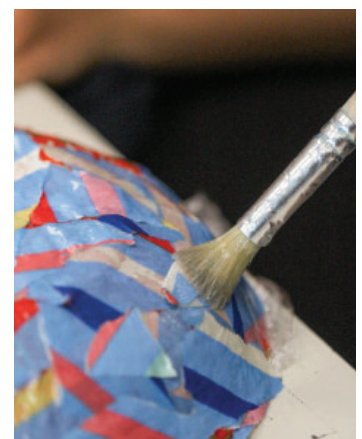
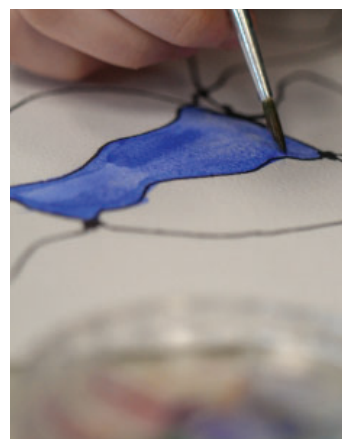
Both classes have shown great engagement in the kitchen, developing valuable life skills in food preparation, nutrition awareness and safe cooking practices.



## Let's look in the...Art Studio

*Cate (Bell) Cracknell*

So far this semester, 72 art students from Years 7–12 at Penola High School are actively exploring a wide range of creative practices across the visual arts. Students are experimenting with abstract watercolour techniques, creating vibrant collage bowl compositions, and developing their understanding of art history by researching famous artists and their distinctive styles. Their studio work also includes detailed graphite sketching, expressive makeup artistry, and sculptural projects using polymer clay. Alongside these hands-on mediums, students are engaging with contemporary practices such as photography, animation, and designing imaginative 3D virtual structures, allowing them to combine traditional artistic skills with modern digital creativity. It's been a busy start to the year in the Art Studio, with Egyptian and Viking cross-curricular art studies starting this week. I am very pleased with the students' enthusiasm and participation.



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## Let's look at...Year 11 and 12 Child Studies

Olivia Jaeschke

Students in our Child Studies classes have been developing their understanding of nutrition and meal planning, with a focus on preparing meals that meet the needs of different age groups.

In Year 11 Child Studies, students worked on an Adult and Toddler Meal task. Students researched, planned and presented a nutritious and convenient meal suitable for a family, considering the differing nutritional needs and practical requirements of both adults and young children. The task encouraged students to think carefully about balanced nutrition, appropriate portion sizes, and meals that are both practical and appealing for busy families.

Meanwhile, students in Year 12 Child Studies completed a Childcare Meals task. As part of this assessment, students researched, planned and presented a nutritious meal suitable for a childcare centre, ensuring it aligned with government healthy eating policies and was appealing to 4–5 year olds. Students considered factors such as age-appropriate ingredients, presentation, and meals that support healthy eating habits in early childhood.

Both classes demonstrated thoughtful planning and a strong understanding of the importance of providing nutritious, appealing meals for young children and families.



## Let's look at...Year 8 English

Romana Quintel

Year 8 English students have recently explored poetry in creative and personal ways. Through three different forms—an acrostic poem based on their name, a haiku capturing a moment of importance, and a free-form blackout poem—students expressed their ideas as individuals while experimenting with language and imagery. Each activity encouraged reflection, creativity, and confidence in writing. It has been wonderful to see students take risks and celebrate their voices in a nurturing classroom environment. These experiences highlight how creativity and curiosity support success, reminding us that every student brings something unique and valuable to the learning journey.



**S** is for sporty, basketball I  
play

**K** is for kind, the big heart  
I have

**Y** is for yapper, I love to  
talk

**E** is for energetic, I have  
lots of energy.

Continued overleaf.

## For the Fallen

BY LAURENCE BINYON

With proud thanksgiving, a mother for her children,  
England mourns for her dead across the sea.  
Flesh of her flesh they were, spirit of her spirit,  
Fallen in the cause of the free.

Solemn the drums thrill; Death august and royal  
Sings sorrow up into immortal spheres,  
There is music in the midst of desolation  
And a glory that shines upon our tears.

They went with songs to the battle, they were young,  
Straight of limb, true of eye, steady and aglow.  
They were staunch to the end against odds uncounted,  
They fell with their faces to the foe.

They shall grow not old, as we that are left grow old:  
Age shall not weary them, nor the years condemn.  
At the going down of the sun and in the morning  
We will remember them.

They march not with their laughing comrades again;

## Year 9 Noorla Yo Long Camp

Rikki Helps

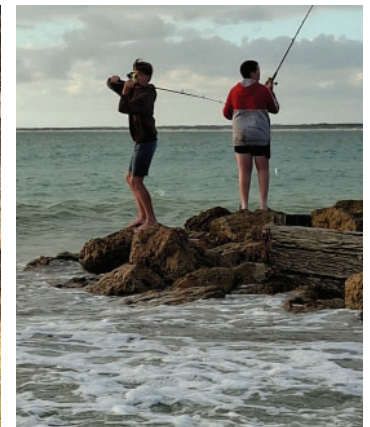
Our Year 9 students recently returned from an exciting camp at Noorla Yo Long – Outdoor Leadership and Adventure Centre. This camp experience focused on teamwork, leadership, and personal growth in the great outdoors.

Throughout the camp, students were presented with a range of challenges and activities designed to build trust and cooperation. Some tasks could only be completed by genuinely considering the needs and abilities of the whole class, emphasising the power of working together.

A highlight of the camp was the rock wall, where students placed their trust in classmates to act as belayers, ensuring everyone's safety and success. Teamwork was further tested in the blindfold maze, where students relied on their partners for guidance, requiring clear communication and mutual trust.

On the high ropes course, many students were challenged to push past self-doubt and negative inner talk, discovering they could climb higher and achieve more than they thought possible.

Evenings were filled with fun and laughter, featuring night games such as Murder in the Dark and Sardines, and a classic campfire experience with roasted marshmallows. Special thanks to Rohan, our master chef, who prepared delicious meals with the help of students.



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# Food Support for Families



Foodbank SA & NT's Food Hubs are open in multiple locations in South Australia and the Northern Territory. These Food Hubs provide **low cost staple foods** including free fruit and vegetables, pantry foods, meat, frozen goods, personal hygiene products and household cleaning products.

Follow the steps below to access:

**Step 1** Obtain **referral**. Once your school or education site has provided you with an online referral, you can access our food relief services at any of our Food Hubs in South Australia and the Northern Territory.

.....

**Step 2** Bring your **referral** and ID to one of our Food Hub Locations during opening hours to do your shop.



**Scan here to view Food Hub locations!**

Scan to view all of our Foodbank Food Hub locations, referrers, and opening hours.