Our Year 12 students have been recognised at a final whole school assembly. All Year 12 teachers are available to support their classes all the way through to the end of their exam period. There will be the usual breakfast and fun morning for them in Week 6, followed by the Year 12 Dinner on Thursday 24th November. These final celebrations are organised and supported by staff and students, and finish their time at Clare High School in a respectful and enjoyable manner. Please note that there will not be any endorsement of a “Muck-up Day”. I wish them all the best and look forward to hearing of their achievements and future successes.

Progress on our STEM Works upgrade is gathering pace, following the appointment of Troppo Architects to this project. STEM (Science, Technology, Engineering and Mathematics) is teaching and learning that supports the integration of studies to develop young people’s creative and critical thinking and problem solving skills and the new facilities will be designed to support this collaborative approach.

Over the next six weeks, the architects will work closely with our school and the STEM team to develop site plans. Our preferred option will involve demolishing our current old transportable buildings within the Middle School and a rebuild to facilitate the STEM teaching and learning program as well as the needs of our Middle School structure. These are exciting times with the completion of this project being by the end of 2018.
Cancer Council Ambassadors: Adam Burford, Caitlin Pink, Holly Wood and Isabelle Graham all attended their Graduation Ceremony last Thursday at the Crowne Plaza. Rachelle Maynard and the students’ parents have been extremely supportive of their involvement throughout the year with the group raising significant funds for Cancer Research. Their tireless efforts were recognised and celebrated. They are all very keen to mentor next year’s team as we are looking to being involved again in 2017.

I have included a copy of the CHS Grievance Policy for your information. I become concerned when I hear that there are students and parents who do not feel that they have an avenue to bring up a concern or issue. Please contact me through the school at any time, no matter how difficult or seemingly ‘silly’ your request may be. I am very happy to follow through on your behalf. The review of this policy is a priority for 2017 and I encourage your feedback. (Please email me direct on shar-ryn.daly633@schools.sa.edu.au with any comments.)

Have a great week!

Sharryn Daly
Principal

Staffing:
Congratulations to Karen Slattery who has been appointed as the English/LOTE Coordinator for the next 3 years. I look forward to working with her as part of the CHS Leadership Team.

Also, our Year Level Managers for 2017 are: Meredith Crawford (7), Melissa Jones (8), Kylie Alozie (9), Ben Fuller (10), Rachelle Maynard (11), Michelle Rowe (12).

Year 9 Pastoral Care.

This year, the Year 9 cohort have been taking part in the Rite Journey, a pastoral care program aimed specifically at this year level. The girls and boys have been involved in their own activities, such as learning how to juggle. Mr Howling used some of his ancient, salty sea-dog skill from when he was a merchant sailor, to try to teach his group of boys the art of rope splicing.

Recently the boys and girls spent the day on Pastoral Care duties. The boys spent most of the day at the Clare Golf Course with Mr Howling and Mr Prokopec. The idea was that each boy would team up with another student who they would not normally, or had not ever associated with. The boys sorted this out between themselves and we headed off to the course. Once there, Mr Prokopec organised the boys with clubs, balls and all other golfing paraphernalia, and they were dispatched to various parts of the course to tee off.

Mr Howling and Mr Prokopec then drove around on a buggy to check on their progress.

Whilst there was some lack of skill and ability, the boys thoroughly enjoyed themselves and it was evident that, without realising it, the boys were rising to the challenge of the game and the opportunity to catch up with someone new and just talk.

Many thanks to the Clare Golf club for letting the boys loose on the course and Mr Prokopec for organising the day, and well done to the boys who attended for their efforts. Well done.
RATIONALE:

A grievance is understood to be a formal objection or complaint made on the basis of something believed to be wrong, unfair, offensive, misleading, unlawful or of poor quality. A grievance may be about the conduct of a person, about specific practices and policies of the school, or about the school generally. A member of staff, a student, parent, carer or member of the public may lodge a grievance.

GRIEVANCE PROCEDURE AIM:

The aim of a grievance procedure is to produce a solution, which is acceptable to the individuals or parties involved. However, not all problems will be capable of a resolution which satisfies those concerned, but the grievance procedure will ensure that the problem is addressed and that a clear response is provided at each stage of the process. The procedure involves both informal and formal components.

OBJECTIVES:

1. Grievances arising shall be dealt with efficiently and in a manner which affords natural justice to all parties.
2. To provide for fair, effective and open organisational response to grievances
3. To minimise personal and organisational dysfunction arising from unresolved grievances

GRIEVANCE PRINCIPLES:

- The grievance procedures provide guidelines for raising an unresolved issue or complaint and having it considered seriously. It is essential, therefore, that before the process begins all parties participating are familiar with the CHS Grievance Policy and Procedures
- The grievance procedures may not result in a change to, or reversal of, a decision or action. Sometimes the only achievable outcome may be the enactment of forgiveness or an understanding/agreement to follow or improve conduct, guidelines or procedures in the future.
- Grievance procedures involve Informal and Formal resolution pathways. The informal resolution of a grievance involves only those people concerned who agree to meet privately regarding the grievance. This procedure is always encouraged as the preferred option and resolution is reached when the outcome is satisfactory to all. The formal process is set in motion where the informal process reaches an unsatisfactory outcome.

GENERAL GUIDELINES:

- Raising the issue directly, and as soon as possible, with the person concerned is encouraged.
- Communication should be open and honest, focusing on the issue and not the person. This includes listening carefully and respectfully while the other person is talking, and exercising responsibility and mutual respect: respect by staff for parents’ special relationships with their children; respect by parents for staff as professionals; general respect for other peoples views, values and opinions.
This stage allows for grievances to be resolved directly and quickly by those involved, with or without the assistance of others. At this stage, you are not required to submit your complaint in writing to anyone involved with the grievance.

**Step 1:** Where practical, you should try and resolve the grievance by talking directly with the person you have the grievance with. e.g.- If it has to do with the behavior of another person towards you, talk directly to that person where possible.

Make an appointment to meet with the person at a mutually convenient time and in doing so, make sure you prepare what you are going to say in advance. Focus on your own feelings, describe the behavior in detail, give concrete examples including what was said or done, dates and location, explain how the behavior has affected you and the impact it has had on you.

If the grievance has to do with a decision, process or activity of the school, you should talk to the person responsible for that decision, process or activity.

**Step 2:** If you don’t feel comfortable making that initial direct contact or feel intimidated or unsafe in doing so, or if you would like someone to accompany you to a meeting, you do have the right to seek advice and support, and should not hesitate to do so.

**FORMAL GRIEVANCE PROCEDURES:**

Step 1: If your grievance is not resolved and you wish to pursue the matter, this must be done in writing and submitted to the school leader who is directly responsible for managing in the area of your concern. These people may include:

- Year Level Coordinators - Year 7-12
- Curriculum Coordinators - All Learning Areas
- Personnel Managers
- Ancillary Manager

Each school leader will communicate with the staff involved to initiate any necessary action including mediation. At any time throughout the formal stage, you can withdraw your complaint.

Step 2: If your grievance is not resolved through actions initiated by the appropriate school leader and you wish to proceed with your complaint, your grievance should be forwarded in writing to either, the Assistant Principal of Middle School or Senior School. The appropriate Assistant Principal will consult with the parties involved in an attempt to facilitate a satisfactory resolution to the matter.
Step 3: If your grievance is not resolved through actions initiated by the appropriate Assistant Principal and you wish to proceed with your complaint, your grievance should be forwarded in writing to the Principal. The Principal will consult with the parties involved in an attempt to facilitate a satisfactory resolution to the matter.

Step 3: If your grievance is not resolved through the actions initiated by the School Principal and you wish to proceed with your complaint, your grievance will need to be made in writing to the District Director - Wakefield. The District Director will advise you of the formal DECS Grievance procedures to be followed.

ADDRESSING ANONYMOUS GRIEVANCES:

Staff, students, parents and members of the public lodging complaints should be encouraged to identify themselves, with the reassurance that their complaints will be handled confidentially, appropriately and without fear of retribution.

If a complainant wishes to remain anonymous, it is at the school’s discretion as to what action, if any, should be taken, depending on the nature of the complaint. Anonymous complaints should be recorded in the log.

RECORDING GRIEVANCES:

Each school leader is responsible for maintaining a log of grievances by staff, students, parents and members of the public. The log should contain the following information:

- **Date when the issue was raised**
- **Name of complainant**
- **Brief statement of issue**
- **Location of detailed file**
- **Member of staff handling the issue**
- **Brief statement of outcome.**

All staff should take confidential file notes when encountering or responding to grievances. These may be cross-referenced with other files as necessary. The files should contain simple but clear notes of all conversations about any source of complaint or dissatisfaction. There should be a clear statement about the cause and nature of the grievance.

All formal grievances should be followed up with written correspondence summarizing the outcomes of any resolution/agreement reached between the parties involved.

**Evaluation:**

This policy will be reviewed as part of the school’s three-year review cycle.

The school’s Governing Council in last ratified this policy.... **PENDING**
Parents and caregivers are encouraged to raise concerns or make a complaint if they believe that their child’s school, or a staff member working there, has done something wrong, failed to do something that should have been done or acted unfairly or impolitely.

The concern or complaint may be about the type, level or quality of the services, the behaviour or decisions of staff and / or regarding a policy, procedure or practice.

The Department for Education and Child Development parent complaint process is based on the belief that complaints are resolved more effectively, and relationships more likely to be maintained, when they are dealt with as close to the local level as possible.

**Steps that you can take to help resolve your concern or complaint.**

**Stage 1 - Tell the school or preschool first**

Contact the school to arrange a time to meet with the teacher or have a discussion with them on the phone. They will look into your concerns and get back to you as soon as possible. If the matter is not resolved, or if your complaint is about a teacher, you may wish to meet with, or write to, the principal or director. They will work with you and the staff member to resolve the issue. If the complaint is about the principal, contact your local DECD regional office, the contact details can be sourced via the school principal or go to http://www.decd.sa.gov.au/docs/documents/1/SitesServRegionalOffices.pdf.

**Stage 2 - Contact your regional office**

You may choose to contact your regional office for help if you are not satisfied that your complaint has been resolved by the school and/or if the principal or director is the subject of your complaint. The regional office will review your complaint and work with you and the school to resolve the matter as soon as possible.

**Stage 3 - Refer your matter to the Parent Complaint Unit**

If the matter has not been resolved to your satisfaction, contact the Parent Complaint Unit by calling 1800 677 435 (standard call rates apply for calls from mobile phones) or email DECD.ParentComplaintUnit@sa.gov.au.

Your school’s website contains a link to the full policy document and more information about resolving a concern or complaint may be found at www.decd.sa.gov.au/parentcomplaint.

The success of public education depends on mutually beneficial partnerships with parents and families and we value the collaborative relationships with you and your family. We are committed to ensuring that these remain strong and positive and that they support the education and care of all students.

**Advice and support**

You can contact the Parent Complaint Unit on 1800 677 435 at any time to discuss your concern or complaint, or to seek advice about resolving school problems.

**Other options**

Please keep in mind that your complaint may require an independent review by an external agency. You have the right to refer your complaint to an agency such as the South Australian Ombudsman. Further information on how to do this is available at www.ombudsman.sa.gov.au.
Hi everyone,

As the time flies past it is hard to believe it is the middle of Term 4. There continues to be a lot of involvement on behalf of many students which is great to see. I strongly encourage students to manage their time well, as there are a lot of assessment tasks due in around this time of year. Maintaining a good attendance pattern, keeping focused and applying the best effort are the keys to achieving the best you can.

**Student wellbeing and engagement survey**
Thank you to all Year 7 - 9 students who have participated in the MDI student wellbeing and engagement survey. We receive very good feedback based upon the survey results, and this assists us to implement programs for our students with a measurable data set to base our focus upon. This survey was delivered in roll class groups over the past few weeks, and we will be finalizing all surveys the best that we can this week.

**Shoebox Christmas appeal**
Thank you to all staff and students who supported the Operation Christmas Child Shoebox appeal once again. We have been involved in this initiative for over 5 years, and this year we collected 29 shoeboxes that will be sent to developing countries and delivered to children to enjoy the special time that Christmas brings us all.

**Middle School Transition**
The Middle School transition program really comes to life this term, and this is a result of much hard work by a team led by Ms Katie Liebelt. We have had school visits to Clare High, and we have been out to visit students at primary schools. This week many teacher meetings are happening in preparation for a smooth transition for all students as they begin to think a little more about coming to high school in 2017. We really look forward to hosting the students in Week 7 for their transition visit days.

**Week 4 Middle School assembly**
This Friday we will be holding our Middle School assembly, and we will be focusing on Remembrance Day. In Pastoral Care the Year 8s have been making clay poppies in order to create a visual collage in dedication to this special day. We are really looking forward to seeing the final result! We also have representative students taking part in the Clare Community Remembrance Day service at the local RSL at 11am this Friday. It is a time to remember our service men and women and give thanks to those who have helped us get to where we are today.

**Childhood Cancer Badge selling**
Also this Friday we have a group of Year 8 volunteers assisting in collecting donations on the Main Street of Clare with all proceeds being donated to the Childhood Cancer organization. We have supported this for a number of years now and I am proud that we are giving the opportunity for our students to have a positive impact as citizens outside of the school boundary. Well done and thank you to all involved.

**SAPSASA Sport**
Congratulations to Jack Weckert who has been selected in the SAPSASA Cricket team, and to Robyn Coles, George Sandow and Joel Bertelsmeier who have been selected in the SAPSASA Tennis team for this year, and a huge congratulations to those students who trialed for these teams also. These students will participate in the SAPSASA competition in Week 6 of this term. Good luck to you all.

Finally I wish all Year 12s the very best with their upcoming exams. I look forward to seeing the future pathway for you all, and the journey that you take beyond your schooling years!
Term IV Senior School Examination & Transition Information.

Please find below a summary of the end of year arrangements for students in years 10, 11 & 12.

**Year 12 Students:** will be finalising all assessment and coursework over the remainder of the term, as the different subjects have varying completion requirements. This means students will complete formal studies at varying times and may still be required to attend classes through to the end of week 6. An exam summary table is included, below:

### Week 4 Examinations

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<thead>
<tr>
<th>Monday</th>
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<td>8th November</td>
<td>9th November</td>
<td>10th November</td>
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<td>-</td>
<td>- Nutrition (am)</td>
<td>-</td>
<td>- Mathematical Applications (am)</td>
<td>-</td>
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<tr>
<td>-</td>
<td>- Physics (pm)</td>
<td>- Psychology (pm)</td>
<td>- Mathematical Studies (pm)</td>
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### Week 5 Examinations

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<td>14th November</td>
<td>15th November</td>
<td>16th November</td>
<td>17th November</td>
<td>18th November</td>
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<tr>
<td>- Biology (am)</td>
<td>-</td>
<td>- Chemistry (am)</td>
<td>- PE (am)</td>
<td>- Mathematical Methods &amp; Specialist Maths (both am)</td>
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<tr>
<td>-</td>
<td>- Tourism (pm)</td>
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<td>- German Cont’rs (pm)</td>
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### Week 6 Examinations

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<td>- Geology (pm)</td>
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<td>- (no exam)</td>
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**Year 11 Students:** Examined subjects will hold their exams throughout Wednesday, Thursday and Friday of Week 6.

Note: a subject specific examination timetable will be published & distributed to students closer to the Week 6 exam times. Students will only be expected to be at school to attend these examinations; and will be able to leave, using the correct sign in/ out processes, at all other times during exam days. On the Monday & Tuesday of Week 7, students will be expected to attend only those subject information sessions for their 2017 studies. Formal schooling for Year 11 students will therefore conclude Tuesday afternoon, Week 7.

### Week 6 Arrangements

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<th>Wednesday</th>
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<tr>
<td><strong>End of Year Exams</strong></td>
<td><strong>End of Year Exams</strong></td>
<td><strong>End of Year Exams</strong></td>
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<tr>
<td>Assessments</td>
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<td>Assignment Completion</td>
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<td><strong>Week 7</strong></td>
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<td><strong>Monday</strong></td>
<td><strong>Tuesday</strong></td>
<td><strong>28th November</strong></td>
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<tr>
<td><strong>Yr 11 into Yr 12 Transition</strong></td>
<td><strong>Yr 11 into Yr 12 Transition</strong></td>
<td>Library &amp; Subject Books returned</td>
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</tbody>
</table>
**Year 10 Students**: Year 10 Students will undertake studies (including examination revision where appropriate) as normal through to the Tuesday of Week 7. During this week, students will undertake examinations throughout this period, as well as completing subject coursework, before concluding formal attendance requirements on the Friday.

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<tr>
<th>Monday</th>
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<td>28th November</td>
<td>29th November</td>
<td>30th November</td>
<td>1st December</td>
<td>2nd December</td>
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<tr>
<td>Finalising of Normal Studies</td>
<td>Finalising of Normal Studies</td>
<td>Finalising of Normal Studies &amp; Examinations</td>
<td>Finalising of Normal Studies &amp; Examinations</td>
<td>Finalising of Normal Studies &amp; Examinations</td>
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</tbody>
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If you have any questions or concerns, please contact your son/daughter’s roll class teacher or me at the school.

Yours sincerely,

Clay Reid  Joslyn Fox  Sharryn Daly
SACE & Examination Coordinator  Assistant Principal - Senior School  Principal

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**Canteen News**

Thank you to the following people for their support for the canteen:

**Lesley Squires** for volunteering and **Clay Reid** and **Lynette Wiblin** for produce.

If you have some time or produce you can donate to the canteen. We would love to have it. Thank you.

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**2016 M&S Charges**

As we are getting to the end of the year, we would like to remind you that fees are now very overdue. If you have not done anything about this, please see Heather Guthrie as soon as possible before debt collection action commences.

Thank you to those who have already paid their M&S charges for 2016.
Meet Ophelia and her Body Systems!

P84 are learning about Body Systems in Science and created this life-size person, called Ophelia, with 2-D representations of some of the major body systems of humans. Students worked in groups to create the Skeletal System, the Respiratory System, the Reproductive System, the Digestive System, the Circulatory System and the Excretory System.

Can you tell which systems of organs and tissues were created by each group?

Congratulations to all the wonderful scientists in P84!

Mrs. Gill

END OF YEAR PROCEDURE FOR LIBRARY RETURNS

All library and text book, sports clothing and other resources that have been borrowed out by students must be returned before the holidays 16/12/16.

If you have finished with your books please start returning them now.

If you are not returning to Clare High School in 2017, a School Leavers form must be completed and when all your books have been returned it will be signed by library staff.

Please make sure the books you are returning are yours.

You will be invoiced for lost and damaged books.

Thank you for your assistance.
JUMP ROPE FOR HEART 2016

The Year 7 and 8 students recently celebrated their Jump Rope for Heart Jump Off Day on Friday Week 1. In Term 3 the students developed their skipping skills in HPE lessons and each class presented their routine to the group on this day. We even had the Clare Valley Children’s Centre Kindy students and teachers come and watch the students in action.

A gold coin donation was made by all students and staff on this day for the Heart Foundation.

Best dressed award winners on the day were:
Luke Sandy and Angel Licitar (Best Dressed Year 7’s)
Zack Longbottom & Hannah Rimmer (Best Dressed Year 8’s)

Congratulations to all students and well done to the HPE teachers!!

Ms Katie Liebelt
HPE Coordinator

Clare High SRC Car Boot Sale

On Sunday, November 6, amongst all the other exciting things happening in Clare, the SRC ran their annual Car Boot Sale to raise funds for The Little Heroes Foundation. About 16 sites were occupied with a wide variety of treasures for sale at bargain prices. The weather was wonderful and a steady trickle of buyers came in for a bargain. The SRC were in fine form, most students giving up their whole Sunday to support our school and this wonderful charity. The sausages were sizzling and the cool drinks were on ice for anyone who was inclined to want these. Students will be having a sausage sizzle again on Friday at lunch time to just sell off the last of their sausages and to raise some more funds for Little Heroes. If you are interested in making a donation to add to the SRC’s fundraising for this great cause, please contact Michelle Rowe at the school.
**MATHS + NUMERACY**

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**Nuts and Bolts of Chart Types**

**Histogram**
Chart used by responsible analysts who understand the power of segmentation and the sadness that comes from aggregating data.

**Bar Chart**
Safe choice. But make sure you read Stephen Few before you show the chart to your boss, it will increase the probability of getting a raise.

**Pie Chart**
Extremely useful when creating a well-designed document that is intended to people that will not read the data (e.g., management).

**Line Chart**
Useful to show trends, especially upwards (for downwards trends people tend to use more obscure charts, like the waterfall chart, see below).

**Area Chart**
Please don’t use this chart, I beg you! And please buy one of Tufte books.

**Bubble Chart**
If you manage to extract insights from this graph your name is Hans Rosling.

**Radar Chart**
If you want to build a complex model around which you have done a ton of research, that’s your choice (but only PhDs will understand you).

**Waterfall Chart**
Perfect if you want to hide information or mislead other people. Seriously, can you trust a chart that is also known as a “Flying Bricks Chart” or “Marlo Chart”? No.

**Tree Map**
I have seen trees and I have seen maps, but how exactly this map is a combination of both? If you use it, good for you.

**Scatterplot**
Very useful to find outliers, just like the people that commonly create them: human beings that finished their PhD in math by the age of 16.

**Box Plot**
This one is for pros. If you use it successfully, you will get a seat in heaven between Ronald Fisher and Johann Carl Friedrich Gauss.

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Critical Analysis of Vincent van Gogh’s “Road with Cypress and Star”

‘Road with Cypress and Star’, also known as ‘Country Road in Provence by Night’, is an 1890 oil canvas painting done by Post-Impressionist painter, Vincent van Gogh. This is a portrait-formatted image viewed at night or just after moonrise. Taking up two thirds of the background of the painting is the dark foreboding night sky. Below this is a road bordered with tall yellow canes, behind these are the blue Basses Alps. An old inn with yellow lightened windows stands on the far right middle of the painting. The centre piece of the work is a tall Cypress tree, standing very straight and sombre. On the road there is, a yellow cart with a white horse in harness carrying two people and two farmers walking home from a long day’s work.

The first thing the eye is drawn to in this work is the towering Cypress tree. The visible brush strokes of the sky draw all your attention here. In the top right corner of the night sky there is a moon, we often think of the moon as pale and silvery, but this moon almost burns with its textured yellow and orange colours. The eye is then drawn down to the little old inn, with brightly lit yellow windows perhaps symbolising life. The idyllic image of the wayfarers, who wander on the road and the horse-drawn carriage following behind, show love and companionship. Lining the road are tall yellow canes and behind them the blue Basses Alps sit, in a way, unrecognisable. To the left of the Cypress is a radiant, golden evening star, with concentric circles of light making it appear to spin and vibrate as it barely emerges in the night sky.

Majority of this piece is made up of many tiny lines drawn onto the canvas to form the shapes of each individual component that then makes the final picture. The old inn and the horse-drawn carriage are the only two more blocked-in parts of the final piece.

The application and colour are an important component of this artwork. The colours are quite soft and gentle, none are bright. Van Gogh has used warm autumn colours. His thick strokes of colour give the surface a rough but rich feel. Van Gogh was well-known for the emotion he embedded in his works through these two techniques. His excited brushstrokes give a wild feel to the luminous sky. It looks as if he painted fast and furiously.

Van Gogh is well known for embedding lots of emotion into his artwork. Through his use of strong colours and thickly applied paint with visible brush strokes he shows different emotions, an example of this is the new moon symbolising new life and the radiant star shining bright for the people we have lost and love. I interpret this painting as a capturing of life; through his eyes this artwork has great meaning.

I personally admire Van Gogh’s ability to create something in such an unreal way, yet making it look as if it was the only real way of doing it. Painting was a real personal thing for Van Gogh, you can see this by the fact that he did not sell one piece of work in his life. This movement in art widened the variety of artwork and freed artists by having no rules in which to paint by.

by Ella Barry
The Year 12 Agriculture class would like to sincerely thank you for your sponsorship of the 2016 Clare High School Wether Show Teams. Without your generosity, we would not have been able to compete in the 2016 Royal Adelaide Show.

Throughout the four months of having the wethers, most of the feed that was required for them was donated. The oats were donated by South Gum Creek Partnership and the lupins were donated by the Mitchell family (Chelwood Proprietors).

The chosen wethers for the two separate teams of three from North Ashrose Merino Stud and three from Chelwood Proprietors (Mitchells), were transported down to the Adelaide show by two of the Year 12 students on the back on the Goss’s utility. Upon arrival, the wethers were officially weighed and cleared of any health and safety risks. The final weights of the wethers from North Ashrose were 86, 96 and 82 kilograms. The final weights of the wethers from Mitchells were 64, 68 and 74 kilograms.

All students were able to parade the wethers as part of the competition and we enjoyed the experience immensely. We competed against forty four other schools, most of which had two teams entered in the competition. Both groups of wethers had success at the Show and we won three prizes overall.

**The prizes that we won were;**
Second in three most valuable fleeces for the wethers from North Ashrose
Sixth in best skin value for the wethers from North Ashrose.
Eighth in most weight gain for a pen of three, with the wethers from Chelwood Proprietors.

We would like to thank the following sponsors;

| Snowtown Community Management Committee | Clare Valley Cafe
| Clare Valley Florist | Mathies Meat |
| Landmark | D Vine Art Gallery |
| MGA Insurance Brokers | Professional Naturopathics |
| Madec | BJ’s Fruit Barrow |
| Rural Directions | 
| Clare Valley Toyota |

South Gum Creek Partnership
Chelwood Proprietors
Long Seed and Grain

Thank you very much for all of your support.

Mitchell Clarke, Zachary Cocks, Dylan Goss, Jasmine Hancock, Kelsey Pengilly, Brennan Pese, Archie Smith, Mitchell Jarvis, Sarah Lovell, Chloe Schmidt, Kayla Schmidt, Diane Wilkins.
Clare High School
Homework Club
Every Thursday 3-5pm
In the Resource Centre
See Mrs Rowe for details.

Do you have limited access to computers or the internet at home? Do you need some help with your homework? Or do you just need a quiet place to study?

Well, we have the solution for you!!

Join us in the Resource Centre (right here at Clare High) every Thursday afternoon, where teachers will be on duty to help with homework or assignments; where you will have access to the school’s computers and internet.

Have your parents or caregivers fill out a permission form, or have them contact Mrs Rowe on 8842 2788 or michelle.rowe835@schools.sa.edu.au and come along on Thursday afternoons.

You will be amazed at how this will help you to improve your homework and assignments.

______________________________
Attention: Mrs Rowe

I give permission for my child ________________________________ to attend the Homework Club on Thursday afternoons.

My child will be □ Picked up by me or someone designated by me by 5pm
□ Walking home at the end of the session.

Wheels Workshop
Get better acquainted with your car and its needs

We know how much you love your cars, so let us help you know even more about them with our Wheels Workshop. You’ll learn how to change a tyre, know the correct tyre pressure for your car, starting a car with a flat battery and what happens when your car is serviced.

Call Steinborner Hyundai on 08 8842 2977 to book your spot today.

Steinborner Hyundai presents Wheels Workshop

DATE: Tuesday 29th November 2016
TIME: 6:30pm - 9:00pm (Registration at 6:00pm)
ADDRESS: 46 Main North Road, Clare SA 5453
CONTACT: Richard Prowse
PHONE: 08 8842 2977
EMAIL: richardp@steinborner.com.au
RSVP: Tuesday 22nd November 2016
Layer Pullets and processed meat birds for sale

As part of our Agriculture program this semester students at Clare High School are raising layer chickens and meat bird chickens.

The layer pullets are available for pick up now.
The cost is $13.00 per layer.

We also have some meat birds in the freezer which are available for $6.00 per kg.

If you would like to purchase some please fill in the form below or leave a message at school on 88422788 or email me at lesley.squires696@schools.sa.edu.au

Lesley Squires
Farrell Flat Primary School

Picnic Celebration Day

Sunday December 4

@Farrell Flat School Oval

11am–4pm

Farrell Flat Primary School is closing at the end of 2016. Come and help us celebrate our wonderful little school at our family picnic day.

Lunch is provided, and there will be fun activities for kids, memorabilia displays, and much more, come and catch up with past scholars, teachers and friends, bring a rug or a chair.

R.S.V.P. Sharee Stockman 88438064
Sharee.stockman644@schools.sa.edu.au