

A WORD FROM THE PRINCIPAL

Term 3 has been busy and productive! Our girls have had an engaging term, from Year 7 through to Year 12. In Week 5 we hosted our bi-annual Parent Carer Day. It is always wonderful to sit down and meet with families and loved ones and discuss the education of our students. This also gives families an opportunity to fill in our parent surveys. This is valuable feedback for the school, allowing us to make changes and improve for the sake of our girls. We also used this time to survey families, students and staff regarding the use of phones at school. The results of this survey will be presented shortly to families.

During Week 6 we celebrated all things sports with our Athletics Carnival. It was a perfect day, and engagement was high. As a first timer at the Athletics Carnival, it was wonderful to see all the staff dressed up, and a number of families come along and enjoy our day with us.

Week 8 and 9 were busy weeks for our Year 12's. Eight of our Year 12's sat the QCS (Queensland Core Skills Test), showing perseverance and stamina across the two days. The following week hosted the Year 12 Camp at Fraser Island. The girls had a relaxing time, and went whale watching. A big thank you to the staff that arranged the camp, and to the staff that went to Fraser Island to support the students.

The school term culminated in Carinity Education Southside's first Open Day. This built on the Health and Wellbeing Days previously hosted at the school. Approximately 20 providers had stalls at the Open Day. Catering was provided by our Year 11 and 12 Hospitality students, with a healthy sit down lunch. Our Year 7/8 and 12 classes held stalls on the day, selling natural beauty products and handmade items. We also had Henna, face-painting, a photo booth and a wishing tree in the Art room. Thank you to Julie for organising the event, it was a fabulous day.

Just a reminder that Term 4 starts on Monday, 8th October. This coming term is an eight week term (for Year 7—11) with Year 12 finishing earlier, on Friday, 16th November.

It is my prayer that all staff and students are safe and well during the student vacation. I look forward to working with families, carers, students and staff in Term 4.

-Leann Faint

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DATES TO REMEMBER

- **Term 4 commences:**
Monday 08/10/2018
- **Student Free Day:**
Monday 22/10/2018
- **Year 12 Formal:**
Thursday 15/11/2018
- **Year 12 Graduation:**
Friday 16/11/2018
- **Year 11 Camp:**
Tuesday 20/11/2018
- **Last Day of Classes:**
Wednesday 28/11/2018
- **Student Free Day:**
Thursday 29/11/2018
- **Student Xmas Party:**
Friday 30/11/2018
- **Southside Closed:**
Thursday 20/12/2018—
Tuesday 08/01/2019

NEWS FROM THE DEPUTY'S OFFICE

With the emergence of Spring and the winding down of another great term at Carinity, it's poignant to reflect on all that is blossoming amongst our girls here at Southside.

This term has seen the growth and transformation of our Transition program, now catering not only to girls who are new to Carinity Education Southside, but also to those girls, who, for varying reasons, cannot join regular classes. The Transition program now offers even more opportunities for our girls to connect with their culture, their community and with themselves. We acknowledge that without this intrinsic connection, finding meaning and purpose in academic pursuits is near impossible. I would like to commend the teachers who make Transition possible, and specifically, Aunty Dita who has spearheaded the community connection arm of the Transition program. Throughout this term Aunty Dita has been committed to getting our girls out into the community, giving back and reconnecting to what is important. Under Aunty Dita's and the Support Team's guidance, our girls have visited community organisations, volunteered at local thrift stores, cleaned local parks, packed food hampers and formed connections with the Indigenous community at Kelvin Grove through their Indigenous gardens. We look forward to growing the Transition program even further in Term 4, re-engaging even more young girls with their education.

Lighthouse Care has been an invaluable partner with Southside this term, with our Transition class visiting this wonderful charity almost weekly. There, they gather much needed food and household items and bring them back to school. Once here, our girls lovingly put together hampers and parcels, ready for distribution to those in our community who need it most. This act of love and kindness not only benefits those families who are in need, but also our girls who learn about love, acceptance and the gift of giving.

When our girls return in Term 4 they will have access to a wonderful new service. After partnering with Share the Dignity, Carinity Education Southside was selected amongst hundreds of applicants as a site for the installation of a new *#PinkBox Dignity Vending Machine*. This digital vending machine will provide, free of charge, sanitary items to girls in need. Share the Dignity is a charitable organisation committed to restoring the dignity for women affected by homelessness, who, when menstruating, have to make impossible choices simply to get by. Share the Dignity recognise the ongoing contribution Carinity Education Southside makes in the lives of often vulnerable young women, and wish to support our efforts. We are very fortunate to be partnering with such a worthwhile and impactful organisation.

Finally, I want to convey my humble gratitude to all those Southside families and community members who came together to make our first Open Day such a huge success. It was a truly touching sight to see so many service providers come out in support of our wonderful school, not to mention to past students, families and elders who came to show their support. I look forward to seeing this event go from strength to strength.

Thank you again to the wonderful staff, Teachers and Youth Workers who make Carinity Education Southside such a special place; an oasis for our very special young women to call their own.

-Christine Harman

OPEN DAY



ATHLETICS CARNIVAL

It was a bright and sunny Thursday morning as the students began arriving at the school, many already dressed up in colourful fairy wings and tu-tu's, definitely in the spirit for the Athletics Carnival!

A variety of red, blue and yellow face-paints were on a table in the basketball courts along with a huge mirror and a box of wigs and costumes. The students huddled around together all morning, painting each others faces, arms and legs with their team colours and posing for some photos in their colourful get up.

After the students were finished getting themselves dressed up and painted, we all herded onto the buses and headed off to St Laurence's College Playing Fields in Runcorn to get the day started.

We kicked off the carnival with sprints, relays, potato sack races and running races. After the races were out of the way, the teams split up into their house groups and did some war-cries before going in for the tug-of-war. Once the students were finished versing each other in their house groups, it was time for the staff vs students tug-of-war, it was a ferocious fight but the staff came out victorious this time!

We had a delicious BBQ lunch cooked by our amazing youth worker Sharon before heading back to the field for shotput, discus and javelin. A special mention to the Year 11 Rec students who helped run all of the events in the afternoon and gave tips and support to any struggling students, this made for an excellent afternoon of team work!

By the end of the day everyone was absolutely knackered but keen to find out which team had won the most points. Making a massive shock comeback this year was Team Nova with 250 points – congratulations Nova!

A huge congratulations and thank you to all students who came along and participated in the days activities and events. Without your smiling faces and willingness to join in, the day wouldn't of been nearly half as great as it was!

AGE CHAMPIONS

Year 11: Isla
Year 10: Amy
Year 9: Janarli
Year 7/8: Neavu



ATHLETICS CARNIVAL



YEAR 12 CAMP BY KAYLAH (YR 12)

On the 11th September, Year 12 students engaged in a "connection experience" and travelled to Fraser Island for our annual camp.

It was a four and a half hour drive from school to Hervey Bay, stopping at Hungry Jacks for lunch along the way. Once we had arrived at Hervey Bay, we hopped onto a barge and headed over to Fraser.

On arrival we were picked up in a mini van, driven around and shown where everything was and we were given the keys for our cabins in the wilderness lodges.

Every day and night we ate lunch and dinner at the Sand Bar in Kingfisher Bay and breakfast at the Dingo Bar beside our cabins, so it wasn't far.

On the second day of camp, after breakfast, we went to the jetty and waited for the boat to go whale watching. I very much enjoyed going whale watching and it was my first time too. When we arrived back at the dock we had some free time before we had a bush tucker experience. We tried very unusual berries, plants and meats like kangaroo, crocodile and emu which were very tender and juicy. After dinner at the Sand Bar we all decided to go for a night in the spa, which was very relaxing.



Day three, we had an unexpected breakfast guest in the bin. It was a possum eating all our scraps. Then we had a long day canoeing, it was fun but we all got eaten by sand flies. We also went fishing at the end of the jetty however quickly realised we weren't getting much but snags. During the evening was, in my opinion, the most beautiful part of the camp—having mocktails while watching the sun set with my fellow class mates. After dinner we all went and watched The Fifth Wave in the reception.

Day four, rise and shine girls! We were up and packed by 8am, we then went to the Dingo Bar for breakfast one last time before heading to the gift shop for souvenirs. We jumped back on the barge back to Hervey Bay. It was another four and a half hours home but we got to stop at McDonald's for lunch and then arrived back at the school by 5pm.

I just want to say a big thank you to the wonderful staff that looked after us and took us to Fraser. Not everyone gets a chance to even set foot on a boat so thank you very much for everything you do for us.



WINTER HOLIDAY PROGRAM

This holiday program was loaded with heaps of fun activities and days out with the girls! We saw a range of movies such as Jurassic World Fallen Kingdom, The Incredibles 2, Ocean's 8 and Adrift. The girls enjoyed going to the movies, the perfect day out in the cold weather!

We headed to Ice World in Acacia Ridge during these holidays as well for a bit of ice skating. It was fantastic, but very cold! We had 18 students who all really enjoyed themselves. The first-time skaters held on to the barrier until they grew in confidence and let go, soon enough the girls were gliding all over the ice rink. Isabella is a professional skater who helped all the learners skate. There were a couple of falls, but they got back up and kept on keeping on. The girls were helping each other and encouraging one another to go one step further. No doubt we will be going back again.

We also had an excellent day out at the Plaster Fun House. We were all able to choose a figurine and then decorate it. The girls really loved being able to create their own custom figurine and then take it home. We were also lucky to have all the babies from The Early Learning Centre come along for the day too.

We headed back to Bunnings again for an arts and crafts day. Drew, the Bunnings Arts Coordinator, got the girls to cut a 10cm deep circle into a book, the girls were then told to choose a plant they would like to put into their book. Once everyone had selected a plant, the girls put soil into the cut-out circle in their books and popped the plant in. After the art workshop we all headed to Hungry Jacks for some lunch, which is always a hit with the girls!



AFL LEADERSHIP AND SKILL DEVELOPMENT DAY

Ten of our students were given the opportunity to participate in the Brisbane Lions Inspire Program. The program uses AFLW success and brand as a vehicle to engage with school students in order to address a number of societal issues that have been identified to effect young girls.

Some of the key components were:

- **Leadership skills:** The ripple effect of leadership
- **Self-perception and Positive Body Image**
- **AFL Skill Development:** Kicking, tackling, handballing and bouncing

The program was a huge success. Each and every one of the students came away feeling inspired and proud of themselves. The girls walked away with a refreshed sense of confidence, that they now have the skills to succeed in their own lives and contribute to their local community.

We had a great day and a huge thank you to Lachie and Sally from the Brisbane Lions for coming out to our school. It was incredible to see the girls listen and participate in both the theory and practical components to their best ability.



ART

Junior students have been exploring techniques and effects using Adobe Photoshop. The girls have been altering images following a theme of social issues. Students have developed their digital skills, applying tools to move images into another to produce interesting and thought provoking pictures.

In one of the tasks, the students found a portrait of a famous person online and downloaded it into Photoshop, changed the portrait to black & white and then added arrangements of flowers and hearts over the portrait in any way they wished. Many of the students picked up the techniques used in the digital software quickly and created beautiful images. The juniors were also tasked with taking photos with school cameras at the Athletics Carnival in order to develop their photography skills.

The Year 9 students have been looking at spirit animals. The girls were asked to complete a collaborative canvas work where each student designed and painted a turtle on paper. The background of the large vertical canvas was layered with blue paints to create an underwater scene. The paper painted turtles were strategically placed to show a journey of swimming turtles.

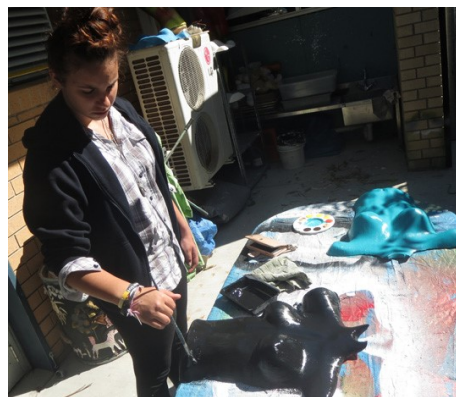
The individual task for this term was for the girls to research their chosen spirit animal and then draft various ways to use paint and other mediums to produce a small canvas with their spirit animal. Many of the students chose wolves, horses and other powerful animals.



ART

Students in Year 10 have drafted designs with the theme of symbolic tattooing that can express a spiritual belief or a social comment. Their drafts and designs were painted first and each student was involved in constructing their own female torso using a mould and plaster. Their ideas reflected a range of ideas, for example, connection to family, tree of life, sunflowers & bees, hearts & lotus flowers, wolf & deer etc. This task took some weeks to complete and the students had a choice to take home their works or leave to be displayed around the school. The final task continued with the idea of beliefs and spirituality. The girls designed a wooden cross with symbolic markings.

Year 12 VET students are at the tail end of completing their Certificate II in Visual Arts. Katina and Rhianna have finalised their competencies for the art unit. Kaylah and Savannah are working on their final Video Art unit with Savannah producing a video work that reflects the effects of wars, while Kaylah has chosen to put together photos and video of the senior students approaching the end of their time here at Southside. Skye, Valerie and Shahad are finalising their drawing tasks. All of the girls are so very close to obtaining their Art certificates, we are all incredibly proud of each and every one of them.



HPE

What an amazing term to be outdoors and engaging in practical lessons. The temperature has been kind to us and the participation has been great from the students and youth workers.

As this term was our Athletics Carnival, all grades participated in training for the events they would be doing at the carnival. The aim is to improve their technique and get them comfortable with the equipment, but mainly to have a good time and to encourage each other.

In Years 7 & 8 after the girls had finished their athletics practice, they then moved on to an indoor modified games unit. We talk about why and how we can modify these sports to suit our needs and put them into practice. The two sports we focused on were indoor soccer and rebound volleyball. We used the facilities at Logan OzSports and Hibiscus Squash Centre. The students really took to volleyball this term and demonstrated a good level of skill and understanding while having a good time also. We found that communication is key in both sports with a few near clashes and missed opportunities.

For this term's health component we looked into safety. We learned about what to look for in water environments such as water depth, temperature, rips and currents. We also discussed ways to maintain personal safety and came up with some important strategies. Our assessment this term was regarding basic first aid and creating an A3 poster outlining specific injuries and how to manage them.



This term's focus for the Year 9 girls was the Athletics Carnival and the students did a wonderful job in prepping for these different events in their PE lesson. The main focus was on the field events; long jump, discus, shot put and javelin. After the Athletics Carnival we turned our focus to 10 Pin Bowling at AMF Mt. Gravatt. Technique, sportsmanship, point scoring and general game play were what we mainly concentrated on, turning this often recreational activity into a sport of skill and acquisition.

In our health unit the students have been researching and focusing on the consequences and reasons behind drug and alcohol usage in Australian culture. The current culture is changing and it's important for the students to have an understanding that they can be a part of this cultural change.

HPE

After the Year 10 class completed their athletics training, we started our modified outdoor unit. Once again, we have been lucky enough to get out amongst this lovely weather and enhance our skills. The students practiced skills in throwing forehands and backhands, finding space in games and marking players. Our game of choice this term was ultimate Frisbee, which encompasses a variety of rules from different games. It was an enjoyable game and is easily modified to suit our class size and abilities.

For their theory unit of work, we took lessons from the LOVEBITES program regarding 'Respectful Relationships'. The students learnt about various components of healthy and unhealthy relationships and the characteristics of these relationships. We also covered issues around relationship violence, crossing the line, what is consent and where to find help if needed. The students were very mature in our class discussions and were respectful throughout.

REC

Term Three is the time to shine for our Year 11 Rec students. This unit of work is all about planning and instructing events at our annual Athletics Carnival. The key focus is learning the rules of the events held, identifying the risks and putting in safety strategies to minimise harm and to become proficient in instructing and running an event.

The students arrived early for the Athletics Carnival and were eager to help out throughout the day. As part of their assessment they also had to evaluate the carnival and provide justified suggestions for improvement. A great all round effort from the Year 11 students, well done!



This term the senior students have been learning about the game play and skill of the various racquet sports, namely tennis at the QLD Tennis Centre, badminton at the Logan Metro Indoor Centre and squash at Algester Gym. Each activity required a different understanding of the rules of play and the skill level is uniquely different for each one.

REC (CONT.)

For the theory unit of work the students looked at their own nutritional needs by analysing their food intake over three days and correlating their results with the Australian Nutritional Guidelines. The learning process involved much interest and initiative from students in what nutrients they needed to incorporate into the daily diets to help maintain a healthy lifestyle.

ENGLISH

BY RHIANNA (YR 12)

This term our English studies covered a variety of topics that reflected strong opinions from the students in Years 10, 11 and 12.

The Year 12s presented their 'controversial issues' to their classmates and through this made us more aware of the current issues affecting our society today. Some of the topics that were covered were conspiracy theories, gaming is not a mental illness, Islamophobia in Australia and animal cruelty. The students held very strong opinions and argued their points very persuasively, which produced some interesting discussions afterwards.

The Year 11s have been discussing Shakespeare and have used their creative talents to write their own tragedies, creating fabulous dramas in true Shakespearian style. They also began their mini productions which are focussing on performing nursery rhymes as shadow puppet films which we hope to present to the children at The Early Learning Centre next term.

Year 10 have done creative writing and short story response activities in relation to their reading this term. They worked on writing activities to prepare them for writing their own short stories and the girls produced some excellent and varied short stories. Our short story reading created interesting discussions on the issue of truth.

Throughout our English studies we have been given the chance to express ourselves to the best of our abilities. I would say that senior English this term has been very successful and we are all looking forward to next term.

MATHS

In Year 10 this term we have been looking at food budgeting and the students have been preparing a weekly menu for their own family and costing it out.

We have also prepared a few dinners during our double periods, including fried rice, curry chicken, beef stew, dumplings and meatballs.



MATHS (CONT.)

This Term in Year 11 we have been progressing through percentages and interpreting food labels, fitness and health in relation to maths. Next Term we will be finishing our mini-tasks, which will include looking at peak flow meters, diets, health and finances.

In Year 12 we have been looking at finalising most of our work with the end of Grade 12 coming up very soon. Our reports have including interpreting graphs, planning a room, looking at jobs and planning a holiday on a budget. We have also made budgets for now and created budgets for the future as well. We also completed some PowerPoint presentations focusing on road rules and safety.

YEAR 7/8 SCIENCE & NUMERACY

Our learning centred on interesting units in both Maths and Science. We engaged in research, exploration and investigation focussing our learning, thereby meeting many learning outcomes.

We began the term with our unit on dinosaurs. Students engaged in "yarning" about the diverse beliefs on the existence of dinosaurs. In Australia, the Indigenous people have long spoken of a frightening pre-historic dinosaur-like creature known as a Bunyip that inhabits reedy swamps and creeks of Australia. This exploration of intercultural beliefs and understandings encourages transformative learning.

To support our learnings, we watched a movie called Jurassic Park, which consolidated many of the concepts we had learned during the term and stimulated further discussion in class.

The dinosaurs of Jurassic Park were informative and it was pleasing to see the initiative and creativity invested in designing posters and creating dinosaurs. The study of the geological timescale took us on a voyage through history and we came to the | realisation that man has existed for just a brief time in Earth's history.

We got off to a great start in numeracy, voyaging around the world. The students' assessment task was to plan a trip around the world using a budget of \$20, 000. This activity gave students the opportunity to become proficient in solving problems using various operations and becoming proficient in applying appropriate mental strategies to solve mathematical problems.

YEAR 7/8/9 SERVICE LEARNING

It has been a wonderful third term with our junior girls!

In keeping with Carinity's guiding purpose, we engaged in service to others. Our first point of call was *Horses in Mind*, a non-profit organisation that is currently assisting over 200 families in Brisbane.

YEAR 7/8/9 SERVICE LEARNING (CONT.)

Many marginalised groups are given a sense of community by their participation in the many equestrian activities the institute offers.

Young people, as well as volunteers, experience enjoyment, challenge and a sense of achievement through being in the presence of the horses, resulting in the development of life skills as well as the attainment of personal goals.



The ideals of *Horses in Mind* compliments our learning on balance. During our soul sessions or connection time, we created a Yin Yang or Taijitu symbol on canvas. Yin Yang represents the concept of duality creating balance, thus forming a whole. The black represents the dark and the white represents the light; as one aspect increases the other decreases to maintain this balance. In other words, without dark, we cannot appreciate the light.



We also had the pleasure of being able to bring along two of our amazing Year 11 girls, Isla & Tyeshia who loved being at *Horses in Mind* so much they began attending regularly to gain work experience. Cherrie from *Horses in Mind* has been very impressed with their work and only ever has positive things to say about the girls. Well done!

At the end of their time at this institute students will receive a volunteer certificate for their commitment to being of service to others.

YEAR 9 SCIENCE & NUMERACY

Students enthusiastically began the Term with a study on the vast topic of our Universe. We investigated the various aspects of our solar system and further researched the Big Bang Theory. The controversy surrounding the theory formed the basis for interesting class discussion.

Students engaged in kinaesthetic learning by designing and creating informative dioramas.

To support our learning, we visited the Sir Thomas Brisbane Planetarium where via a show in the skydome, students virtually adventured into the realms of space and various galaxies.

In numeracy, we first engaged in a lesson on dreamscapes based on '*The Law of Attraction*'. We seamlessly included this aspect of our social and emotional learning to our numeracy lessons where we engaged in problem solving proficiency skills, which included formulating and solving authentic problems using whole numbers.

YEAR 9 SCIENCE & NUMERACY (CONT.)

Students engaged in kinaesthetic learning by creating dreamscapes, which encouraged them to focus on their dreams and potential lifestyles. Interesting class discussions centred on some of the following concepts: careers, lifestyles, salaries, wages and appreciating and depreciating assets.



YEAR 10 SCIENCE

Our Year 10 students got off to a pleasing start on our study on drugs. Students researched a range of factors that contribute to drug experience.

In keeping with our social and emotional learning, the unit provides students with the capacity to make healthy and responsible decisions for their own and others' safety and wellbeing. It also nurtures a sense of belonging and connectedness and fosters resilience.'

The kinaesthetic component of learning involved creating drug boards. The outcome of this activity was to assist students identify various drugs. The girls created little exemplars of them using chalk, sugar and other resources. Students effectively used their creativity as well to complete the unit of work.

To consolidate our learning on the legalities of drugs in Australia, we visited the Boggo Road Gaol.

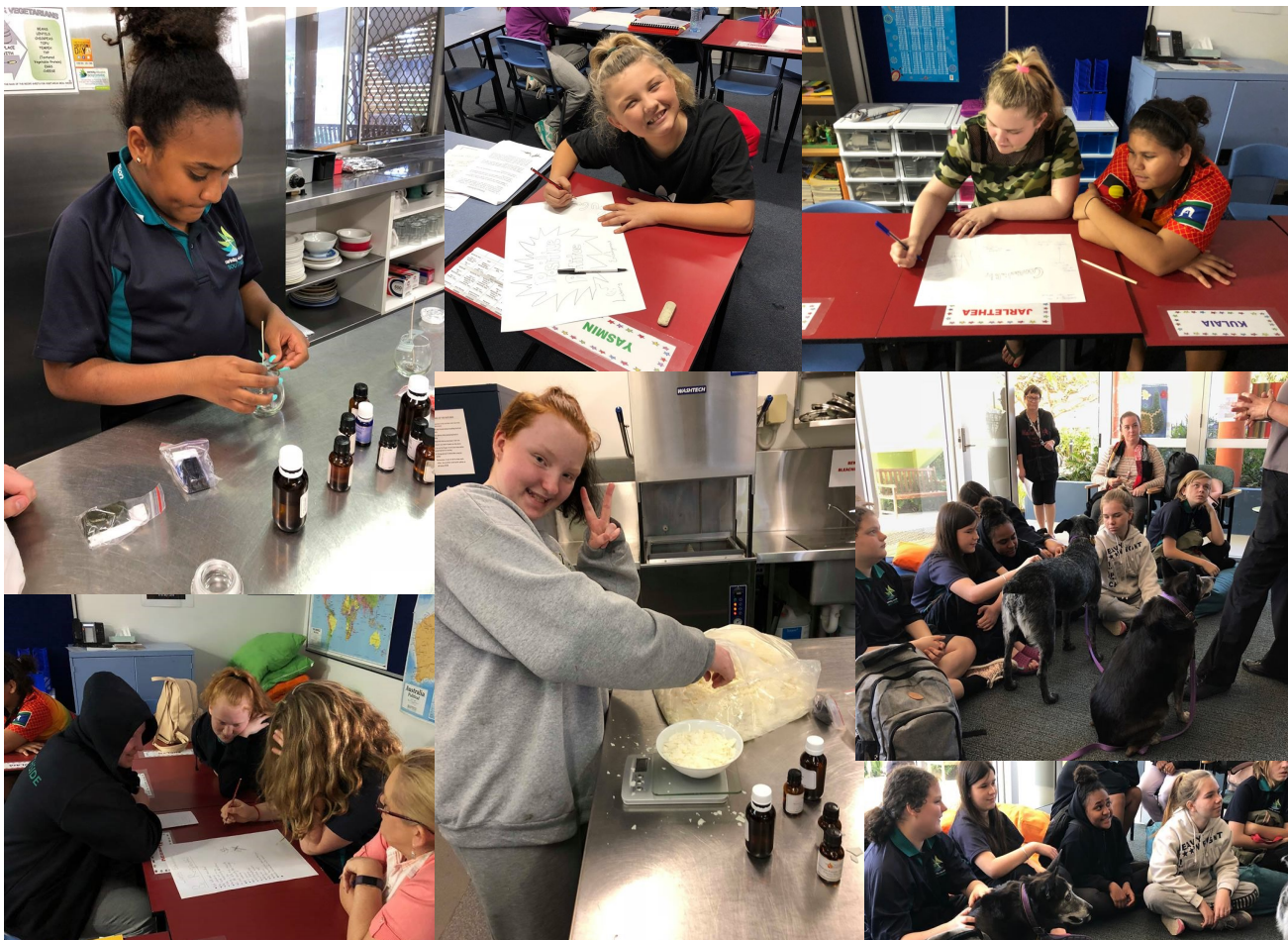


YEAR 11 & 12 SCIENCE

Students focussed on a unit called 'Challenges of the 21st Century'. The aspects explored in this unit are natural disasters, ecology and mangrove ecosystems. Our student studies encourages reflection on perspectives on conservation and the investment in clean, renewable sources of energy to help ensure a secure future for our country and our planet; After all, "We do not inherit the Earth from our Ancestors, we borrow it from our Children", an ancient Indian proverb that our pupils are beginning to appreciate.

YEAR 7/8 HUMAN VALUES BY ANONYMOUS STUDENT

This term we started a new unit of work about human values education. We focused on what human values are and the importance of these values within different contexts. Human values helps everyone learn to create their own happiness and in turn, feel good about themselves and assist others. We are all someone of value. This unit of work gave each student the opportunity to work within the community, work outside of the classroom and gain different perspectives. We were lucky enough to have a visit from the *Animal Welfare League* where we learned training techniques and how to meet and behave with dogs. We also got the opportunity to create some beautiful candles and lip gloss to sell as a class on Open Day.



RAW

This term for Real Active Women (RAW) we have had the opportunity to get sewing in Creative Circle, get fit in our gym and channel our inner Hip Hop dancer with dance sessions run by Hills from Bloodline Dance Studio.

We have some amazing dance talent in our school and the girls took full advantage of having someone great like Hills instructing them. We had an awesome time each week, laughing and getting our dance on.

Creative Circle is always a winner, with the embossing cards, beading, sewing and jewellery making. This Term we created some pieces for our Open Day.

Participation has been great this term, I'm looking forward to next term. Thanks to all the staff for your support!



CAREERS

This Term in our Careers classes we have discussed SET Plans (Senior Education Training) with the Year 10s. The girls are currently deciding on the subjects they will study in Years 11 and 12. Most of the girls are going to look at TAFE courses and school based traineeships. Well done Year 10s on making these hard decisions for your senior schooling years, although it may be daunting, you are all approaching it with maturity.

Moving into Year 11, Ruby and Stephanie have started their Certificate IV in Crime and Justice. After some calls to their TAFE teachers, I was pleased to hear how well the girls have been doing.

Year 12s have had some major success as well. Savannah has completed her Certificate III in Childcare and has secured a full time placement with the centre where she did her practical work. Savannah will begin this once she completes Year 12. Most of the Year 12 girls have made decisions about their post school studies. I have had Strategix, a registered training organisation, come into the school to chat with the girls about their choices of courses, most of which are fully funded and at no expense to the student. Well done Year 12s on making decisions for your future, success is yours!

Some of the Year 12 girls have also had the opportunity to sign up with a supported employment service called Lead. This organisation finds part time work after the completion of Year 12, which will help the girls immensely with their studies and some extra money. Angel from Lead is driving this and has worked with our girls many times in the past. Angel understands the support that is required to help our girls succeed.

CAREERS (CONT.)

Over all, Careers is moving along very well, with success after success! Thank you to the amazing Carinity Education Southside students who are taking up the challenge, and the staff for supporting the students.



YEAR 12 QCS TEST BY KAYLAH (YR 12)



On the 4th and 5th of September, eight Year 12 students participated in the Queensland Core Skills Test (QCS).

Our school provided a very nutritious breakfast of bacon and egg muffins, delicious fruit and refreshing juice to give us the energy we needed to concentrate on the test. It also gave us some social time before we entered the quiet room and tackled the tests.

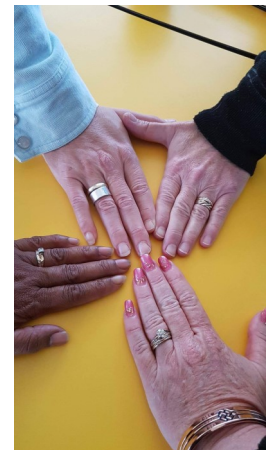
The QCS Test is a state-wide test completed by Year 12 students. The results can then be used to gain tertiary entrance into University or TAFE.

We had to do a writing task of 600 words, a short response test and two multiple choice papers. Most of us enjoyed the writing task and the first lot of multiple choice questions.

We were asked to respond to a number of stimulus materials such as poetry prose, graphs, tables, maps, mathematical and scientific data.

Our former Principal, Christine Hill, helped us prepare for this test by coming into the school and running practice sessions with us. She explained what was going to be expected of us in the QCS Test.

We are glad that we challenged ourselves and that the school gave us an opportunity to participate in the test.



COMMUNITY BREAKFAST BY ISABELLA F. (YR 12)

At Carinity Education Southside the staff offer community breakfasts every third Wednesday of the month for the girls in the school, where they can enjoy a breakfast together as one community. The youth workers and teachers cook up a few delicious dishes including bacon and eggs, with a variety of delightful fruits and juices to meet our nutritional needs.

Community breakfast is a great way for the girls here to really get to know one another and the girls in other year levels. It also gives staff and students an opportunity to get to know one another to and to have a chat, not as a student or teacher, but as a friend too.

Having these breakfasts in the morning is a really good way for us girls to start our day off because breakfast is the most important meal of the day and having a nice big meal boosts our energy, keeping us from being distracted in class. It keeps us fuelled up for the day and ensures the girls don't have an empty stomach before lunch is served.

The community breakfasts are always kept busy with the majority of the girls from school coming nice and early to have something to eat, getting them ready for the day ahead. Everyone feels motivated and very satisfied afterwards. For myself personally, I really enjoy community breakfasts because they give me an opportunity to communicate freely with other girls in the school community. I look forward to the future community breakfasts that the school has in store for us.

MY CONTROVERSIAL ISSUE BY MIKAELA H. (YR 12)

In Year 12, we were given the task of researching a controversial issue. We had to choose a topic that was a current issue, I chose gambling as it has become an every day practice in society today.

I didn't know too much about gambling, so I began to research information about gambling practices in Australia. I learned a lot when researching the types of gambling that was available in the country, such as sports betting and racing, slot machines and scratch cards as well as some interesting information about casinos that not many people know about.

I also found it interesting to see how many people gambled in Australia and the consequences it has on some people. When I was undertaking the assignment, I surveyed students around the school to see their opinion on gambling. I found seven out of twenty surveyed had actually gambled themselves and nine of the twenty people believed that there was not a problem with gambling.



MY CONTROVERSIAL ISSUE CONTINUED

BY MIKAELA H. (YR 12)

I read many media articles on gambling and all of the articles were talking about how gambling is a problem, however there were some benefits from gambling to the economy. Total gambling expenditure has increased from \$22,743 billion in 2014-2015 to \$23,648 billion in 2015-2016 which is a 3.9% increase.

I was proud of my speech and the result of the assignment and I liked that I learned many interesting things about the topic compared to when I started the assignment.



TRICKS CASINOS USE

- Most casinos don't have any clocks around.
- Full of flashing lights, loud noises and heaps of people.
- Give people heaps of near wins.
- Everything is designed to only give out small wins.



SEPARATION

POEM WRITTEN BY ANONYMOUS YR 10 STUDENT

I remember fragrances...

Like the sun kisses the soil,

I feel emotions...

Like a tonne of bricks crashing down on top
of me,

I fantasise...

So much to the point that I can't see,

You always thought you had the key...

But you were never good for me,

This empty void...

I have carrying around with me is terrifying,

And when...

I hear you say "it'll be alright", it leaves me
sighing...



MEMORIES

POEM WRITTEN BY CHLOE B. (YR 10)

Happy little memories
go drifting through my mind,
And in all those thoughts
and memories,
I always seem to find
a picture of your face,
the memory of your touch
and all those other things that
I came to love so much...
You can't go beyond my thoughts
or leave my love behind,
'cause you're forever in my heart
and forever in my mind.
I want to tell you I love you
I want to tell you face to face
I want to have my Grandma back
and not an empty space...



WHAT SOUTHSIDE HAS DONE FOR ME BY EBONY (YR 12)

I was fifteen when I first enrolled at Southside. At that point in my life I had a number of issues holding me back from enjoying life. Those issues ranged from having a poor self image and living an unstable lifestyle, to having absolutely no goals. Though the most troublesome issue was that I had no motivation or want to improve my life.

That all changed shortly after starting at Southside. The first change came quickly but subtly and I only noticed when reflecting on my time at Southside. Although this change in my life was thanks to many of the women at Southside, I have to say a special thanks to Auntie Nicole for continuously and whole-heartedly reminding each and every girl in the school that they not only can, but will change their lives for the better.

WHAT SOUTHSIDE HAS DONE FOR ME (CONT.)

BY EBONY (YR 12)

As a fifteen year old, I had never really put much thought into who I am or who I want to be. It wasn't until I sat and listened to Aunty Nicole's touching words, week after week, along with the amazing support and kindness from all the other staff members that I really started to think. After I started to take a good look at myself it didn't take much time to realise I wanted to improve my life.

Once I decided to improve myself and my life, I couldn't stop! Even now, almost four years later, I am still constantly thinking up ways to better my life and myself. Throughout all the many changes that have happened since that realisation, the women at Southside have been there. Whether it was achieving my independence, attempting to quit smoking, letting go of past and present issues, deciding on and working to achieve my dream career, improving my confidence or just simply having someone to chat too about day to day life, the Southside women are always there.

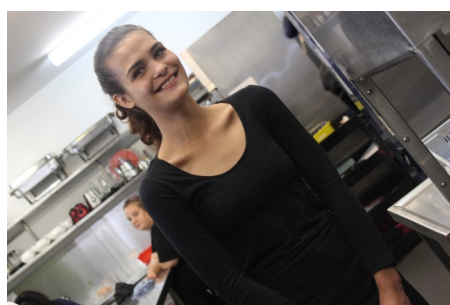
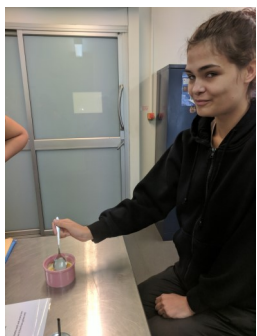


"I hate to think where I would be if I had never enrolled"
- Ebony, Yr 12 Student

Although it was Aunty Nicole's words that kick-started my new life, it was thanks to everyone at Southside for keeping me on track. Thank you to everyone; everyone that had a smile on their face day after day, everyone who shared joy in my achievements, everyone who put up with my outbursts and attitude on my off days, everyone who gave me a shove in the right direction when I got distracted, to every single staff member at Southside, thank you.

What I love most about Southside is that it truly is a family and when you do leave, you leave with much more than an education. You leave with a new outlook on life, you leave with confidence and most importantly, you leave with direction. I have endless appreciation and respect for Southside and all those who work here. I hate to think where I would be if I had never enrolled.

Thank you Southside, you really have changed my life.



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carinity education
SOUTHSIDE

CARINITY EDUCATION—SOUTHSIDE

Governing body: The Baptist Union of Queensland

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Every young woman has a right to education

