

Edition 6
8 May
2025

News @ the Mount



RECONCILIATION MASS
Refer to page 13

MOUNT CARMEL COLLEGE

R-12

Belonging ~ Diversity ~ Excellence ~ Relationship

From the Head of Primary Campus



RECONCILIATION WEEK

Mount Carmel College celebrated Reconciliation Week,

with a Reconciliation Liturgy and Mass across both campuses. Students across all year levels engaged in stories and activities which acknowledge the cultural heritage of the First Nations People and Torres Strait Islanders.

DENTAL VAN VISIT

The Primary Campus has been fortunate to have our annual Dental for Schools Van visit for annual dental check-ups, over the past two weeks. This free facility enables opportunities for families to have their children's teeth checked to ensure ongoing healthy gums and teeth.



MARINE DISCOVERY CENTRE EXCURSION

As part of the Year 5 Biological Sciences unit "Survive and Thrive" and their STEM MAD (Make a Difference) project, the students visited the Marine Discovery Centre. This excursion supported students' understanding of marine ecosystems, animal adaptations and human impact on the environment.

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R-6 Primary Campus
17 Pennington Terrace, Pennington
Phone: 8447 0500

7-12 Secondary Campus
33 Newcastle Street, Rosewater
Phone: 8447 0500

Website: www.mcc.catholic.edu.au | Email: mcc@mcc.catholic.edu.au

Diary Dates

JUNE 2025

- 9 King's Birthday Public Holiday
- 10 Mid-year Reception Transition (1 of 3)
- 11 R-6 VIP Visit - 2.15pm
- 15 Pedal Prix (Secondary Students)
Victoria Park
- 16 Year 11 SWOTVAC Day
- 17-19 Year 11 Mid-year Exams
- 17 Mid-year Reception Transition (2 of 3)
College Tour: Secondary Campus - 4pm

Further dates are available
from our website at
www.mcc.catholic.edu.au

2025 TERM DATES:

Term 1: 28 Jan - 11 Apr

Term 2: 29 Apr - 4 Jul

Term 3: 21 Jul - 26 Sep

Term 4: 13 Oct - 5 Dec



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Carmel College news
and events!

Visit us at
www.facebook.com/mccadelaide
and click 'Like'.

Student Absences/ Late Arrivals

When a student is absent or going to be late, parents should notify the school by 9am on that day by texting the **Absentee Line** on **0438 368 846 (SMS) or phoning (08) 8447 0500**. You will need to state the following:

NAME OF CHILD, YEAR LEVEL, REASON FOR ABSENCE eg *If late approximately what time will your child arrive etc.*

A medical certificate is required if a student is away for more than 3 days. For any planned extended absence, a letter to the Principal is required to explain circumstances.

From the Head of Primary Campus Continued...

The hands – on experiences highlighted the importance of protecting our local marine life and oceans.

PLAY GROUP

Every Thursday morning, from 9.00am-11.00am, families with young children are invited to join our Playgroup sessions. This is facilitated in the library and is an opportunity for parents to network with each other. Please join us at any time.

VIP AFTERNOON

Families are invited to our VIP (Very Important Person) afternoon next Wednesday, 11th June, at 2.15pm. We have responded to

parent feedback and now schedule alternate morning and afternoon classroom visits.

The students across Reception – Year 6 are looking forward to showcasing their work to family members. We look forward to seeing you, if available.

SWIMMING: Reception – Year 4

A reminder to families with children in Reception -Year 4, to please return the required Swimming Consent forms and permission notes to class teachers. Please contact your child's class teacher if needing further information regarding the schedule.

Jenny DeGilio
Head of Primary Campus



Students Present Artwork to Southern Cross Residents

Mount Carmel College students have returned to Southern Cross Mount Carmel Residential Care to reveal their finished portraits to the residents. Students were very excited to go back to visit their new "friends". Last term students were working on these portraits as part of the SALA (South Australian Living Arts) Festival and selected works will be displayed at the Migration Museum (date to be confirmed). Both the students and the residents thoroughly enjoyed this experience which allowed

them to get to know the residents and create a portrait which reflected their personality. After the artworks had been revealed the students and residents created thank you cards, a small token of appreciation to remember each other by. Meaningful relationships were created, stories and advice were exchanged by all and long-lasting memories which will be treasured for years to come.

Katya Hatzis, Arts Teacher





The focus of our English learning so far in Term 2 has been Narrative Writing – with a specific emphasis on Fairy Tales.

We have been reading many different texts and viewing online versions of them. These include well-known texts like “Goldilocks and the Three Bears”, “The Ugly

Duckling” and “Jack and the Beanstalk” – just to name a few.

Our mentor text (focus text upon which we are modelling our learning) is, “The Gigantic Turnip” by Aleksei Tolstoy and Niamh Sharkey.

We have deconstructed the text, looked at the language types used, description

of characters and are beginning to look at the importance of ‘setting’ to our texts.

Once we have finished our study of Narrative Texts, we will be able to produce our own narratives as a whole class and as individuals.

“Narratives are great to read – they can be funny.”

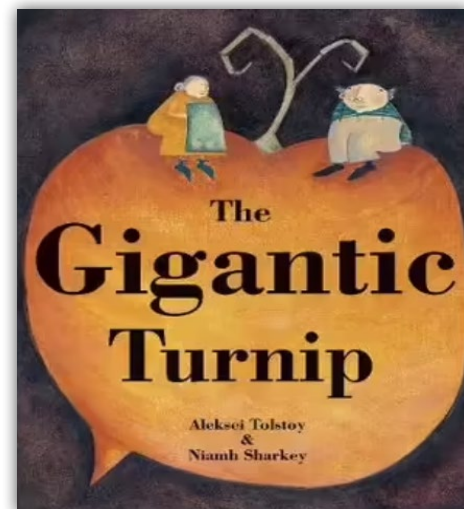
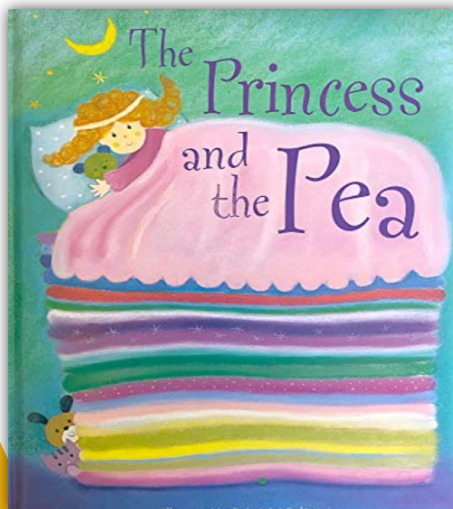
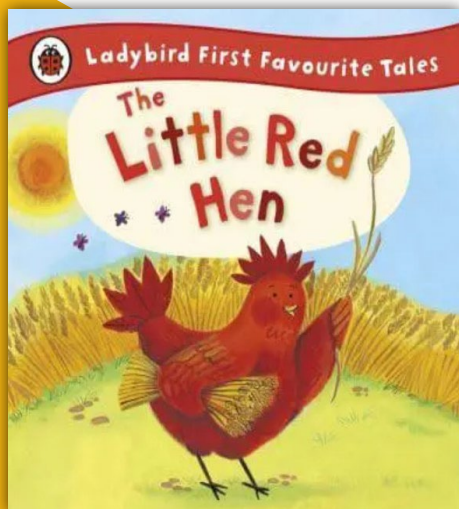
“It’s like I can be a story teller like a real writer.”

“You can make out that you are right inside the story.”

“Drawings make it better.”

“Some stories try and teach us a lesson about being nice or something.”

Patrick Fitzgerald
APRIM (R-6)



MOUNT CARMEL COLLEGE

R-12

Book
a Tour
today!

NEXT COLLEGE TOUR

Secondary Campus

Tuesday
17 June 4pm

Visit www.mcc.catholic.edu.au or phone **8447 0500**

Primary Campus
17 Pennington Terrace
Pennington

Secondary Campus
33 Newcastle Street
Rosewater

**WESTERN
TECHNICAL
COLLEGE**

Western Technical College
44 Russell Street
Rosewater

Student Success Stories: When Passion Meets Purpose in AIF Modified



We would like to share two inspiring journeys of our AIF Modified students on how they thrive when they follow their genuine interests with dedication and support.

Teacher's sharing: the power of student-led learning

As an AIF teacher at Mount Carmel College, I've had the privilege of witnessing remarkable transformations when students are given the freedom to explore their genuine passions. This year, two of our AIF Modified students - Robert Daniel and Thomas Stephen - have demonstrated exactly what meaningful learning looks like when students take ownership of their education.

Both Robert and Thomas chose learning goals that were deeply personal to them: Robert's fascination with how music affects his walking performance, and Thomas's lifelong passion for cooking. What struck me most about both students was their authentic curiosity and willingness to push beyond their comfort zones. They didn't just collect evidence for their portfolios - they genuinely wanted to understand something about themselves and their world.

The support networks both students built were crucial to their success. They sought feedback from family members, allied health professionals, program coordinators, ESOs and teachers. Most importantly, they both demonstrated remarkable resilience when faced with challenges - Robert's foot injury and recovery period, and Thomas's recent surgery. Their commitment never wavered because their learning was driven by genuine interest rather than external requirements.

Watching these students develop their agency, seek meaningful feedback, and create outputs that truly represent their learning journey has been one of the highlights of my teaching year.

Robert's story: How music changed my walking

What started as a weekend hobby became a semester-long research project that changed how I think about walking and music.

When I began Year 12 at MCC, I had already been walking regularly for over a year -- even completing the entire 2023 City to Bay fun run in just 90 minutes. But I never imagined this hobby would become the foundation

for my biggest learning project yet. Working with Mrs. Ngo, I discovered I could transform my walking hobby into meaningful research by tracking patterns and measuring different variables. My weekend walks revealed something interesting -- my pace and endurance changed dramatically depending on what music I was listening to. This became my research focus: understanding the correlation between music genres and walking efficiency.

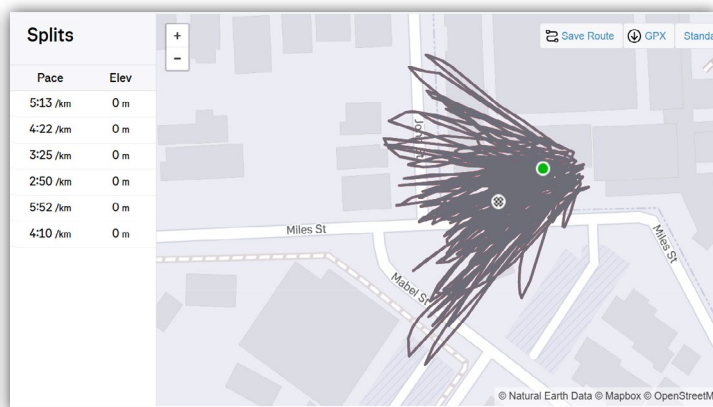
I regularly sought advice from Mrs. Ngo, my mum and my sister to improve my walking methods. This, combined with my determination to complete the task, resulted in me collecting extraordinary amounts of data that showcased how my walking distance continually improved throughout the course of my research. The furthest distance I ended up walking was 14.09 kilometres in one go.

Throughout the data collection, I often struggled with burnout and leg pain, with one foot injury resulting in me having to take an almost two-month break from the hobby. During the recovery process I decided to get back into drawing, with me opting to draw while I listened to albums recommended by my friend.

Continued on page 5.



Robert's Distance, Elevation and Pace from his Longest Walk



Robert's traces of walking around SHC at MCC



These are some of the dishes I have learned to cook at the Nourish Program.

- 1) Homemade Fettucine
- 2) Spaghetti Bolognese
- 3) Minestrone Soup
- 4) Quesadilla
- 5) Cold Rolls
- 6) Lamb Yiros

Tom's Cooking Practices



Student Success Stories: When Passion Meets Purpose in AIF Modified Continued...



Tom in Class with Friends



This project taught me that meaningful learning happens when you start with genuine curiosity about your own experiences. What began as tracking my walking data became a deeper understanding of how music, movement, and persistence work together.

Tom's culinary journey

Like Robert, Thomas Stephen has shown exceptional dedication to his learning goal of completing his Certificate II in Cookery through the Nourish Program. His systematic approach to building cooking skills, seeking feedback from professionals, and practising at home mirrors Robert's commitment to data collection and analysis.

Why I chose cooking and combined my AIF project with a cooking course:

I have always enjoyed cooking from a young age. Over time, I've been able to learn basic skills at school in cooking classes, but since starting the OzHarvest Nourish Program, I've been given the opportunity to develop even more advanced skills. I want to continue this passion as a career, so by doing my AIF around cooking, it helps ensure I stay interested the whole time and keeps my learning very relevant to my current interests.

Overcoming challenges through support:

The biggest challenge has been trying

to balance my schoolwork while attending OzHarvest, as my course takes me out of school for two days each week. Because of this, it's very easy to fall behind, and I have to work harder to stay up to date. To help overcome this, I speak with my teachers and ESO to support me with my work when I'm feeling overwhelmed. Having people who understand my goals and are willing to help me manage both commitments has been essential.

Reflecting on my achievements:

Once I complete both my AIF project and the OzHarvest course, I will feel very proud of my achievements and efforts. I really wanted to do well with my OzHarvest course, and seeing how far I've come - from basic cooking skills to creating restaurant-quality dishes - has been incredibly rewarding.

Connecting to future goals:

This project has helped me learn and understand my strengths and weaknesses in cooking and in myself. It has confirmed that cooking is definitely something I want to pursue in my future. After I graduate, I will continue with my cooking career and try to gain employment in the hospitality industry to build my experience.

The power of support networks:

Within my course and AIF, I've had a variety of people supporting me.

For AIF, Mrs. Ngo helped scaffold my learning and provided prompting questions. My ESO supported my writing when I needed to answer questions. At OzHarvest, Ruth helped me with both theory and practical work. My family provided constant encouragement and feedback on my cooking at home. Without these supports, I would have struggled, and I appreciate everyone who helped me along the way.

My advice to other students:

I would say never give up on what you want to achieve and use the support of teachers, ESOs and others around you. Once you push yourself to achieve your goal, it's an amazing feeling.

The AIF Modified Difference

Both Robert and Thomas exemplify what makes AIF Modified so powerful: when students pursue genuine interests with proper support, extraordinary learning happens. Their stories remind us that meaningful education isn't about ticking boxes - it's about nurturing curiosity, building resilience, and developing the confidence to pursue your passions with purpose.

Hang Ngo, AIF Teacher

Primary Campus Assembly Awards



Wheelchair Rugby



Our Year 5 students had an unforgettable experience at the Wheelchair Rugby Championships held at Santos Stadium! They were lucky enough to watch two thrilling matches: New Zealand vs. Brazil and Australia vs. the Netherlands. Both teams entered the court undefeated, and while Australia narrowly lost to the Netherlands, our students cheered loudly and proudly for The Steelers!

The excitement didn't end there — we were incredibly fortunate to meet the players after the match and collect plenty of autographs. What an inspiring day filled with action, sportsmanship, and unforgettable memories!

Christina De'angelis
Numeracy Coordinator (R-6)

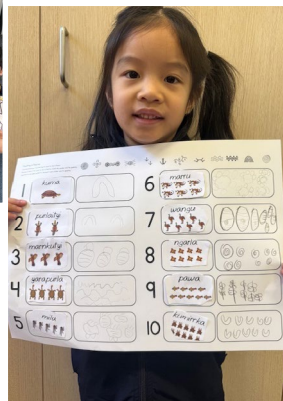
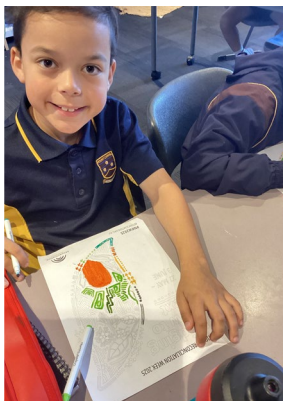


Stage 2 Food & Hospitality: Australia's Biggest Morning Tea

On Friday, 30 June, the Year 12 Food and Hospitality students had the pleasure of hosting Australia's Biggest Morning Tea for staff. It was a group assessment task, and students had to use their cooking skills and knowledge to demonstrate safe management and healthy eating practices. Students prepared traditional sausage rolls, mini quiches, a variety of slices, sushi balls, finger sandwiches, fruit platters, and an array of morning tea cakes. All the food was aesthetically pleasing with detail to presentation. This annual event was a huge success, and students demonstrated great teamwork, good communication and collaboration to achieve a common goal. Students should be commended for their great effort! A special thanks to Mrs Sue Mills for her contribution and support on the day.

Ingrid Howard
Food & Hospitality Teacher





Each year, the Primary Campus acknowledges and focuses their learning on Reconciliation Week and the importance of this to both Aboriginal and Torres Strait Islander Peoples and Non-Indigenous people. We have grounded our learning based on 'truth' and the students learning reflects this. Across our campus, each year level has had a particular focus exploring the important milestones of this week. On Monday, we also gathered as a whole campus with the Year 6 students leading a reflective and powerful National Reconciliation Week Liturgy. The Reception students contributed to this liturgy by making candle holders which they placed around the sacred space with the support of their Year 6 buddy.

Reception

This week, Reception students celebrated Reconciliation Week by learning about Aboriginal culture, language, and connection to Country. We had fun learning to count to ten in Kaurna—the language of the traditional owners of the land where we live and learn—and practised saying the numbers together. Students matched quantities and drew Aboriginal symbols to represent them, deepening their understanding of how language and art are important parts of culture. We explored the meaning of reconciliation and what it means to show respect and walk together in unity. As a symbol of this, students created a vibrant "Hand in Hand" display to represent our shared journey toward reconciliation.

Our students also explored First Nations peoples' deep connection to land. An inquiry table was set up for students to investigate throughout the week, and they created their own Indigenous-inspired bark paintings as a creative response to their learning. We're proud to continue building knowledge, understanding, and respect for Aboriginal and Torres Strait Islander peoples.

Year 1

Throughout National Reconciliation Week, Year 1NS students deepened their understanding and respect for Aboriginal and Torres Strait Islander cultures through a variety of meaningful activities. They explored First Nations culture and history by listening to Indigenous stories, learning about traditional art symbols, and creating artworks such as dot paintings using Australian animals, scratch boomerangs, and vibrant posters reflecting local significance.

Students in 1M collaboratively wrote an Acknowledgement of Country and translated it into Kaurna, while also learning to count from one to ten in the Kaurna language. In 1H, students reflected on the theme of reconciliation through a craft activity called 'Building Bridges', considering how their actions can support unity and harmony. These experiences fostered cultural appreciation, language development, and a shared commitment to reconciliation.

Year 2

In Year 2, students explored the meaning of Reconciliation Week

through a thoughtful art activity inspired by the book *Finding Our Heart*. We discussed how Aboriginal peoples might have felt when Europeans arrived and made significant changes without consultation. To help students connect with this idea, we compared it to how they might feel if a new teacher or principal changed all the classroom rules and setup without asking them first. This reflection supported students in building empathy and understanding the importance of respect, listening, and working together. The art activity allowed students to express their feelings and insights creatively, reinforcing the key message of reconciliation—finding our heart and walking together toward a fairer future.

Year 3

This term in HASS, Year 3 students have been exploring celebrations, commemorations, and the importance of Country to First Nations communities. We studied the Indigenous Language Map of Australia, discussed the meaning of Country, and learned about the significance of Sorry Day and National Reconciliation Week.

In Visual Arts, students will express their connection to place by creating artworks inspired by natural elements or land features special to them on Kaurna Country—such as the lemon-scented gum (Kamamami Kirra Tree) found on our school grounds.

Our English unit has focused on First Nations picture books, including *Somebody's Land*, *Back on Country*, *Sorry Day*, and *Finding Our Heart*.

Continued on page 9.

Reconciliation Week - Primary Campus Continued...

These texts have deepened students' understanding of First Nations perspectives. To extend their learning, students will also write information reports on native animals from Kurna Country.

Year 4

During Reconciliation Week, Year 4 students engaged in activities exploring the 2025 theme Bridging Now to Next. They coloured leaves representing the Reconciliation Week logo, contributing to a collaborative class display.

Daily prayer reflections included video clips to deepen understanding of reconciliation. In HASS, students used the 'Australian's Together' resource to study the reciprocal relationship First Nations Peoples have with Country, focusing on sustainable practices like aquaculture and agriculture. Students explored word origins, built a glossary, and generated 'I wonder...' questions to encourage curiosity and critical thinking.

In Religion, students reflected on reconciliation through the 'Welcome Prayer' by Reverend Canon Aunty Di Langham and the Gospel story of Zacchaeus, discussing the importance of forgiveness and how we can embody this message in our school community.

Year 5

During Reconciliation Week, our Year 5 students have been exploring the rich cultures and deep knowledge of Aboriginal and Torres Strait Islander peoples. We recognised the important role First Nations peoples play as caretakers of the land, holding special knowledge and traditions that focus on living in harmony with nature.

Students investigated traditional Indigenous practices such as careful farming methods and sustainable water use—approaches that are not only wise but can also help address modern challenges like climate change.

This learning led into listening to, reading, and analysing the Dreamtime story The Rainbow Serpent, deepening our understanding of how Indigenous stories connect people to Country and nature. We also explored Torres Strait Islander culture, which is strongly shaped by the ocean, the stars, and the environment. These rich cultural insights beautifully supported our Science and STEM studies, where we are learning about sustainable ways to care for our planet.

Year 6

During Reconciliation Week, Year 6 students engaged deeply with this year's theme, "Bridging Now to Next," which encourages all Australians to work together to build a better, more inclusive future.

Our learning explored themes of truth-telling, justice, and unity through a series of thoughtful lessons and activities. We examined The Apology to the Stolen Generations, reflecting on its significance and writing our own messages of acknowledgment and hope.

We unpacked the Uluru Statement from the Heart, focusing on its call for Voice, Treaty, and Truth. Students expressed their understanding through posters and visual representations, considering how we can walk forward together.

In exploring What is Racism? students engaged in open discussions, role plays, and scenario-based activities to identify discrimination and how we can promote fairness and respect in our communities.

These experiences helped students reflect on our shared history, the importance of reconciliation, and the role they play in bridging now to next.

Deb Casburn

Cultural Inclusion Coordinator (R-6)





Senior Drama Production – Amelia Bradshaw Turns Eight

On Friday, May 23rd, the Stage 1 and 2 Drama classes performed their production of *Amelia Bradshaw Turns Eight*, by Michael Butler. The students had been busily rehearsing this production since the beginning of Term 1 and were fortunate enough to perform at The Parks Theatre.

Set around Amelia Bradshaw's eighth birthday party, the play used nursery rhymes as a structural device to explore characters and tell its story. Through its patchwork use of monologues, party games, dramatic and comic vignettes, a

play-within-a-play, and its narrator-clown, the play revealed the events of a single afternoon. It was a picture that, at its heart, told the story of Amelia Bradshaw who was turning more than just eight. Much more.

The students were able to experience what it was like to be a part of a production, including participating in both dress and technical rehearsals. They were able to work together as an ensemble, to incorporate costume, lighting and sound elements, effectively bringing their production to life. It was a very rewarding experience and students received excellent feedback.

Congratulations to all involved!

Drama Workshop - Slingsby Theatre Company

On Friday, May 30th, the Stage 1 and 2 Drama classes were fortunate enough to have Georgia Stanley from Slingsby Theatre Company, run a drama workshop in their class. The workshop focused on shadow and miniaturisation, where students created a piece of theatre using shadow puppets. The students felt inspired, experimenting with different shapes, angles and unique storylines that communicated a deeper message.

Kristina Perkas
Drama Teacher (7-12)



Instrumental Soiree



The Instrumental Soiree took place last Monday, June 2nd, with students from the primary and secondary campuses taking to the stage to show off what they have been working on this semester. We welcomed 20 students, performing on Drums, Guitar, Piano, Violin and Voice, with performances ranging from beginner pieces to advanced pieces being prepared for exams. We had a number of first-time performers join us, and it was great to welcome a large number of family and friends who came to support our budding performers. A big thank you to our instrumental tutors for their support in helping our students build their skills and confidence.

We look forward to seeing how they have improved in the Semester 2 Soiree.

To enrol your child in instrumental lessons or find out more about the program, please [CLICK HERE](#).

Pedro Ferreira
Music Coordinator (R-12), Arts Coordinator (R-12)

MCC Playgroup



Reconciliation Week: Bridging Now to Next



Reconciliation Week was a meaningful and engaging time for our College community, centred around the 2025 theme "Bridging Now to Next." Throughout the week, on the secondary campus, students explored the importance of reconciliation, Aboriginal and Torres Strait Islander history, and the journey toward unity and respect.

Each morning, Pastoral Care classes participated in informative sessions, where students deepened their understanding of reconciliation and the rich cultural heritage of First Nations peoples. These discussions encouraged reflection on how we can collectively build a future rooted in awareness and respect.

At lunchtime, the Art Rooms came alive with creativity, offering various hands-on activities

for students to express their commitment to reconciliation. A rock installation, canvas painting, and the powerful 'Footsteps Bridge' project all contributed to a visual celebration of unity and shared storytelling.

One of the most powerful moments of the week was the Reconciliation Mass, featuring John Lochowiak, who educated the College community on the significance of a Welcome to Country before leading a Smoking Ceremony to cleanse the school space. His words and actions provided a deeply moving insight into Aboriginal customs and traditions.

The atmosphere was further elevated by the school band, who brought the Mass to life with a heartfelt performance of the 2025 theme song, "Solid

Rock." Their music resonated throughout the gathering, reinforcing the message of strength and reconciliation.

Adding to the spirit of giving and community, our Student Leaders stepped up with a fundraiser, selling delicious donuts to raise money for the Tjindu Foundation. Thanks to their efforts and the generous support of students and staff, they successfully raised \$100 to contribute toward empowering First Nations young people through education and leadership opportunities.

This year's Reconciliation Week was a true reflection of learning, creativity, and cultural respect—reminding us all that reconciliation is not just about remembering the past but stepping forward into a better future together.

Deborah West

Cultural Inclusion Coordinator 7-12



Reconciliation Mass - Secondary



Year 5 Marine Discovery Excursion



We are incredibly excited to announce that we've hit the halfway point for our Term 2 Construction Try-a-Trade program at Western Technical College! Our students are absolutely crushing it, gaining hands-on experience in a whirlwind of essential construction trades.

So far, they've been laying bricks like pros in Bricklaying, mastering the art of the build in Carpentry, adding vibrant touches in Painting & Decorating, getting precise with patterns in Tiling, and of course, gearing up for safety with their White Card - Prepare to Work Safely in the Construction Industry (CPCCWHS2001). Each day is a new adventure, building skills and confidence!

A HUGE thank you to our incredible partners whose support makes this all possible:

- Construction Industry Training Board (CITB South Australia)
- TAFE SA
- Master Builders Association (MBA)

Your continued dedication to fostering the next generation of skilled tradies is truly invaluable. We couldn't do it without you!

Stay tuned for more updates as our emerging tradies continue their journey. The future of construction looks bright!





MOUNT CARMEL COLLEGE

Careers Evening Mount Carmel College

Secondary Campus:
33 Newcastle Street, Rosewater

Wednesday, 13 August 2025
6pm-8pm

Come and join us and gain valuable information about career pathways, VET courses and traineeship and apprenticeship opportunities. This is an opportunity to chat to Industry, University and Training representatives to gain the knowledge you need to prepare yourself for the future.

For more information contact Kelly Peucker on 8447 0506



MOUNT CARMEL COLLEGE

A Catholic co-educational R-12 College in the Josephite Tradition

P: 8447 0500 | E: mcc@mcc.catholic.edu.au | W: www.mcc.catholic.edu.au

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- help your teen manage their **emotions**?
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Thursdays 10.30am-12.30pm

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CITY OF PAE

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You're invited to come on an adventure of discovery at the City of PAE. Guided by your hosts, you will sample a wide variety of careers and get a taste of what your future could look like.

Whether you love science, art, or prefer to get outside in the sun, the City of PAE is bound to have something that will inspire you.

Who?

Year 10 and 11 students residing or studying in the City of PAE, who want a hands-on work experience program to help them decide what their future work or study could look like.

What?

A structured five day program that provides insight into various careers in the City of PAE.

Where?

Each day starts and ends at the City of PAE Town Hall in Port Adelaide. You will travel together by bus to various indoor and outdoor locations.



Monday 23 – Friday 27 June 2025

Interested? Speak with your Work Experience Coordinator or apply now at:
cityofpae.sa.gov.au/forms/work-experience-application-form

