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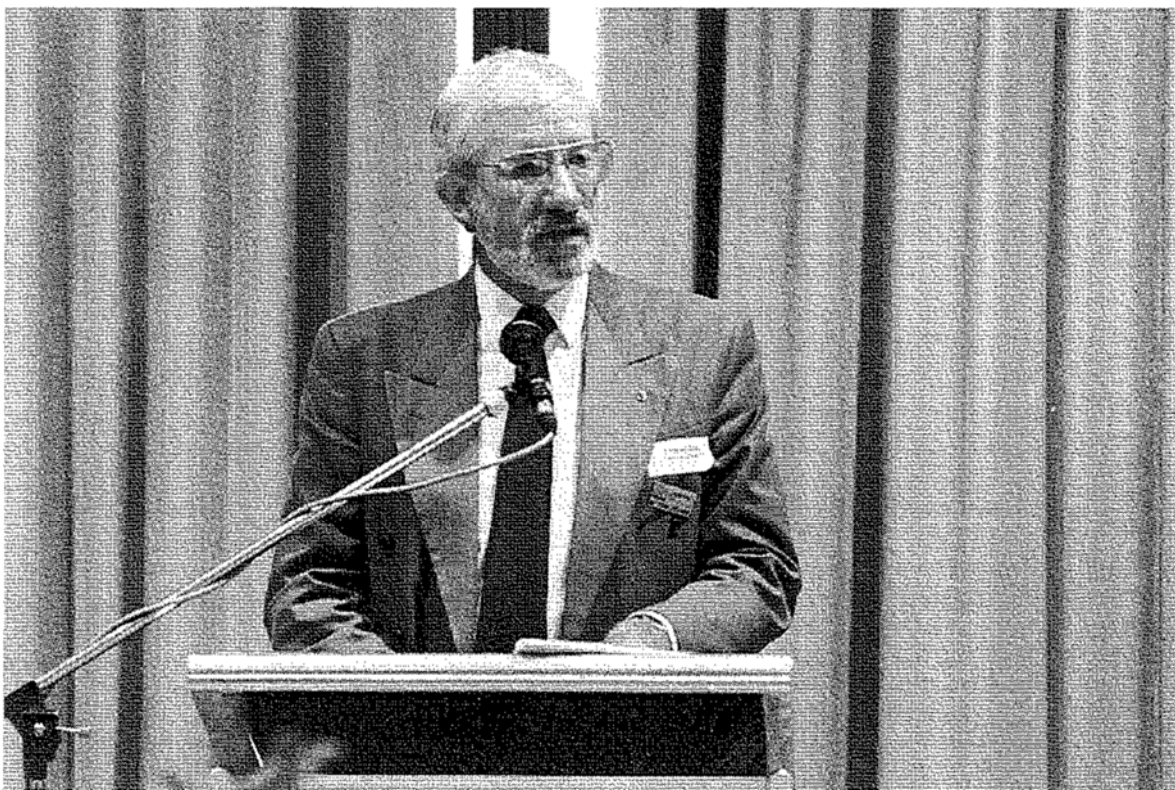
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Underdale High
School Resource



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Principal's Remarks

In the brief fifteen weeks since my appointment to Underdale High School, I have found a wonderful sense of commitment and purpose throughout our school. This commitment will be clearly recognised and rewarded in the excellent results that a large number of our senior secondary students will accomplish in their South Australian Certificate of Education Studies this year. It is clear to me that the school deserves its fine academic, sporting and caring reputation, and I am most impressed with the teaching and learning that I see on a daily basis in all curricular areas.

I am equally impressed with the forward planning which has gone on under the auspices of our past Administration and our School Council. Our new Gymnasium is to be constructed early next year, and readers will have heard that a new Resource Centre is scheduled for commencement before the end of 1995. The school has recently upgraded Computing and Science Laboratories, and we are working to ensure that our school has a strong sports focus in future years.

As important as all of the above are, I am convinced that the very best schools have about them a certain school tone, which is a reflection of the school's values as much as it is connected to achievements and material resources. I would, therefore, like to remind our readers of the five key values which underpin all that we do here at Underdale, and which are responsible for the good reputation which our school has enjoyed in the past, and will most certainly continue to enjoy in the future. These key values are **cooperation, courtesy, good communications, integrity, and a commitment to excellence.**

In concluding my remarks, I wish to pay tribute to all those who have *gone that extra mile* for our school this year, including our School Council and Parents and Friends members, Canteen volunteers, our teaching and support staff, our Student Council, Sports Captains and Year 12 Consultative student representatives, and indeed, all who have on occasions put the interests of our school first. I wish all those students, parents and staff who are leaving us every best wish for the future, and really hope that you will remember Underdale High with fondness. Finally, I wish all readers of our magazine a happy and holy Christmas, and a successful and prosperous 1995.

A. P. Sexton, B.A., B.Ed., Dip.T., M.A.C.E.

W.B. DONALDSON

I was born and raised in Melbourne where I attended Hampton Primary School and later Hampton High School. At high school I followed Geelong and participated in track and field, swimming and football.

In my final year of high school my family moved to Adelaide where I attended Brighton High School for two terms and learned to barrack for Glenelg before going to Adelaide University and Adelaide Teachers College.

Subsequent to graduating from University with a Science Degree and Diploma of Teaching, I commenced teaching at Millicent in the South East of the State. Following my marriage I taught for a little over three years at Seacombe High before moving to Toronto, Canada where I taught senior school science at WA Porter Collegiate.

Winters in Toronto were quite different from those we experienced in Adelaide. For three of four months of the year there is snow on the ground which is regularly added to by new snow falls. Consequently roads and footpaths need to be cleared. For at least two full months of each year the air temperature at no time of the day or night gets above freezing point.

At Porter Collegiate I was the swimming and track and field coach. A highlight of my coaching duties was to take the boys track and field team to Mansfield, Ohio in USA, to participate in the largest high school track and field meet in North America. As hundreds of high schools were represented, track coaches from all the major Colleges and Universities were present to offer sporting scholarships to outstanding athletes. One of my students, after winning the discus event, received four such offers. The same student later went on to win a gold medal at the Commonwealth Games which were conducted in Edmonton, Canada.

While in Toronto my wife and I lived on the sixteenth floor of a high rise apartment building which overlooked High Park near down town Toronto. An enjoyable social function for the Australians in Toronto and Montreal was the annual Australian Rules football challenge match with the Australian High Commissioner's cup as the winner's trophy. On the two occasions I participated the Toronto "Gum leaves" defeated the Montreal "Shearers".

Upon our return to Adelaide, I taught for one year at Glengowrie High before moving to Waikerie High in the Riverland to become the Senior in charge of Science.

During my three years in Waikerie my first son Scott was born and I took up football again playing in the back lines for the Waikerie reserve grade team. Unfortunately, we lost most of our matches to finish near the bottom of the competition. In summer months I played in the Waikerie basketball competition. These days in summer I spend a lot of time body surfing.

After leaving the Riverland I was employed for a few years as the Executive Officer of the SA Schools Commission Inservice Committee. This Committee managed an annual budget of approx. \$1.6 million dollars, and provided inservice activities for teachers across all school systems. It was at this time that my second son Darren was born.

I also continued to study part-time, attending evening lectures at University to gain a second degree. It was to Underdale High School that I was appointed after leaving the Schools Commission at the end of 1978.

My years at Underdale have been extremely happy and satisfying. I have particularly enjoyed my contact with the friendly, bright and usually industrious students. I have also established many lasting friendships with staff and parents who have been associated with the school. Finally may I wish everyone all the best for the future and thank you for your assistance and support over the years.

Kindest regards to all.

Bill Donaldson

S.R.C. 1994



Top: Matthew Christophers, Michael Bedford, Jenni Vesnaver, David Jankowiak, Martin Pierce.

Middle: Ms Reimann, Dominique Mavrikis, Andrew Lim, Belinda Thompson, Benn Findlay, Nicole O'Neill.

Front: Jodie Hodge, Cecilia Parsons, Tony Miller, Sharon Bugg, Pam Pappis.

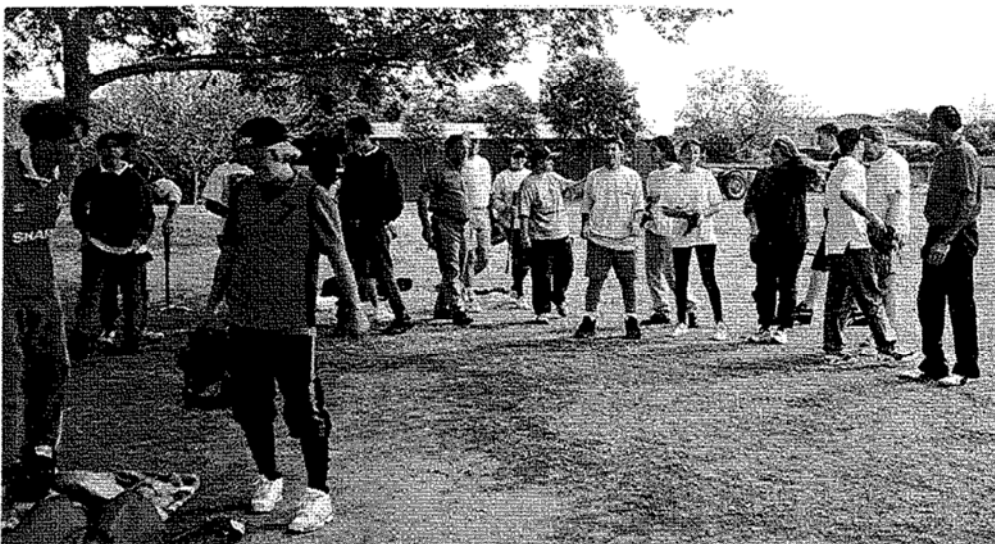
This year the Student Representative Council (S.R.C.) has been active within the school by participating in and promoting school events, raising funds for student projects and acting as a consultative group on behalf of the students.

I feel that we have had a successful and enjoyable year despite two year 12 members, Jodie Hodge (former President) and Martin Pierce, leaving half way through the year.

We organised casual days and raffles, won a lot by teachers!!!! Maybe that's saying something, people. Students - buy more tickets!. We also started publishing a S.R.C. Student Newsletter full of interesting photos and information about students which I believe should continue to be an S.R.C. project for next year.

So to cut along story short, if you have a mountain of great ideas for our school and want to put them into action, then get elected into the S.R.C. It's a lot of fun, responsibility and a good way of getting to know students in other year levels.

On behalf of the 1994 S.R.C., I would like to thank Ms Reimann, Mrs Henderson, Mrs Esposito and Mr Sexton for showing an interest in our progress and for their help throughout the year.



Cecelia Parsons
President

The S.R.C. sponsored school sport.
LEFT: Students vs Staff softball match.

Year 12 Consultative Group

1994 was a landmark year at Underdale High School. It marked the introduction of the inaugural Year 12 Consultative Group. Seven of the most respected (not to mention the most brilliant) year 12 and 13 students were given the task of representing the senior student body and dealing with any issues concerning them.

We kicked off the year by organising an induction programme. This was to help prepare the year 12 students for what lay in store for them. Former UHS students and other distinguished guests spoke to us about how to approach our year 12 studies. This seminar was conducted at the Orphanage Function Centre, and was very informative and useful.

Because the senior study room used earlier this year was of a poor standard, we endeavoured to provide a more adequate study atmosphere. However, due to the fact that this required financing, and being a new organisation we lacked the necessary funds, we held a film night at the Odeon theatre to generate some revenue. Unfortunately, we received less support than we'd hoped, and the establishment of adequate study facilities was delayed until later this year.

The most recognised event we were responsible for was undoubtedly the Senior Formal. Most of our year 12 students zealously took the opportunity to attend, and it turned out to be an enormous success (look for a separate formal report in another part of this publication).

Other activities we were involved in included the organisation of the year 12 jumpers and T-shirts, the preparation of the final assembly and year 12 Certificate, and also, in conjunction with the principal, the production of future senior student policies.

We'd like to thank Mr Vinall and Mrs Reimann very much for their help and inspiration in coordinating the group, and all of the year 12 students for their support throughout the year. We wish them all the best for the future.

Similarly, we'd like to wish our successors good luck, and we hope they become a force to be reckoned with at UHS. However, while future generations of Consultative Group members may assemble some credible imitations, they will never quite measure up to the incomparable originals. The members of the 1994 Year 12 Consultative Group were:

- Torie Angel
- Drew Kemp
- Maria Killis
- Andrew Lim
- Goran Mladenovic
- Renee Tresidder
- Tara Whatling
- Jodie Hodge

Goran Mladenovic
General Secretary
Year 12 Consultative Group



SCHOOL COUNCIL P&F FUNDRAISERS





Chaplain's corner

This is the first year that I have been employed as a staff member at this school and out of the approximately 750 students plus staff it has been hard to remember all your faces and names. To those of you that I have spent enough time with, it has been a joy to get to know you. I wish you all the best in the new year and that you will find the important thing in life which is worth a sacrifice. I will continue to pray for you in the hope that we will be able to continue our friendship into the coming year. To those people who will be leaving the school I pray your life will be rich and full of meaning as you move into the next chapter of life. I look forward to the coming year to getting to know more of you who are strangers to me now.

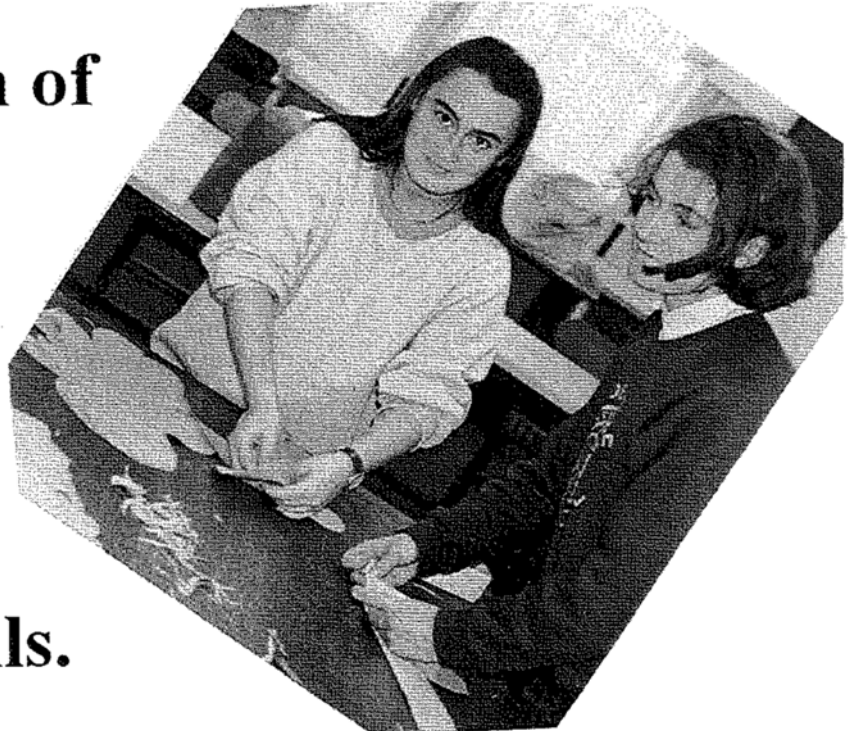
I know that there are many people who do not understand why I am here and what I do. I hear people say that all I do is walk around and talk to people and that I should get a real job. Well I have to say that I believe that you are all real people and that you are valuable to me and to God. That is why I am here, not to perform but to say that you are important, you matter and if you feel that I am wasting time just talking to people well I don't agree. I am here to show you that God cares and to help you in whatever way I can.

I have enjoyed this year and I enjoy spending time with this school community. I pray for it, that God will reveal his love to you through it. May God bless you.

Barry Littleford



Presentation of the Interact Club's Trauma Dolls.





EXCHANGE STUDENT

FAMILY TRADITION - BY RUTH A PLOGV

Every May, my family, parents, grandparents, uncles, aunties, brothers/sisters and their children and grandchildren, go to put our sheep out, up in the mountains, because they are not allowed to graze on the fields in the summertime.

It is usually a hot Sunday, about 15 degrees when we go; everyone meets at 10 o'clock in the morning at my grandparents' place. We drive to the end of the road which goes to "Vatnsöyrar", a little village of about 100 people. Then we walk to this big lake. When we have been walking for about 30 minutes, we come to a big rock where we usually sit down for a while, and have a snack and drink. The view is beautiful; we can see the lake and a long river which flows all the way down the mountain into the lake in the valley. The birds are singing; some are building their nests or protecting them so we have to be careful where we step.

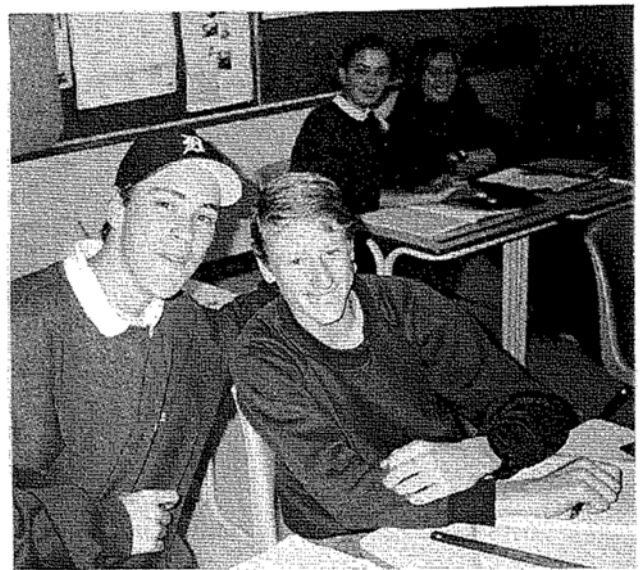
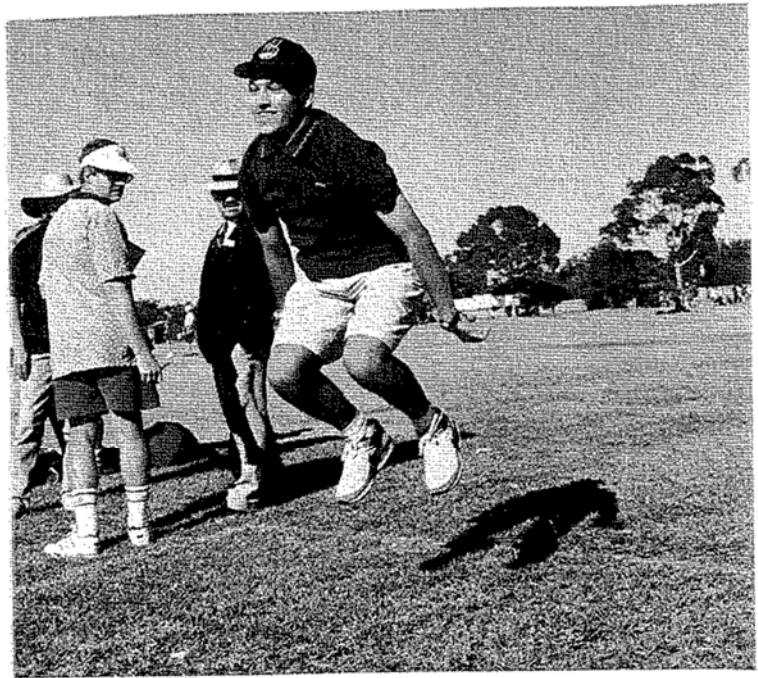
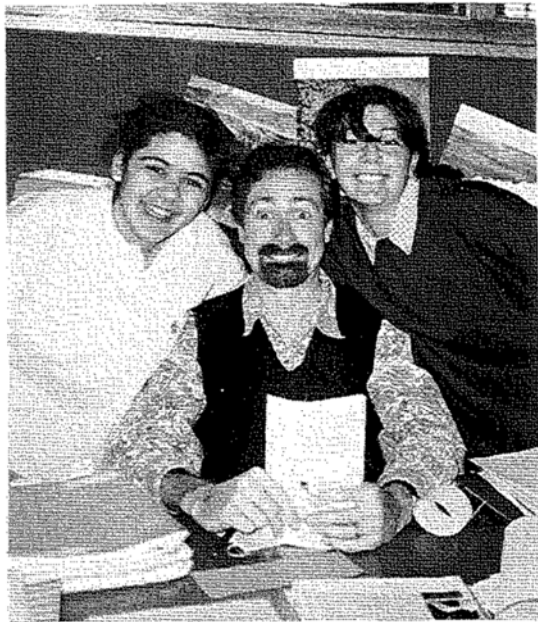
We all write our names into these special rocks, on which we can see things written over 222 years ago. When we have been sitting there for a while, we start walking again, down the valley to the lake; the ground is very wet and muddy. Finally we reach the river and go for a swim. We come to some old houses which have old traditional songs about trolls that once lived there. We sit down and let the sheep go free. We spend the rest of the day sunbathing, eating our traditional dry meat and dry fish or playing in the lake.

When the sun goes down and it starts to get cooler, we pack up and walk home. On the way we don't stop for a rest, but walk all the time. When we get back to the cars, there is a river beside the road, with many fish in it. And all of us catch them with our hands, put them in buckets and then drive home.

At about 10 o'clock we arrive at my parents' house. Everyone goes inside and we get this lovely hot dinner. Afterwards we watch the video that we have filmed of the trip.

These are some of the dearest moments in my life.

Ruth submitted the above article as part of her SACE STAGE ONE English Unit. Ruth arrived in Adelaide on 19 January as an exchange student from the Faroe Islands (between Iceland and Denmark). She has made many friends during her year at Underdale and we wish her "All the best with her future".



Art



I have been very pleased with recent art events at Underdale High.

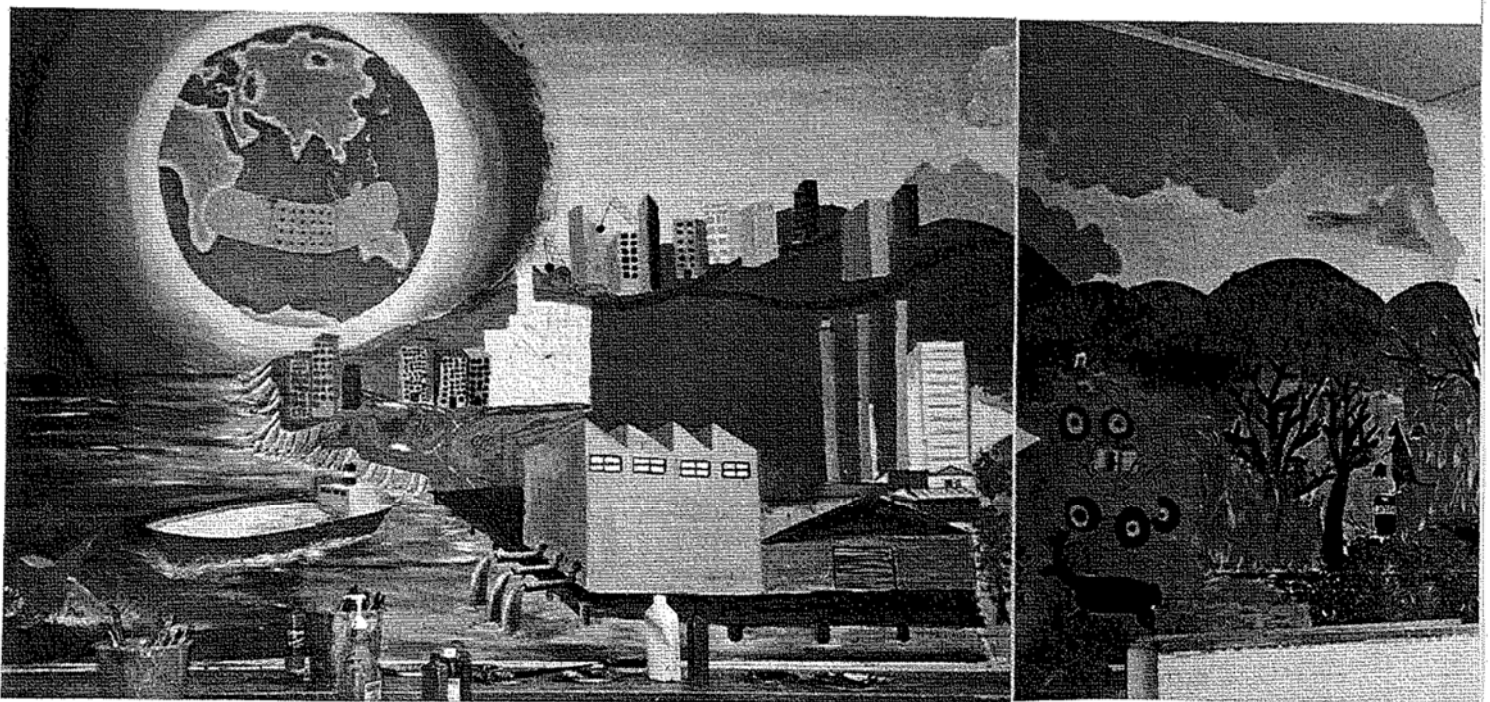
Mrs Helmis' year eight art class have just completed a large set for "Nomad Films" using the themes of the environment as a starting point.

The film when completed will be shown on channel 9 (Children's television) and overseas on the BBC. I am sure that this experience has been artistically enriching for these students and they also have the added bonus of being invited by Nomad Films to join the young actors on location while the cameras are rolling.

We have been constantly updating and expanding our art curriculum and in the ceramic room we are now moving away from traditional pottery techniques. We have expanded to include sculptural forms, painted and air brushed to enhance the surface quality of the student's work. We are also offering silk painting at year ten level and have now introduced photographic silk screening as part of Art B in Stage One art.

I would like to take this opportunity to thank Rosey Helmis and Janet Davis for their efforts in helping to create a safe and pleasant atmosphere in their art rooms which is extremely supportive of the creative efforts of our art students.

Alan Bain



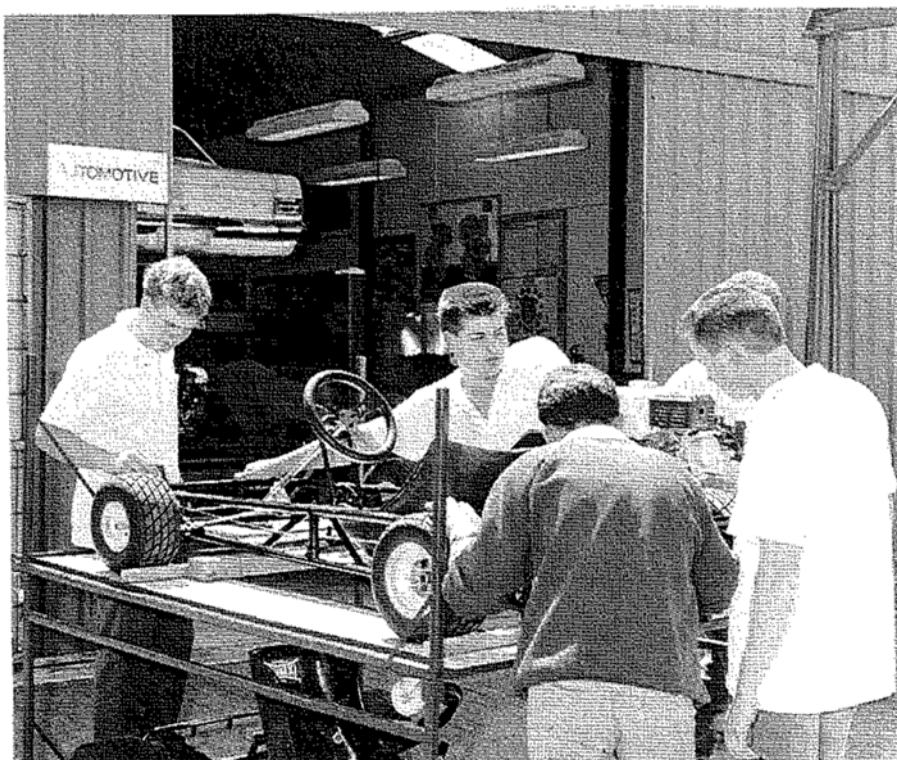
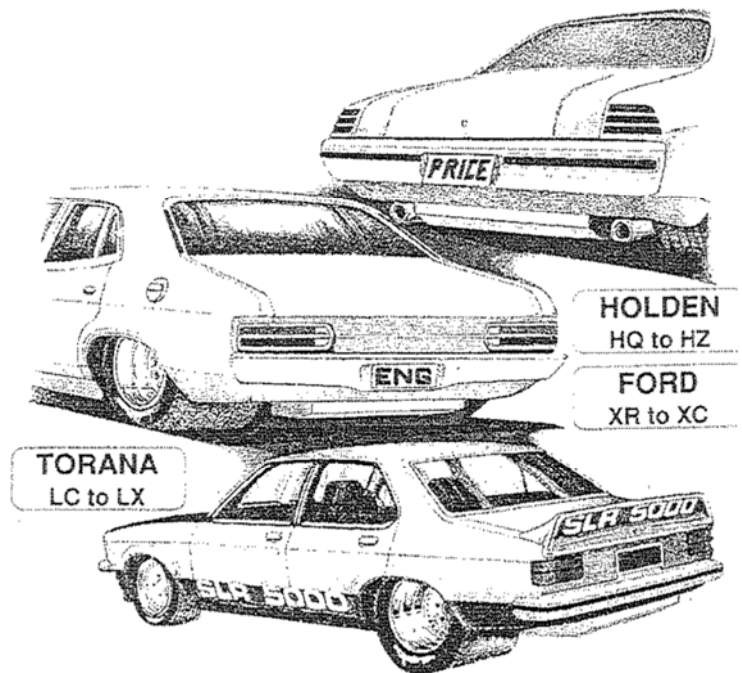
Auto Mania - Underdale 1994

Petrol heads; rev maniacs; those that enjoy smelling burning rubber; rubber lips who always purr as they walk; those that carry oil rags as handkerchiefs; and those that fantasise they are Peter Brock, or plain Johnny - Ford or Domenico Andretti. Enjoy entering a windowless, confined, hot, dusty environment laced with oil and hydrocarbons, known as the automotive workshop.

Year 10 groups with precision, guided by a leading surgeon, probe and move into the realm of 2 and 4 stroke technology of small engines. Masterful strategies ensure that their patients are rebuilt to exacting standards. God help anyone who drops a major component - 20 marks are blown in a split second. Rabbit ears picks up even the faintest sound of a falling component. Students counteract - "tool dropped sir" - in a faint glimmer of hope of avoiding the inevitable. But it never works - "he doesn't believe us". Theory - why do we have to learn this? How can we go home and tell Mum and Dad that the principle can be remembered by the sequence 'suck', 'push', 'bang', 'blow' active of last-go-kart technology time.

More theory - principles are consolidated. Driving permits obtained and then the fun begins. Bows experience severe shaking and rattling' drivers dodge sprinklers, golf balls, and arrows. Luckily a helmet is worn so we survive. All the teacher keeps saying is that if it breaks, you fix it. The workshop, our knowledge, become the tools to solve the problems. A semester is suddenly over very quickly.

Year 11 and 12 groups enter the serious stuff of automotive mechanical technology. Brake systems, engine systems, lubrication, bearings and axles, tyre systems, and servicing and maintaining dominates the semester. The feeling of 'I know all; let me loose.' soon disappears under the constraints of a SACE laced course. Reading, thinking, discussing, debating, and analysing appear. What's this got to do with mechanics?



During practicals the boss walks around with the 'BEASTS' (a massive red biro) directing traffic. Practical echo with the following sayings -

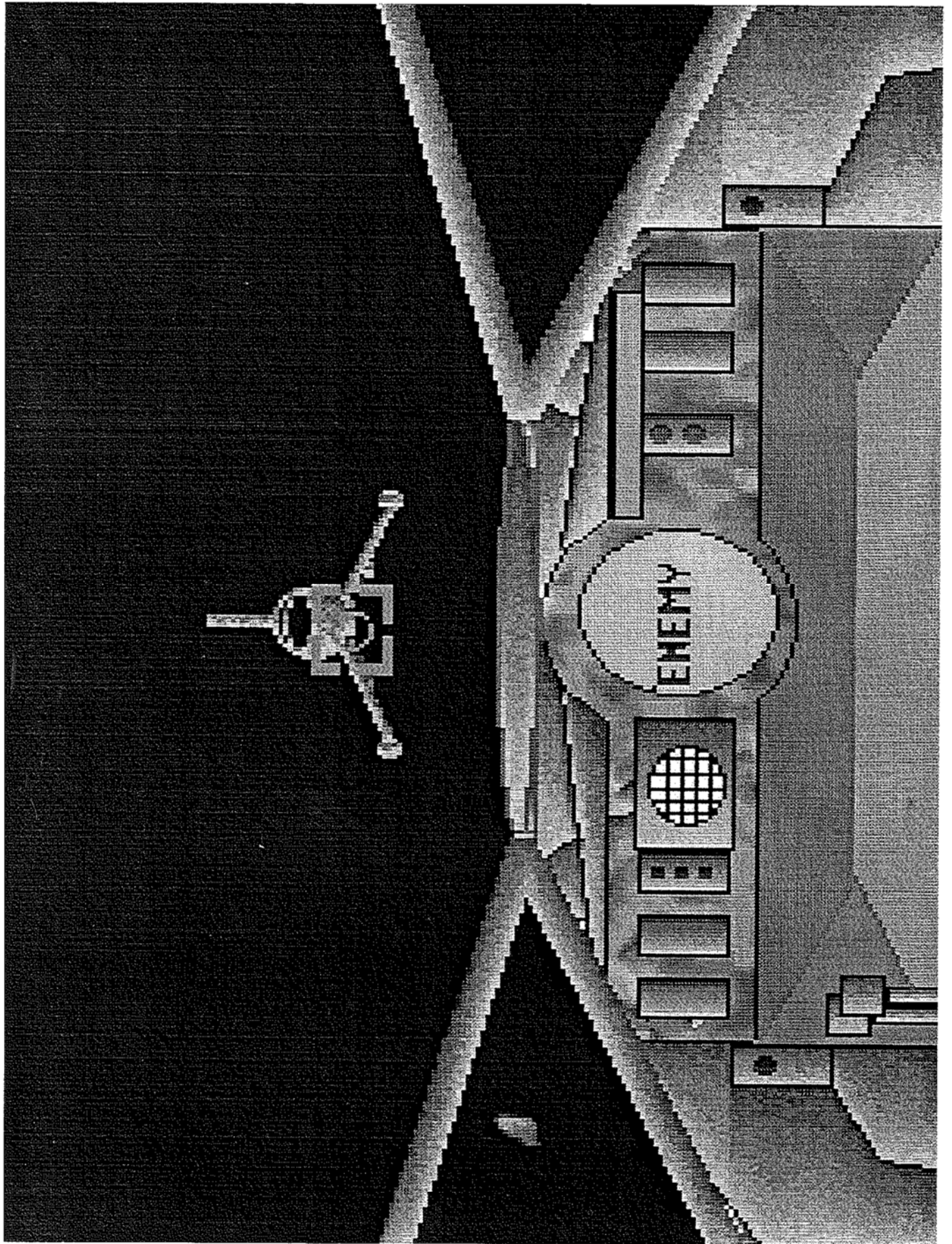
"Who dropped it?"

"Michael, talk to me."

"You dip stick."

"God help us - the mechanics of the future!"

Automotive Coordinator
Don B Pappageorgiou



Frame from a computer animation called "HYPER" by Chris Kokotis.

Drama



It has been a "flat out" year for the Drama Faculty. In the very first week of school, all year levels were offered a tempting choice of on-campus Fringe Festival performance. You may remember cramming into the Drama suite to see "Blood Orange", "Shakespeare Without Tears", Troubadour Poetry, or (how could you forget!) "The Sexual Confusion and Subsequent Development of Elizabeth Jane Carmichael" - all very well received by our students lucky enough to attend.

We were fortunate to have on our staff a resident playwright, Ms Kate Brennan, who had co-written a very powerful Fringe Festival piece about society's treatment of mentally disabled children. "Square Pegs", seen at the Junction Theatre by several senior Drama and English classes, was a stunner, provoking much in-depth discussion and writing. We even managed to invite two of its talented cast members to talk to a Drama class, along with Ms Brennan.

Meanwhile, plans were under way for Term II, as the PES Drama classes began rehearsals for "No Worries" with Mrs Esposito and "Sweetown" with Mr Hastwell. The big question being : would we get there - that is , to opening night - in time?

Maybe the special Focus Day, organised with lots of hard yakka and inspiration by Mrs Esposito, provided vivid evidence of just what UHS pupils are capable of. For this occasion, the second week of term II saw hundreds of visitors to our school, observing all kinds of classes and subjects in action. The Drama Faculty contributed dramatised portrayals - some scripted and some improvised - of life in Aboriginal, Aztec and American Indian tribal societies. Again, students and visitors who attended the performances in the Drama suite were given some entertaining, high standard drama, performed by students from year 10 and 11.

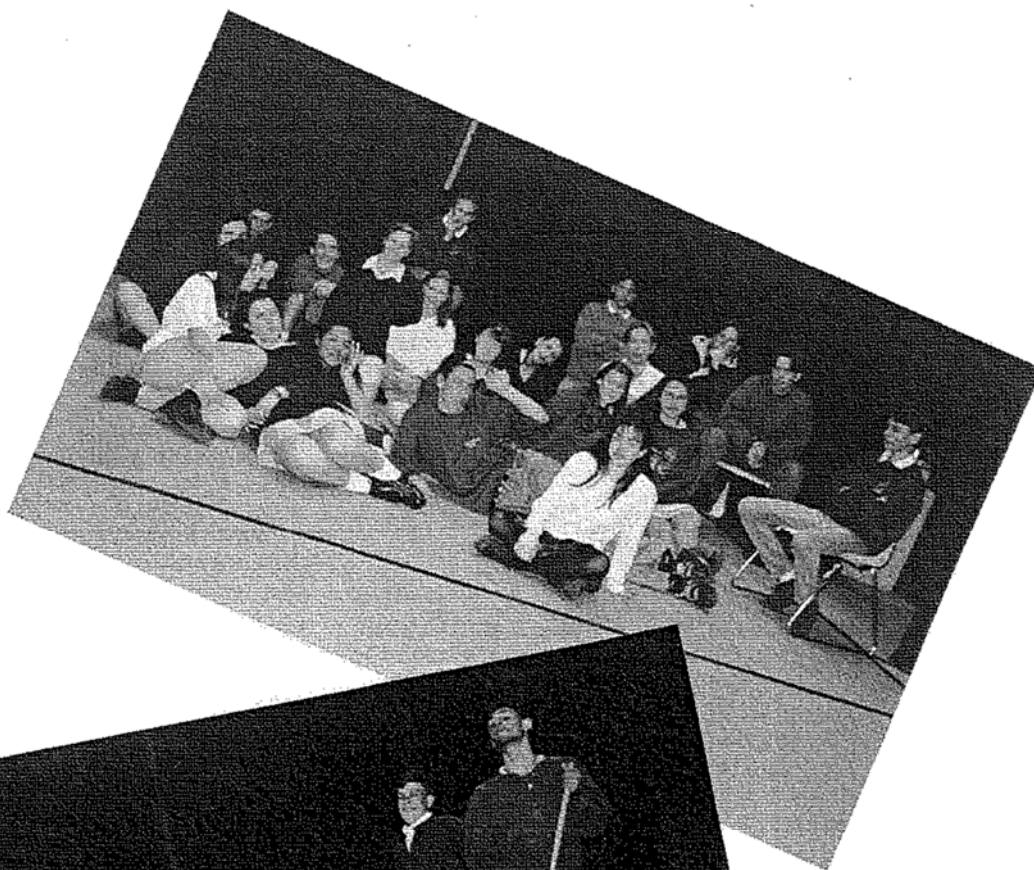
Then came the fourth and fifth weeks of term, and onto stage burst the cast of "No Worries" and "sweetown". Lots of nerves, lots of concern by students about to be marked by the dreaded MODERATOR - but "No Worries" - all tackled this major part of their assessment with minimal problems. (Our heartfelt thanks to Brian Hodge, who, even though he'd left school for an apprenticeship, came back to stage manage "Sweetown", with diligence and leadership.)

Ms Coupe's year 10 weren't long in following, with a hilarious melodrama about a nasty old squire, Jasper Grimley, and "Ernie's Incredible Illucinations". Both plays were of a very high standard, with a most amusing ending written for "Ernie" by Ms Coupe. Other Drama students provided plays with a message, having themes on HIV awareness and body image performed in liaison with the Health programme. Parents, UHS students and visiting primary and secondary school pupils viewed these, with many positive comments.

Some classes across the school joined excursions to plays in town: our PES, year 11 and 10 students saw "Crow", "Morning Sacrifice" and "A Little Like Drowning" at the Days With State at the Playhouse. Many high standard reviews were written in response, revealing sharp perception and a thoughtful, incisive standard of criticism.

So the year is winding down, but not before some year 9 and 10 Drama classes wind up with: "Gasp", a satirical look at a modern TV studio; "Tumbleweed Gulch", a comic glimpse at a Western saloon; and a Murder Mystery.

We've even begun looking to next year, with the Come Out Festival high on our list of priorities. Our faculty and all intending Drama students should anticipate a creative and busy 1995!





ENGLISH

Her merciless game

*So full am I
Full with the new life growing inside me.
Full in the very part that makes me a woman
So full not only in my swelling middle
but in my heart and my very soul...*

*...I feel so empty
holding close the baby, destined to draw but one breath
My baby is so cold.
Like the ice that has gripped my heart.
A heart heavy with unshed tears and sorrow.
Darkness has taken the only one close to me.
She is playing a merciless game.*

*Gone is the light that once filled me.
Now only Darkness remains.
The desire to fight her is gone.
I brought the Darkness on myself
and soon I will be gone like my baby before me.
I will hold my little one again in Her darkness.
She has won her merciless game.*

Poem by Renee Harvey, winner of the poetry section of "Meet The Writers Festival Competition".

Prose article on the following page by Luke Errington,
winner of the prose section of "Meet The Writers
Festival Competition".



Adrenalin

by Luke Errington

The crowd gasps.

At the front of the pack runners are sent tumbling, but only one falls, Kipricut. The commentators start to shout, for Kip, Kenya's main hope for a gold medal, has been tripped and has fallen heavily on the track. Runners stream over him and around him, and soon he is left by himself, lying lifelessly. No-one can help but feel sorry for Kip, his one and only chance to ever grab a medal at the Olympics gone up in smoke. Despite being several times world champion it seems that he was destined never to acquire an Olympic medal.

With a valiant effort Kip staggers to his feet and begins to run again. Blood streams out of his right calf muscle from several sharp claw-like slits incurred by another runner's spikes. Kip though, is no longer himself; with his courageous effort he has become a man possessed. Not only is he running, he is practically sprinting. Seventy metres away from the rest of the field and already two kilometres of lactic acid in his bloodstream, it simply is not feasible that Kip can come back. He knows it too, it shows in his face, but he must keep on running.

His legs move faster and faster, arms struggling to keep up, but he is slowly gaining. The lead changes a number of times, but nobody is interested - they only have eyes for Kip.

The pack glides across the finish line, with five laps to go. Ten seconds later Kip passes too. Running by himself, pacing himself, he continues to pull the pack in. It is frightening to see him run, undaunted by his task, oblivious to pain. His feet pound on the ground, monotonously, but with unerring speed and regularity. On he runs. Thump, thump, thump. Hypnotized by Kip's effort, the crowd are silent, the drum beat of his footsteps reverberating throughout the stadium.

Four laps to complete and Kip has closed the gap to seven seconds. His head is permanently fixed on the pack, now only forty metres ahead of him. He runs on, mechanically, the pain not affecting him. Pound, pound, pound.

Three laps to the finish and Kip's sterling effort has placed

him a mere twenty metres behind the pack, but the pain has broken through. Kip's face is contorted with agony and distress. His legs are failing and his arms can hardly move. The crowd is roused from its quiescence in dismay. Kip, however, cannot lie down.

In a last ditch effort Kip throws himself at the pack. He digs deep, eyes shut, trying to block out the pain. The crowd thunders, rallying for Kip.

With one-and-a-half laps to go Kip passes the pack, although he is so senseless that he doesn't realize it. He continues to run, creating a buffer between him and the rest of the pack.

As they reach the bell lap, Kip is leading by fifteen metres, and the crowd's jubilant roar can be heard from miles around, but Kip is now dying beyond any resurrection. For the last two laps he has been running on pure adrenalin, but now even this source is fading. The final remnant of Kip's burst carries him to a lead of almost thirty metres. There is only two hundred metres to glory but he can't make it. Everybody wants him to win - no human heart could turn against such an emotional and gallant effort against the odds, but he runs as though he could fall down and die at any moment.

For the first time in the race, the pack is now catching Kip. Two British runners pull away and begin to tow Kip in. One hundred metres to go and the gap is back to ten metres. Kip is running on momentum alone; his arms aren't moving, they can't, and his legs are blotched red, white and brown from loss of blood. One glance at his face is enough to send anybody to their grave. His legs simply cannot move to sustain him anymore.

In the final straight, the challengers tuck into Kip's slipstream, five metres behind. Then, with forty metres to go, they pounce. Kip with his jerky, spasmodic running style cannot hope to match up with the smooth, quick and flowing action of the other two. Kip struggles, but they catch him, and in one painful, agonizing moment, with the crowd roaring, they pass Kip.

But they are too late.

Two metres too late.

In a miraculous example of human capacity, Kipricut of Kenya has won the gold medal.

Half a second makes a lot of difference.

ESL

‘With contributions from year 11 Students’

We live in one of the most multicultural countries in the world. This is reflected in the backgrounds of the students here at Underdale High School. The cultural understandings, traditions and customs that students bring with them to school help to enrich and educate all of us. This benefits our Australian society.

The diversity of cultural backgrounds is exemplified in the Stage 1 ESL class at UHS. In a class of 13 students, there are 9 different cultural backgrounds represented. These students have all arrived in Australia in the last 5 years. I have collected the first impressions that 9 of the students had when they first arrived in Australia. I found it interesting to read. It tells us a little of the way people from other countries see Australia and Australians.

“This Australian, Western style of living is much different from the one in my country. Since I lived in one of the Eastern European countries, me and my way of thinking had to change in order for me to adjust to Australian democratic society. At the beginning I couldn’t find any friends. There were no people on the streets, no children playing in the park. I was all alone. Everyone around me was driving cars, always in some kind of hurry.”

“I was really shocked at how strange and new Adelaide was to me. Huge buildings with a lot of modern technology. People were in such hurry that no one ever bother to talk to you. When you are new people look at you in a strange way. I think there is a lot of racism in Australia and people still judge other people by the colour of their skin, but I still wish to get adapted to Australia and Australian.”

“I like the big city because everything is new to me. Different style, different living. Although it’s difficult to adjust to the weather, people and communication; Australia is different because the country I came from follows the way of America, advanced in fashion and music, while Australia is advanced in new technologies. Schooling is similar to where I came from. I like Underdale High School because the teachers are helpful.”

“My first day at school was very frightening. I was afraid that the students might make fun of me and discriminate me. I realised that most of the students come from different cultural backgrounds. I was very happy that some of the students were friendly.”

“The thing that I like here is the friendship, freedom, people and music.”

As a school, lets celebrate our cultural backgrounds as we value each other, both as students and teachers.

Scene from the multicultural play, ‘The Waters of Pham Thi Lam’, performed at our school by Vitalstatistix Theatre Company.



Geography

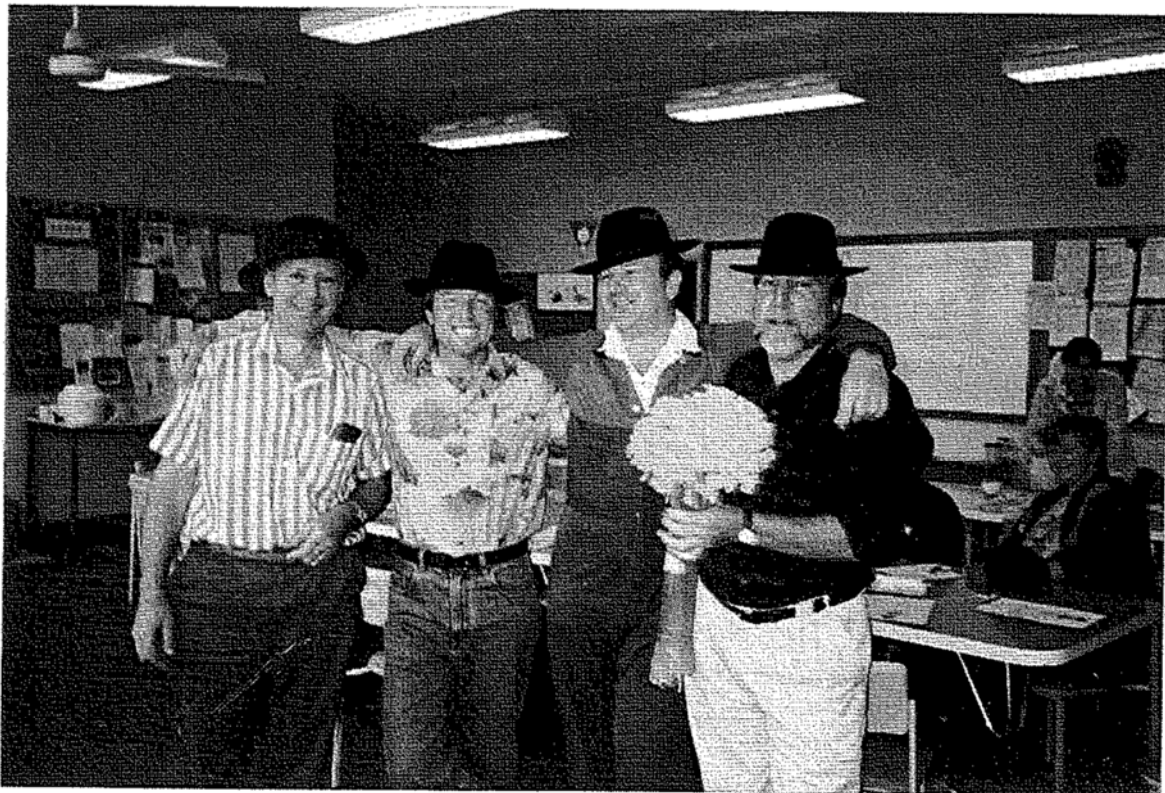
Stage 1 and 2

Geography in the Senior School for 1994 has been conducted in both Stage One and Stage Two. For Stage One the course centred around two themes. The first theme was 'Forces That Shape The Earth'. This was the physical geography topic and looked at processes that make many of the land features on the earth with special reference to unique Australian landforms. The second theme was a human geography topic focussing on development with references made to women and development, resource use and abuses and the environmental implications of resource mismanagement. Water was the main type of resource that was concentrated on.

Stage Two Geography was a SAS subject and this was the first time in some years that the course had run. A new course had to be written and it was focussed on the SSABSA programme outline for the broad topic of 'Work And Leisure'. This was very much a skills and research based course. Students did many surveys, practicals and Field and Research assignments on topics such as 'Work And Leisure In The Home', 'Leisure On The Coast', 'Shops And Shopping Patterns', 'Leisure In The Local Area', and 'Patterns Of Local Work'.

Despite the hard work in organising a successful course we are only offering the traditional PES Geography course in 1995, which is more academically oriented than SAS.

Shane Reeves



Spot the Geography teacher.