

Term 1: Update 4



The team consisted of: Ethan, Hieu, Clive, Leo, Kasia, Alyssa, Mack, Sam L, Bardia, Pol, Olivia, Grace, Francesca, Axel, Nixon, Ella, Jack, Isabella, Reiner, Bianca, Sam A, Tricia, Paige, Eugene, Gisele, Emiko, Zac, Kieley, Emma and Sonal.

School Sport SA Swimming Championships

Earlier this term, 32 students from Adelaide Botanic High School competed in the School Sport SA Swimming Championships.

Students from Years 8 to 11 were selected for the team based on their performances at our school Swimming Carnival held early in Term 1.

ABHS experienced a strong start with some great swims by students in butterfly and backstroke, with a number of the students winning their races in backstroke and freestyle. To finish off a great day, the Year 8 Boys 4 x 50m relay team won their event.

In exciting news, the team finished third overall out of nine schools; a vast improvement on the sixth and ninth places we have achieved in the past! All of the students were wonderful representatives for Adelaide Botanic High School and they are looking forward to challenging for first place next year.

Thank you to Chloe and Phoebe for being our timers on the day.

- Kylie Trenorden, Lifestyle Choices Leader

Continuous Feedback, Assessment and Reporting

Continuous feedback is critical to the learning improvement process and supports students, parents and teachers to work in partnership to move learning forward.

The focus for providing feedback is **kind, specific and helpful** creating opportunities for student reflection and growth.

At ABHS, teachers regularly record evidence of student achievement and provide information regarding what students have learnt, what they need to learn next, and how the teacher, student and parent can support these next steps to happen. Students are supported to action this feedback to improve their learning and become self-directed learners.

To support our vision that continuous feedback is timely, relevant, useful and informative, parents are able to regularly view achievement grades and continuous feedback on learning and be active participants in their child's learning journey. We value all learning at ABHS, and have been talking this year about the importance of students focusing most of their attention on the Learning Zone rather than the Performance Zone. The following table aims to teach us the mindsets that are helpful in valuing learning rather than focusing on performing.

	Learning Zone	Performance Zone
Goal	Improve	Do the best you can
Activities are for	Improvement	Execution
Concentrate on	Haven't mastered yet	Have mastered
Mistakes to be	Expected	Minimised
Benefit	Future	Immediate

*Eduardo Briceno

We spend most of our lives in the learning zone, and only need to “perform” and demonstrate our evidence of learning at particular points in time. ABHS end of semester reports will provide a snapshot of student's performance at the end of Terms 2 and 4. All other task grades are evidence of student learning. They provide an indication of the level of student's knowledge, skills, understanding, application and transfer of learning, and are all opportunities for continued growth.

To facilitate continuous feedback, teachers publish grades and feedback in Daymap. To access your child's grades and feedback, click on your child's photo in the parent portal, then navigate to the Assessment Tab. Here, you are able to view a graph that indicates your child's growth in GPA (Grade Point Average) over their time at ABHS. Please note that this graph is not visible for Year 8 students until the end of Term 1. You will also find a summary of all published Summative Assessment tasks. Switching to the tabular view by clicking on the blue “Summary for 2021” hyperlink will take you to the written feedback for both Formative (assessment for learning) and Summative (assessment of learning) for the year.

To watch a video about the ABHS approach to assessment please [click here](#).

If you require support to log onto Daymap, please contact dl.1919.ictadmin@schools.sa.edu.au

- *Kirsty Gebert, Assistant Principal*



Learning Pathway Conversations in Term 2

Starting in Week 2 next term, ABHS students, parents and Connect teachers will participate in Learning Pathway Conversations via zoom to review learning achievements, challenges and goals.

Learning Pathway Conversations for Years 10 and 11 will take place on Wednesday evening, 5 May, while for Years 8 and 9 they will be held on Wednesday evening, 19 May.

Booking information for the Years 10 and 11 Learning Pathway Conversations will be sent next week.

Year 10 STEM: Food vs Fibre

This term, the Year 10 STEM students investigated how consumer decisions affect the food and textile industries on which humans rely. As part of this unit of work, students sampled alternative protein food sources, one of which included food grade insects.



Upcoming Dates

Friday 2 April & Monday 5 April
Easter Long Weekend

Friday 9 April (Term 1, Week 11)
Term 1 last day of school

Monday 26 April (Term 2, Week 1)
Anzac Day Public Holiday

Tuesday 27 April (Term 2, Week 1)
Term 2 first day of school

Thursday 6 May (Term 2, Week 2)
Year 10 immunisations

Tuesday 25 May (Term 2, Week 5)
Student-free day

Monday 14 June (Term 2, Week 8)
Queen's Birthday Public Holiday

Friday 2 July (Term 2, Week 10)
Term 2 last day of school



Selection of Term 2 Studios

The Term 2 Studio selection process is LIVE!

Adelaide Botanic High School

Year 8	Year 9	YEAR 10	STAGE 1		STAGE 2
Global Perspectives <small>English, Humanities + choice of Language French, Japanese, Chinese</small>	Global Perspectives <small>English, Humanities</small>	Global Perspectives	English	English	Choice
STEM <small>Science, Technology, Maths</small>	STEM <small>Science, Technology, Maths</small>	STEM	Maths	Choice	Choice
Lifestyle Choices <small>Health, Physical Education</small>	Lifestyle Choices <small>Health, Physical Education</small>	Lifestyle Choices	Choice	Choice	Choice
The Arts <small>Music, Drama, Visual Arts, Media</small>	The Arts <small>Music, Drama, Visual Arts, Media</small>	Choice	Choice	Choice	Choice
Choice <small>Music Intense (Instrumental Music)</small>	Choice <small>Music Intense (Instrumental Music)</small>	Choice	Choice	Choice	Choice
	Choice <small>Language: French, Japanese, Chinese</small>	Personal Learning Plan	Research Project	Studio +	

customisation

Early this week, Year 8 and 9 students received an email with instructions on how to complete their Studio selections for Term 2.

At Adelaide Botanic High School, Studios provide a way for students to “customise” their learning to suit their individual needs and pathways. Studios can support core curriculum, open up opportunities to explore new learning, enrich and extend skills, and improve capabilities students have identified are in need of development. They are also really awesome!

Studios are linked to the Australian Curriculum General Capabilities and enable students to develop their “Learner Profile”, which describes the set of skills and abilities students have that sit across the subject disciplines. Examples of these skills and abilities include critical and creative thinking, communication, collaboration, and ethical understanding.

Selections should be completed and submitted by Year 8 and 9 students during the past weeks.

Parents are encouraged to discuss Studio selections with their child, and help them reflect on the skills they have, and those they could develop through their choices.





Year 8 Global Perspectives: Stories of Survival

- Jean Rogers, Global Perspectives Leader

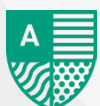
On Friday 26 March, a group of students from Thebarton Senior College visited Adelaide Botanic High School to speak with Year 8 students about their experiences migrating to Australia.

As part of their unit of Stories of Survival, Year 8 students participated in conversations with the students from the New Arrival's Program. These discussions enabled the students to learn about the experiences of people who are newly arrived in our country and the things they have gone through on their journey to Australia and, for some, their lives in refugee camps in different parts of the world.



On Friday 5 March, Year 8 students walked to the new Vietnamese Boat People Monument located on the bank of the River Torrens, which pays respects to South Australia's first Vietnamese Asylum Seekers.

This monument captures the strength and resilience of the Vietnamese refugees and their gratitude to the South Australian community for embracing them. ABHS SSO, Lin, accompanied the group and captivated the students with the story of her experiences travelling by boat from Vietnam. She was only 13 years old at the time - the same age as the Year 8s.



Year 8/9 Language Competition Success

KONNICHIIWA

NI HAO

BONJOUR

Education Perfect - International Contest

Congratulations to all of our Year 8 and 9 students studying Chinese, Japanese and French, who recently competed in the 2021 Education Perfect contest. This renowned online learning language competition was held over one week and our students were competing against other students from around the world.

Our students, who are to be congratulated on their keen involvement and outstanding effort, answered a staggering 124,711 language quiz questions enabling AHBS to score very highly on the global leadership board.

Results

French - 6th in SA out of 41 schools

Chinese - 6th in SA out of 39 schools

Japanese - 4th in SA out of 48 schools

Overall, ABHS ranked 10th in SA out of 67 schools. Interestingly, ABHS also scored highly in Russian, Maori, German, Greek and Italian, an indicator that our students value language learning.

Special Achievements

Congratulations to the following students who achieved first place in their year level:

Reiner Gadlan and Ashton Raethel (French) | Joel Butler (Chinese) | Max Willmore and Andrew Li (Japanese)

Year 8 Japanese student, Max, was the highest scoring ABHS student, achieving a total of 8,900 points. Max will receive an Emerald Status Award from Education Perfect, the second highest level globally. Outstanding!

Students have expressed that this special ICT interactive learning opportunity has been a fun way to consolidate and further extend the language skills that they have been developing in class this term. Well done to all of the students for being involved.

- Paula Wright, Global Perspectives (Language) Teacher, on behalf of the Language Teaching Team



Est. 1995

Kodomo no Hi Japan Festival

South Australia's largest Japanese cultural festival

こどもの日 2021

Entry \$2/person, \$5/family (16+)
Limited Free Parking - Come in Japanese Costume

Martial Arts · Kimono Dressing · Maid Cafe
Origami & Calligraphy · Japanese Food & Drinks · Ikebana
Taiko Drumming · Train Simulation · Performances · plus more!

SUNDAY 2 MAY · 11AM-4PM
Thebarton Community Centre

2018 The Australia Day Council of South Australia Community Event of the Year Award
2013 The City of West Torrens Community Event of the Year Award
2013 The Australia Day Council of South Australia Community Event of the Year Award

Japanese Festival

SAVE THE DATE!

Love watching anime? Enjoy making origami? Interested in martial arts demonstrations?

You can enjoy all of this and more at the annual Kodomo No Hi Japanese Children's Festival to be held at the Thebarton Community Centre on Sunday 2 May from 11am.

This will be a fun day out for the family. Students studying Japanese or those with a keen interest in the culture are encouraged to attend.

- Paula, Amy, Clare, Japanese Teaching Team



Virtual War Memorial Awards

On 9 March, Principal Alistair Brown and Global Perspectives Leader, Jean Rogers, visited Glenunga International High School with Year 10 students, Lara, Simon and Natasha for the presentation of awards recognising the contribution of the students' research towards the Virtual War Memorial.



Lara, Simon and Natasha (pictured above) were presented with medals from Education Minister, John Gardner, for their research on soldier profiles as part of their work on World War One in Global Perspectives. Their research contributed to the Virtual War Memorial's online database. The excellent work produced by these students will help to ensure that the service and sacrifice of our soldiers are remembered.

- Jean Rogers, Global Perspectives Leader

Character Role Play

As part of their Year 11 Pre-Literary Studies class, students have been critically analysing the novel *Chocolat*, by Joanne Harris.

In an effort to bring the characters to life and ensure they not only understand, but also experience the 'dual narrative' within the text, students conducted a character role play. They took on the persona of either the protagonist Vianne Rocher, a free-spirited newcomer, or Curé Francis Reynaud, a strict fearful priest in the French town of Lansquenet. Each round, students were presented with a critical topic (i.e. whether the chocolaterie should be open on Sunday during Lent) and were required to work as a team to undermine the other's perspective, relying on evidence from the text, rebuttal offered by teammates, and sheer spontaneity!

- Tania Zebian, Global Perspectives Teacher



Year 10 Global Perspectives: WWII

This term, Year 10 Global Perspectives students have focused on the Second World War, in particular exploring the events of the Holocaust.

The Year 10 Global Perspectives students were lucky enough to have a classroom visit from ABHS Transition Officer, Nicole Strydom, who shared her family's experience of the Holocaust. Nicole recounted her grandmother's escape from persecution in Europe, her family's experience of anti-Semitism, marriages of convenience and a happier life in South Africa, followed by Australia.

Providing the opportunity for students to hear a real family story and ask questions of someone whose lived experience was directly influenced by the events of the Holocaust helped bring the history to life!

The Global Perspectives team would like to thank Nicole for being so generous with her time and sharing her story with the students.

- Ben Tymukas, Global Perspectives Teacher



Au cinéma!

In Term 1, the Year 8 and 9 French language students viewed French films as part of the Alliance Française French Film Festival 2021 at Palace Nova East End.

In late March, the Year 8s watched *Petit Vampire* (Little Vampire), a movie about a little human and his unlikely friendship with a little vampire.

Earlier in March, the Year 9s watched *Fourmi* (Of Love and Lies), a film about a young football player whose seemingly harmless lie turns into something much bigger than he can handle.

Watching French films is a great opportunity for students to experience the French language. Both films revolved around themes of identité, amitié, famille and amour; relatable ideas that allow students to understand language in context.

The Alliance Française French Film Festival runs from 23 Mar-20 Apr.

- Katherine Stewart, Global Perspectives/French Teacher



Notification of Student Absences, Late Arrivals or Early Departures

A reminder that the preferred method of notification is an SMS to the school via 0419 850 419 or an email to ABHS.studentservices321@schools.sa.edu.au.



Sport at Adelaide Botanic High School

There have been many questions regarding when after-school sport will start occurring at Adelaide Botanic High School. This is, and will continue to be, a challenge due to our school start and finish times, current staffing, and the competition structure for the Southern Zone after-school sport program.

Whilst it is not a complete fix, we have tried to provide as many sporting opportunities as we can in the form of School SA Secondary Sports competitions (formerly known as 'knockout sports' or SAPSASA sports for those families familiar with the primary school version).

This year we are entering 45 different teams in a range of sports. This is on top of the State Swimming Championships and the State Secondary Track and Field Championships that have also been held this term.

Students have already nominated to trial for these teams and need to keep an eye on Frog notices for information on trial dates.

If you are interested in knowing which sports we are nominating teams in, please see the table below.

Thank you to all the staff who have volunteered their own time to plan, organise and coach these teams.

- *Kylie Trenorden, Lifestyle Choices Leader*

Knockout Sport Teams and Coaches

Grey boxes indicate that a team will not be entered due to no competition or lack of student nominations.

SPORT	YR 8/9 GIRLS	YR 8/9 BOYS	YR 10 GIRLS	YR 10 BOYS	OPEN GIRLS	OPEN BOYS
Badminton	Kylie	Sam				Joel P
Basketball	Kelsey/Kaylene	TBC	Kelsey/Kaylene	TBC	Kelsey/Kaylene	TBC
AFL	Sophia	Joel D			Sophia	Joel D
Football (Soccer)	Lana	Peter		Alex	Amy W	Alex
Futsal	Sophia	Nik			Sophia	Peter
Table Tennis	TBC	TBC				Joel P
Five-a-side Soccer	Nik	Peter				
Netball	Sally	Sam	Britt		Britt	Kylie
Volleyball	Britt	Peter	Britt	Nik		Peter
Tennis	Jack	Sam				
Touch Football	TBC	Sam				
Cricket		(Over 35s) Joel D		(T20) Joel D		
Cross Country	Kylie	Kylie	Kylie	Kylie	Kylie	Kylie
Ekiden Relay	Kylie	Kylie	Kylie	Kylie	Kylie	Kylie



Research Project Update

Our Year 11 students are well underway with Stage 2 Research Project which is a compulsory subject in the SACE. In the Research Project, students have the opportunity to study an area of personal interest in depth. It requires students to use creativity and initiative, while developing the research and presentation skills they need in further study or work.

Throughout Term 1 students have used a myriad of planning tools to help them identify, refine and design a research question, and have now progressed to building their individual research skills while developing the understanding of their topic.

Students are required to undertake secondary and primary research strategies in order to synthesise information from a wide range of sources. We thought we would share our student's research questions with our school community, partially to share the depth and breadth of interesting topics with you, but also in the hope that perhaps there are some industry experts in one or more of the topics our student's are researching.

Do you have interests, expertise or contacts which might help our students?

If you believe you share an interest, or have some expertise or contacts our student's might benefit from, please contact our Research Project Curriculum Leader, Ben Dening, by email at benjamin.dening534@schools.sa.edu.au

Year 11 Students' Research Project questions are...

To what extent is the death of magnetic fields on Mars a predictor of what may occur to Earth's atmosphere?

To what extent do the effects of intergenerational trauma impact the mental wellbeing of Australian Indigenous children as a result of the Stolen Generation?

How can e-sports become recognised as an Olympic Games event?

How have bats adapted to their environment in South Australia?

To what extent do the sales and release practices of sneaker markets create resale markets?

Does prison privatisation positively or negatively affect prisoners in terms of rehabilitation?

How can I analyse the performance characteristics of the three leading Canoe Polo paddles and apply the analysis to different playing styles?

What are the psychological factors of Visual Art and the effectiveness of its therapy within individuals aged 15–20?

To what extent does dietary consumption impact the severity of eczema?

How does society increase awareness of global issues in countries where media representation is biased?

How can stereotypes and representation in the media impact audiences?

Is there a correlation between length of sleep, in teens anxiety and is there an impact of school performance?

How do teachers effectively use interpersonal skills when working with students who have experienced trauma?

To what extent does filtering websites at an educational institution affect student tuition?



Year 11 Students' Research Project question are...

How does violence in entertainment affect pre-existing mental health issues in teens?

What mindset, personal characteristics and life experiences are required to become influential?

How have bushfires affected koala conservation efforts in Australia?

How does the increasing amount of LBGQTQ+ within children's cartoons impact South Australia's societal norms?

How do different alternative milks affect the environment?

To what extent is it ethical to continue to breed and slaughter animals for the sole purpose of fashion and beauty consumerism?

Does excellent achievement correlate to problem-solving skills in Year 9 students at ABHS?

What are the ethical, medical and legal concerns and implications for people researching and/or installing RFID microchips into their hands?

How does cryptocurrency differ from regular currency and what is its purpose?

To what extent could treatment for the effects of microgravity in astronauts be improved?

Has the increase in cyberactivism impacted the reach, engagement, and outcomes for activists, and how can this information be used to best increase these factors for future protests?

To what extent does sleep deprivation affect a teenager's anxiety levels?

What is the difference between an artist's mindset and a non-artist's mindset and how does it affect their daily lives?

How has CGI development changed the animation industry and how will it continue to do so in the future?

To what extent do the ABO blood types differ in their ability to combat the malarial plasmodium parasites?

Could AI affect the position of surgeons in the future?

How will quantum computing help take the next leap in AI?

How can ancient Indian lifestyle traditions be applied to modern lifestyle for a physically healthier way of living?

In which ways do different environmental factors impact an adolescent's response to childhood trauma?

What are the mental health impacts of chronic illnesses, specifically type 1 diabetes, epilepsy and cancer, on adolescents aged 12-16?

How can I produce a neural network able to generate unique texture maps?

How do social media apps affect the amount of sleep in middle school students compared to senior school students?

In the context of New Space, to what extent is there a need for further binding regulatory framework?

How does medicinal cannabis affect cancer?

How do crowds affect an umpire's state of mind in the game of AFL?

To what extent can different age groups affect road accidents in Australia?

To what extent does the research of dark matter consolidate our knowledge of the universe?



Year 11 Students' Research Project question are...

If string theory were to be proven, to what extent would this concept impact scientific understanding?

To what extent does time perspective influence executive control between adults aged 25-40?

How do digital illustrators convey emotion through digital art?

What evidence do scientists have that proves the theory that the Marinoan Glaciation event led to the rise and evolution of multicellular life?

How does the rise of social media impact the reliability of criminal trials by jury?

How has COVID-19 affected the economy and what can we do better to prepare for the future?

How do upcoming musicians survive in 2021 in the age of streaming?

How do different gluten-free flours affect the outcome of baking a cake?

What is the 'Old Firm' and what does it mean to Celtic and Rangers fans?

How can I design outdoor seating areas in Adelaide Botanic High School to better support interactions between people with physical impairments and the able-bodied?

How does one's religion shape their identity in modern society?

How can outdoor furniture be designed to promote face-to-face socialisation among senior students in a school setting?

To what extent can the design of a prison cell support rehabilitation back into society?

Is the success of a K-pop music artist influenced by how their fashion and music styles complement one another?

In what way does implementing a professional soccer player training program impact an amateur player's performance over a three-month period?

How does using green screens affect the film-making process?

What is the impact of stress on medical surgery?

How much do Korean games influence modern day language nuances?

How do contemporary Aboriginal artists depict racism in Australia?

To what extent does the audience impact on future updates for popular video games?

To what extent could the Australian government banning neonicotinoids help Australian bees?

To what extent is laser eye surgery effective?

How can modern power generation innovations be integrated into the design of a house, visualised via Fusion 360 and how does it compare to other classes of homes?

To what extent has the democratic process of the election of the US president been eroded or maintained by the retention of the Electoral College?

What factors contribute to collisions in Formula One races, what measures can assist with the prevention of crashes and what is the best balance of performance and safety?



Introducing our new staff

Below we have picked up from our last Update and continued introducing our newest team members.

Justin Daughtry

Year 11 Teacher - The Arts

As one of the school's newest music teachers, Justin previously taught Music and Music Technology, among other subjects, for ten years at Temple Christian College.

With a young son and a second child on the way, Justin enjoys living in the beautiful Adelaide Hills with his family. In addition to music, he also has a love for history, gardening and permaculture.

Justin is looking forward to getting to know the students at ABHS and engaging with the school community and wider precinct, while seeing students develop their passions, confidence and skills within a supportive learning community.

Justin's favourite quote:

"Do not worry about tomorrow, for tomorrow will worry about itself."

– The Bible

The study of music enables students to appreciate the world in unique ways, through aesthetic treatments of sound across cultures, times, places, and contexts. It forms a vital part of the transmission of histories, knowledge, and stories among generations.



Lara Nowak

Year 11 Teacher - The Arts

Lara comes to ABHS with experience teaching Design, Visual Arts, Media Arts and Design and Technology. She also worked as a photojournalist prior to becoming a teacher.

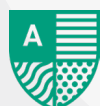
Lara is married with three children (all in high school) and a furbaby (the family's pet dog). She enjoys photography and design as well as painting in oils and mixed media.

Lara is excited about teaching senior students in an innovative environment with incredible technology and about being able to take advantage of the school's proximity to places such as the Art Gallery, Museum, Botanic Gardens, and universities to enhance students' learning experiences.

Determined to empower her students to dream big, Lara considers it a privilege to share her knowledge and passion in her specialist teaching areas.

Lara's favourite quote:

"Anyone who has never made a mistake has never tried anything new." – Albert Einstein



Introducing our new staff

Matilde Wiese

Year 11 Teacher - Global Perspectives

New to ABHS this year, Matilde has spent the past four years teaching in Victoria, beginning in the regional town of Moe before moving to Melbourne. She completed a double degree in Law and Arts at the University of Adelaide before studying a Masters in Education while working as an Associate in the 'Teach for Australia' program.

Born and raised in Adelaide, Matilde returned to her hometown at the end of 2020 to be closer to family. She loves going to the theatre, cooking, writing, and seeing live music.

Matilde is looking forward to sharing her passion for English, French and Legal Studies with her students, and bringing her expertise in these areas together. She is excited about the opportunities that ABHS offers to make the most of students' passions by tailoring curriculum to their interests, as well as extending student learning into the precinct.

Matilde loves that her work revolves around meeting people, learning from their unique perspectives, exploring their ideas, and helping them turn those ideas into something special.



Sports Notices



Kevin Brooks Basketball

“No Kid Left Behind”

Join one of our basketball programs today!

For more information or to register scan the QR Codes or visit playsport.com/kevinbrooksbasketball



Kevin Brooks Basketball—All Programs

- Academy
- School Holiday Camps
- 1 on 1 sessions



Junior Social Competition - Join our club to play in the Adelaide Community Basketball Association Social Competition. If we register 3 or more Botanic teams we can train at your school!!

playsport

Kevin Brooks Basketball is on the hunt for new players for the upcoming basketball season (Terms 2 & 3) and programs. Over the past year ABHS has had a team of students play in the Brooks Basketball competition with great success.

The team trains at school on Wednesday morning before Connect group and then plays in the competition on Saturday afternoons.

Students are enjoying the opportunity to work with Kevin personally and learn more about the game from an experienced professional.

If your child is interested in playing in this competition, or just wants to improve their basketball skills, please refer to the flyer (left).



The Port Adelaide Soccer Club is seeking Players for our Under 14 JPL (Boys) Team



Please contact: juniors@portpirates.com.au



At the Pirates we focus on player and skills development. Players at all skill levels are supported by our experienced coaches and Technical Director.

