

Term 3: Update 1



Adelaide Botanic High School students wearing face masks. (Photo: David Frearson, ABC News)

Update from the Principal

COVID Lockdown and Current Restrictions

An amazing job by students, staff and parents as we swiftly moved into the seven-day lockdown. A lot of the learnings from the 2020 experience had been acted upon with remote learning structures and procedures updated early in 2021 for what was going to be inevitable. Thank you to everyone who took the time to complete the lockdown feedback survey with a significant number of responses from students, parents and staff. This valuable information has been collated and will provide continued improvements to our remote learning experience; something we hope we don't have to do in the near future.

Masks are now very much a part of our school life with students supporting this very well and staff appreciating their support. When possible we have supported students where mask wearing is not practicable.

Excursions and most school-based activities have resumed with some restrictions still in place. Visitors to the school are still limited and we are doing everything possible to maintain effective connections and communication with families.

Attendance to classes during remote learning averaged 96% which was very high, as was the attendance at school following lockdown.

As always, your support during lockdown was fully appreciated and made our work supporting your child so much more effective.



Course Guides

The Course Guides for 2022 have been completed and released for students and families during Week 4. This begins a process leading into course selection and culminating with the Learning Pathways Conference. Please make some time to explore the Guides with your child.

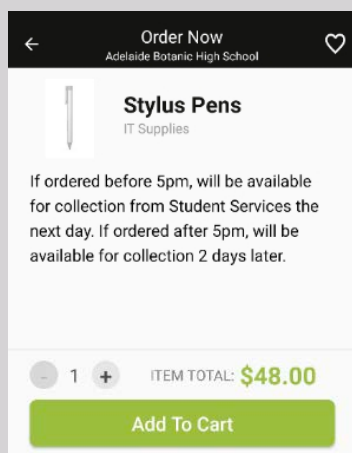
Alistair on behalf of our whole Team

Replacement stylus pens

At ABHS, a student's stylus pen is an important tool in their digital toolbox and supports their learning and ability to complete certain tasks successfully. Students who have misplaced or damaged their laptop stylus are impacted in lessons, particularly maths, when they need to be able to write on screen (and using their finger on screen is not suitable).

Replacement stylus pens can be ordered via Qkr! for \$48 and collected from Student Services or they can be purchased directly from Student Services using cash or EFTPOS.

As one of the most commonly misplaced items at ABHS, it is highly recommended that students label their stylus pens. This allows Student Services to advise students if their lost stylus is found.



ABHS welcomes new Wellbeing Leader

The school would like to welcome Nina Tanner to the role of Wellbeing Leader. Nina has joined the team to replace Ingrid Perry, who finished up at Adelaide Botanic High School earlier this term.



The school would like to acknowledge Ingrid's wonderful work and thank her for her dedication to supporting students during her time at ABHS.

With many years of experience in Wellbeing roles at various primary and secondary schools, Nina is well placed to work with and support students at ABHS. She is looking forward to supporting students to be the best learners possible.

Upcoming Dates – Term 3

Thursday 26 August (Week 6)
Daffodil Day fundraiser

Friday 3 September (Week 7)
Student-free day

Monday 6 September (Week 8)
School closure day

Wednesday 8–Friday 10 September (Week 8)
Learning Pathways Conferences

Wednesday 15– Friday 17 September (Week 9)
Year 10 Challenge Camps

Friday 24 September (Week 10)
Last day of term (normal dismissal time)



Responsible behaviour focus on mobile phones during Term 3

With a renewed focus this term by the Department for Education on adherence to mobile phone policies in all SA secondary schools, ABHS has commenced Term 3 with a positive behaviour approach that focuses on ensuring that everyone is following the policy correctly and respectfully.

In Week 1, all students had a Connect Group lesson dedicated to revisiting the school's Mobile Phone Acceptable Use Policy. The policy went through a review process in Term 2 with School Council, staff and student representatives all agreeing that maintaining and enforcing the existing policy was best practice.

The ABHS mobile phone policy states that phones should be on silent and placed in lockers before Connect Group, and again after Breaks One and Two. This ensures that mobile phones are not a distraction to students during lesson time, allowing students to remain focused on learning and teachers to remain focused on teaching.

On the whole, ABHS staff have been pleased with the level of respect shown by students over the last few weeks, with most students meeting expectations. Spot checks in the afternoon by the Leadership team are uncovering a number of students with phones in pockets and in laptop cases, but generally these students have been happy to hand their phones to Leaders in line with procedures.

A tiered approach to consequences supports students to "do the right thing" and allows staff to use restorative practices and reminders which give students the opportunity to correct their behaviour.

When students do not respond to Tier 0 or 1 consequences, Tier II consequences are applied and students' phones are handed to Student Services for collection at 4pm.

Confiscated phones are stored safely at Student Services and parents are notified by email regarding location of the phone. This ensures parents are aware of the phone's whereabouts should a student forget to collect it.

If you have any questions, please contact Justin Kentish at justin.kentish737@schools.sa.edu.au or Kirsty Gebert at kirsty.gebert756@schools.sa.edu.au.

Thank you for your support.

Tier 0 & 1 Consequences

Tier 0

If students' phones are in lockers, teachers will be appreciative and thank the class.

If the whole class needs a quick reminder to pop their phones in lockers at the start of lesson and students follow this instruction immediately, teacher will be appreciative and thank students.

Tier 1

Pre-correction opportunity - Teachers might need to provide a personal reminder to put phone in locker. Student will need to leave class to do this and return ASAP.

Some students need to hear the message a few times so the teacher may need to re-teach the behaviour expectation.

Teachers may give a formal warning not to have phones out again (can be recorded in Daymap as Tier 1 consequence).

Teachers may decide to call parent to discuss.

Tier 2 Consequences

Teachers will ask student to hand their phone over. It will be handed to Student Services where it can be collected at the end of the school day.

Parents will be contacted to let them know their child's phone is with Student Services.

Tier 3 Consequences

Leadership Team involvement

Contact home

Phone must be handed to Student Services every day for a full week (five days)

Tier 3 consequences will apply to students who refuse to follow instructions at Tier 1 and 2.





ABHS Women in STEM

- Irene Willcocks, STEM Teacher

Last term, a small group of Year 9 girls from ABHS attended the A-Maze Maths program at UniSA's Mawson Lakes campus. A-Maze Maths is a component of UniSA STEM Girls, which encourages girls to continue studying science and maths through school and into university.



"A-Maze Maths is designed to empower girls to pursue careers in mathematics. The program brings together like-minded girls from a range of schools in an immersive maths learning experience. Students will engage in experiential sessions, hear from academics and researchers and have the opportunity to network with each other." - UniSA STEM Outreach

Year 9 student, Raina, shares her reflections of the day:

"In Term 2, five Year 9 students from ABHS were invited to attend the A-Maze Maths Program at UniSA Mawson Lakes to take part in some immersive learning provided by industry professionals in the mathematics industry.

By collaborating with like-minded peers from other schools, we were able to share their learning process in hands-on maths-related activities such as visualisation and modelling of basic arithmetic operations and investigating the fold-and-cut theorem.

During workshop sessions, we engaged with professionals who utilise mathematics in their careers and had the opportunity to learn some new problem-solving strategies developed to help with future learning.

We enjoyed hearing about current research on fascinating and intriguing topics from UniSA academics and researchers, and found our learning in the program to be excellent. We are all looking forward to applying some of the techniques we learnt in our STEM subjects!"



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.



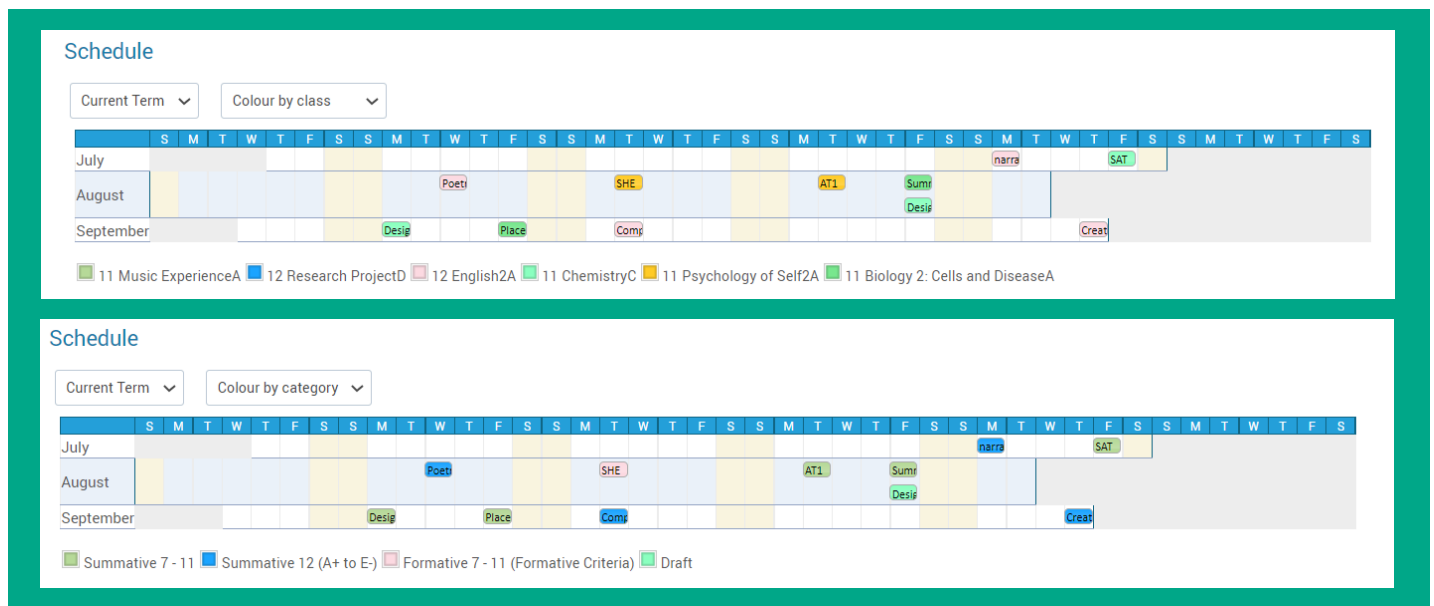
Assessment schedule in Daymap

Did you know that Daymap has an assessment schedule which allows students and parents to see all upcoming assessment tasks for the semester?

To support students in being proactive about managing their time, planning when to work on assessment tasks and taking ownership for their learning, Senior School staff have been busy over the last few weeks creating “placeholder tasks” in Daymap.

The intention is that teachers for Years 10 and 11 will have created tasks with approximate timelines and submission dates ahead of schedule. As a task draws nearer, teachers will replace the placeholder text with the details about the actual task. By getting in early and creating a placeholder task we are hoping that students, staff and parents are able to see in advance when tasks are coming up, and are able to balance student’s workloads so that multiple tasks are not all due at the same time.

To view your child’s assessment schedule, navigate to their Portfolio within Daymap, then select the ‘Assessment’ tab, then the ‘Schedule’. You are able to filter to just the current term or view the whole year. You are able to view the schedule by class, or by category as shown below.



Both parents and students are encouraged to continue conversations about the importance of meeting agreed timelines, and to revisit and use the extension request process early if you perceive there are going to be issues meeting the timelines teachers have set for a task.

To request an extension, students are able to fill in an online form which can be found on Frog on the Student Dashboard. Parents will be notified of the request for an extension, and the outcome of the request.

Data shows that achievement levels are higher when students manage their time, and submit their evidence of learning on time, rather than letting tasks become overdue, and pile up. This year there is a far greater submission rate compared to previous years as students know when their due dates are, are much more adept at negotiating reasonable extensions, and then submitting their tasks on time. This has been an excellent improvement, and ABHS will continue encouraging students to build this important life skill.

- Kirsty Gebert, Assistant Principal



Year 8 'Le Marché' Business Project

An inspiring presentation from SA Small Business Commissioner John Chapman

Last term, Year 8 students were fortunate enough to watch a presentation by SA Small Business Commissioner John Chapman, from the Small Business Commission in Grenfell Street. Commissioner John Chapman shared information and transferable strategies for our students to apply in a school setting for their market stall business project preparations and to their future career aspirations.

ABHS are grateful to Commissioner Chapman for motivating and supporting the Year 8 students with their Le Marché Ichiba business enterprise projects.



The first Year 8 Le Marché (market) for 2021, held at the end of Term 2, was a success.

The Atrium was filled with colourful and creative market stalls selling all sorts of wares from jewellery to stickers and even caricature drawings.

The school was abuzz with activity as students and staff perused the market stalls.

Congratulations to the Global Perspectives students on a successful market day!

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



Qkr! Update

You may have noticed a change in the payment options in Qkr!

(1) With the amount of excursions, knockout sports, subject and studio fees on offer, Qkr! was getting a little full. The payment categories are still the same, but products have now been grouped together.

For **Studio/Subject Fees**, you can find them under the Term or Semester they are in. The most recently invoiced will be at the top.

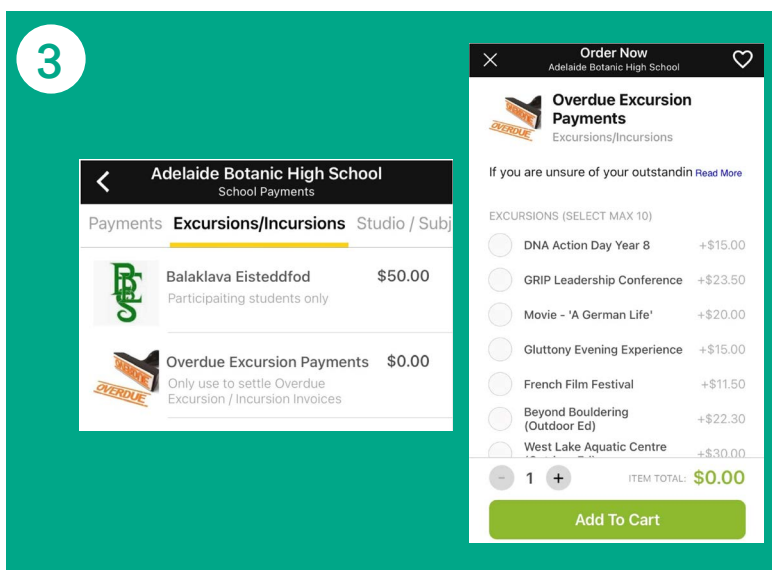
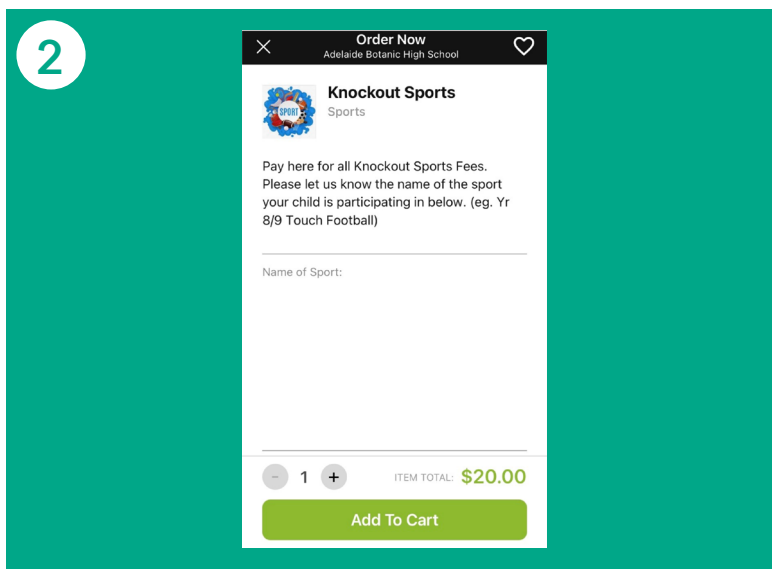
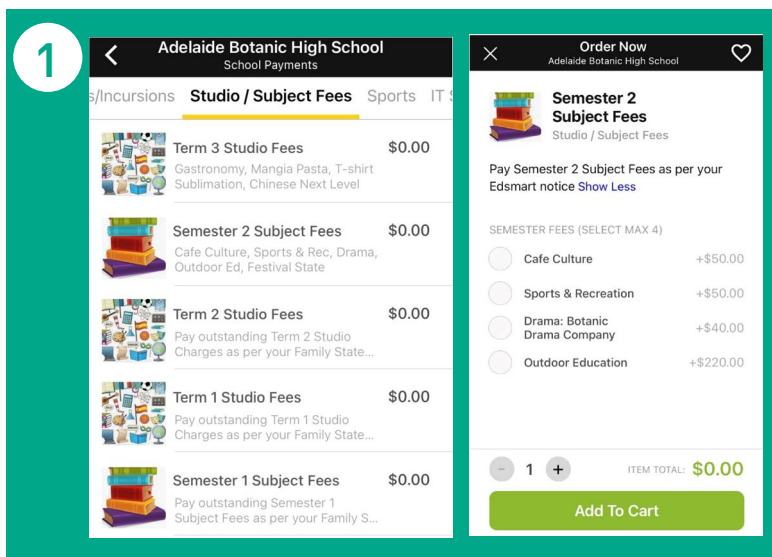
(2) For **Knockout Sports**, there is one option for all sports. You just need to advise the sport name when making the payment.

(3) All past **Excursions** are now under the one payment icon.

Any current excursions will have a separate payment icon. Once the excursion has past, and payments are overdue, it will be moved into the 'Overdue Excursion' tab for payment.

Qkr! is a payment tool and will list all payments available to be made to the school, and is not a reflection of your account. You can view your receipts in Qkr! under 'Activity' to check if you have already paid for something.

For all account queries, please contact the Finance Office at dl.1919.finance@schools.sa.edu.au



Aboriginal Education Term 2 Update

- Laiya Lochowiak, ASETO, and Georgina Hannaford, AET

Reconciliation Week, Week 5



Reconciliation Australia's theme for 2021 is "More than a word. Reconciliation takes action."

The reconciliation movement urges people to become braver in taking the first steps and taking action that creates impact. Building positive relationships between the broader Australian community and Aboriginal and Torres Strait Islander peoples is key.

As part of the school's Reconciliation Week celebrations, various activities were arranged including a visit by Aboriginal elder, Uncle Cliff Coulthard. It was an honour to have his valuable insights on cultural topics, which help to foster empathy and understanding. It was also an opportunity to establish positive community connections and enhance the Year 8 and 9 Global Perspectives curriculum.

A special book display was set up in the Library, in addition to games and a colouring station.



Other special events included:

- George Hannaford (AET) and Laiya Lochowiak (ASETO) attended the Reconciliation Breakfast at the Convention Centre with ten ABHS students.
- Students created botanical leaves which will be on display at ABHS later in Term 3.
- Erin Gear visited ABHS to talk about the Career Trackers Program and explained the opportunities available to all Aboriginal and Torres Strait Islander students.



Career Trackers is a national non-profit with the goal of creating pathways and support systems for Indigenous young adults to attend and graduate from university, with high marks, industry experience and bright professional futures.



NAIDOC Week - Week 10



The NAIDOC 2021 theme is “*Heal Country*” and invites the nation to embrace First Nations’ cultural knowledge and understanding of Country as part of Australia’s national heritage and to respect the culture and values of Aboriginal peoples and Torres Strait Islanders.

As part of the NAIDOC Week celebrations at ABHS, Michael Connelly, a NSW Wiradjuri man, visited the school in Week 10 of Term 2 to play his Didgeridoo for students in the Atrium during Break 1. This was a special event that demonstrated how this unique instrument is played, and Michael’s cultural connection to it. As he played, the sound of his Didgeridoo echoed up throughout the school in an uplifting celebration of NAIDOC week.

Staff and students also had the pleasure of hearing Rob Edwards, an Adelaide-based multi-instrumentalist, play his music in a special performance during break time. Rob infuses his passion for his Indigenous background and culture within his music.

Students and staff also enjoyed some face painting as part of the NAIDOC celebrations.



Aboriginal and Torres Strait Islander Youth Forum

ABHS was fortunate to have special guest Commissioner April Lawrie, accompanied by Principal Policy Officer, Virginia Leek, visit the school as part of the Youth Forum. The purpose of the Youth Forums is to seek feedback from Aboriginal young people, which will be included in the Commissioner’s *2020-2021 Annual Report* to the Minister for Education.

The forum covered key topics that relate to the Aboriginal and Torres Strait Islander communities. The students who participated in the workshop had valuable insights and voiced their concerns to the Commissioner.

Topics included the following:

1. The impact of COVID-19
2. Black Lives Matter
3. Raising the age of criminal responsibility
4. Disability
5. Out-of-home care (OOHC)
6. Uluru Statement from the Heart

