

Term 2: Update 1



Students playing soccer at Park 12.

Update from the Principal

Adelaide Botanic High School has been open for just nine terms and already in that short time we have formed some highly valued traditions. The ANZAC Ceremony that took place during Week 1 of this term is just one of those traditions. It was a ceremony that not only reminded us as a school community of the sacrifices that were made, but also challenged us to have gratitude for those men and women who were prepared to fight and lose their lives for the freedoms we experience today. During the ceremony we heard a poem '[Dulce et Decorum Est](#)' that really brought home to the students the horror of war. Having our students run the ceremony alongside guests from the RAAF, and our student cadets representing the different armed forces, made it a very special occasion and a powerful way to start the term. The music contributed to the sense of occasion and highlighted the quality of the music program and student talent. I also shared with the students how proud we were of them as an audience and this was reiterated by the guests who all commented on how outstanding both the presenters and audience were.

Term 2 also started with exciting news regarding our sports grounds. Although we have extensive playing fields and sports grounds through our lease of Park 10 in North Adelaide, the time taken to get there does eat into the lesson. Since before the school opened we have been negotiating with the University of Adelaide for access to the sports grounds (Park 12) opposite the school. The great news is that as of the beginning of this term we can now access these grounds for all our sporting and Lifestyle Choices requirements. They are a fantastic resource and only a very short walk from the school which provides yet another opportunity to build on our already extensive sports program.

Thank you to all families who have planned for the inevitable cool and wet weather that is fast approaching by purchasing uniform items in preparation. If you have not already done so, please organise to have appropriate items such as the school jumper, jacket and puffer jacket ready so that all students are in full uniform travelling to and from school, as well as at school.

Alistair on behalf of our whole Team



Placing of the wreath at the ANZAC Ceremony.



School band performing at the ANZAC Ceremony.

School Sport SA Cycling Championships

The School Sport SA Cycling Championships give students an opportunity to compete against other students from across the state. This was Adelaide Botanic High School's first involvement with the competition and a team of three enthusiastic cyclists, Jude Heeps, Hudson Miles and Jake Morgan prepped their bikes and donned their lycra for a chilly day of competition at Victoria Park racecourse. They competed in three events, including a time trial where individual cyclists start at 30-second intervals trying to set their fastest time over a course of about eight kilometres. A points race, where cyclists ride together in their grade with a sprint finish every two laps, with points allocated for the first four riders past the finish on every second lap over a 15-minute period. As well as a criterium where cyclists ride in grades for 15 minutes plus two laps where they battle for placings.

Our students took on the challenge and with great results including a win in the points race and solid placings in the other events. This culminated in the school coming fourth out of twenty-four schools, which was an outstanding achievement.

Thanks go to the parents and family members who joined us and supported the students. It was a pleasure to spend the time with the students and I am sure we will return with a bigger team next year.

- Alistair Brown, Principal



How are students rewarded for doing the right thing?

Responsible Behaviour at ABHS

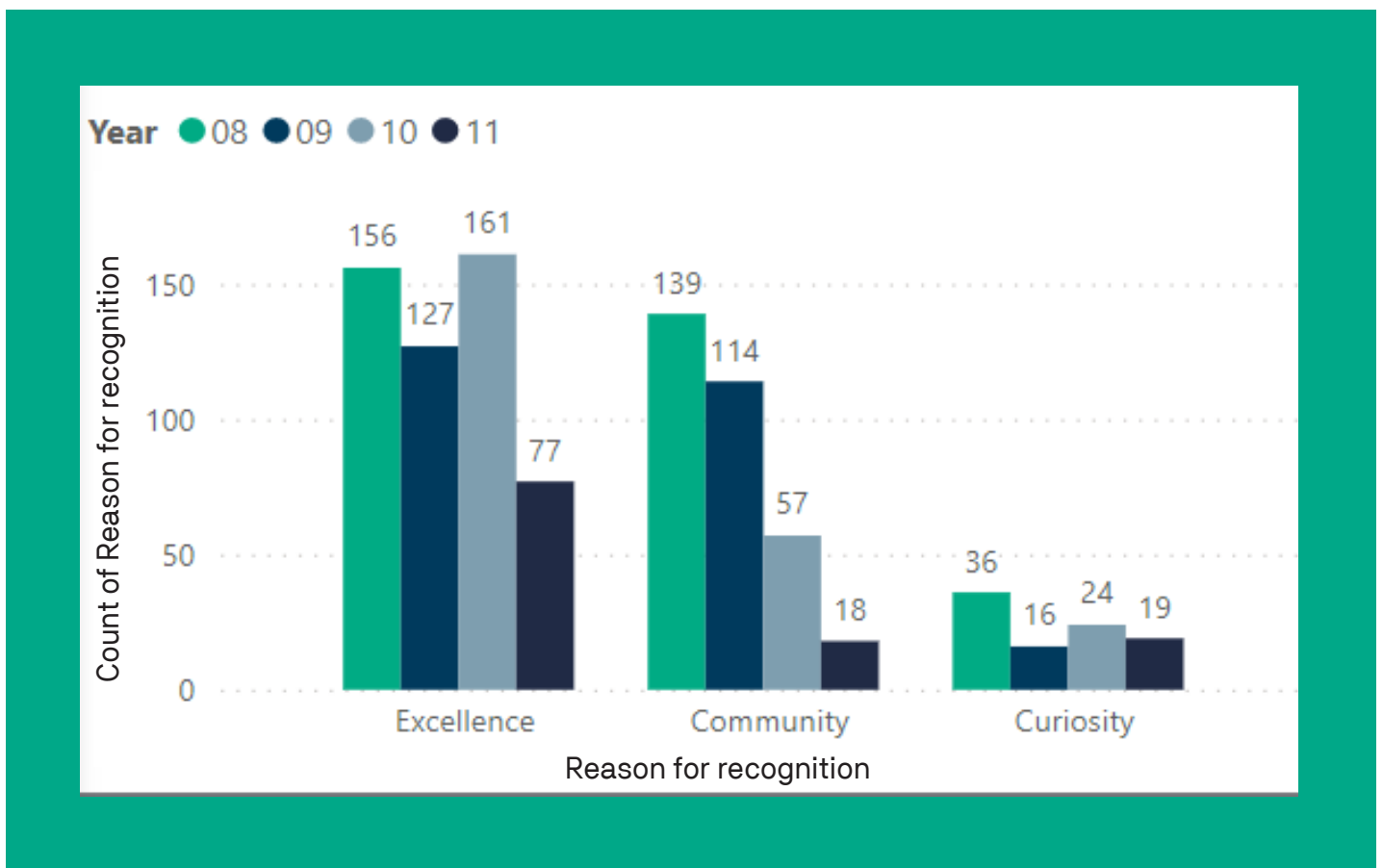
The pursuit of *Excellence*, the development of *Curiosity* and the building of *Community* are all valued at Adelaide Botanic High School - these guiding values are the building blocks of the school's DNA. Acknowledging students' positive engagement with their learning and the school's responsible behaviours is an important aspect of school life at ABHS.

During Term 1, *Community*, *Excellence* and *Curiosity* were recognised on **944** different occasions – a significant increase from 300 in Term 4 last year. Staff and students are embracing the school's culture of recognising and acknowledging excellence, which in turn, is shaping a culture where students feel safe and accepted for who they are.

Students were recognised in the following areas:

- 521 examples of students demonstrating *Excellence*.
- 328 instances of students building a strong and respectful *Community*.
- 95 times students have been recognised for showing *Curiosity* in developing new skills and knowledge.

- *Student Achievement and Success Team*



Supporting Student Success in Meeting Agreed Timelines

With a focus on teaching students responsible behaviours this year, the emphasis in the latter part of Term 1 was on the importance of meeting agreed timelines. This expectation is outlined under the school's guiding value of "Excellence".

Excellence

- Be punctual and regular in attendance
- Allow students to learn and teachers to teach
- Be organised and take responsibility for your own learning
 - Meet agreed timelines, by following the submission of work guidelines
 - Participate in and complete all activities and tasks

Whilst the expectation is that all students will submit their evidence of learning on time, it is acknowledged that this is not always possible due to extenuating circumstances. To support students in having proactive and crucial conversations about their progress, the Submission of Work Guidelines (shown on p5) have been introduced. These guidelines outline the steps that students and teachers will take to submit their evidence of learning by the agreed timeline.

There is a link on the Student Dashboard of Frog that students can use to initiate an extension request prior to the due date. There is an element of flexibility in the amount of notice a student should provide when requesting an extension; based on the length of time provided for the original task and the progress that the student has shown to date. Typically, this is two-three days before the due date. Students are expected to follow up the digital request by having a conversation with their teacher to negotiate the extended timeline for submission of their work.

Parents, students and the relevant subject Learning Area Leaders each receive a copy of the student's request, as well as a copy of the outcome of the request for an extension. The intention is that this process is flexible and sensitive to students' personal circumstances, while upholding ABHS' Responsible Behaviour Expectations and developing a culture where students appreciate the importance of completing their work by the agreed timeline.

If students are unable to show evidence of learning at the checkpoints prior to the due date, at the due date, or at the extended due date, they will be assessed with a Not Assessed (NA) grade if they are in Years 8-10, and with a No evidence (N) grade if they are SACE students.

- Kirsty Gebert, Assistant Principal



Submission of Work Guidelines

	STEP 0 Quality differentiated teaching practice	STEP 1 Evidence of learning not available by the agreed checkpoint	STEP 2 Extension or task adjustment	STEP 3 Opportunity to catch up	STEP 4 No evidence, or insufficient evidence of learning by final timeline	STEP 5 Repeated inability to provide evidence
Students will...	<p>Seek assistance from their team of teachers, connect group teacher, and if necessary, curriculum support officers.</p> <p>Take responsibility for their learning by proactively communicating with their teacher to negotiate an extension to the agreed timeline using the coaching conversations.</p>	<p>Receive a Daymap message or email to let them know of an upcoming timeline, and the need to provide further evidence of learning for assessment.</p>	<p>Be expected to initiate a request for an extension or be prompted by their teacher to seek an extension. Refer to extension request details below.</p>	<p>Attend supported opportunity in Break One to complete evidence of their learning to a satisfactory standard.</p>	<p>Understand after a final timeline, and all extensions have expired, the non-completion of a task is considered to be a behaviour concern, rather than an academic concern.</p>	<p>Attend a family conference with members of the leadership team and their teacher.</p> <p>A behaviour and learning contract may be developed.</p>
Teachers will...	<p>Monitor progress and coach students with time management, engagement and understanding of tasks.</p> <p>Make modifications or adjustments to meet individual students' needs and encourage students to seek an extension as needed.</p>	<p>Contact the student and family by phone or email to inform them of the missed checkpoint.</p>	<p>Offer one further opportunity to negotiate an extension to the agreed timeline or an adjustment to the task.</p>	<p>Arrange a "catch-up" session during Break One to support the work completion.</p>	<p>Create a Daymap Academic Referral record to inform the leadership team of the issue and previous action taken.</p>	<p>A family conference will take place to discuss support strategies around behaviour and learning outcomes.</p>
EXTENSION GUIDELINES						
<p>Where students have reason to believe that they will not meet an agreed timeline, they are expected to...</p>		<p>Initiate an extension request with the relevant subject teacher 2-3 days before the deadline by completing an extension request form.</p> <p>Follow up by having a conversation with their teacher.</p>	<p>Adhere to the new extended due date which will be recorded on Daymap.</p> <p>Students are advised that parents, teachers and Learning Area Leaders will be copied into the extension request communication.</p>	<p>Provide a medical certificate where required for SACE assessment requirements.</p> <p><i>*Special consideration may be given in extenuating circumstances when it is not possible to seek an extension by the recommended time.</i></p>		
<p>Coaching conversation prompts</p> <ul style="list-style-type: none"> • What happened that prevented you from getting the work in on time? • Are you clear on what the task is? Do you have any questions about it? • What could you have done differently to meet the deadline? • What do you do when you don't know what to do? • When and where do you study at home? • Are you behind on anything else? • What needs to happen next for the work to get done? • What could I do to assist you? • When do you think is a realistic timeframe for completing the work? 						

Click on image to expand

Upcoming Dates - Term 2

Thursday 13-Tuesday 18 May (Weeks 3 & 4)
NAPLAN Year 9

Wednesday 9-Friday 11 June (Week 7)
Year 10 bushwalking camp

Tuesday 18-Thursday 20 May (Week 4)
Years 8-9 Student Learning Conversations

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

Tuesday 25 May (Week 5)
Student-free day

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



Years 8–9 Student Learning Conversations

An opportunity for students, parents and Connect teachers to discuss how the student is progressing with their learning.

Held in Week 4 this term.
Bookings via Daymap will close on

9am Monday 17 May.

Year 8 and 9 students have been preparing for their Student Learning Conversations with the support of Connect teachers to develop and consider their learning progress. They will be able to share with parents their goals and identify supports and strategies they have in place to be able to achieve these goals.

These conversations form part of the formal assessment and reporting procedures at Adelaide Botanic High School. They are an excellent opportunity for parents to understand how their child is progressing and are a vital aspect of student learning development.

The Student Learning Conversations will take place via Zoom over three evenings from **Tuesday 18 May to Thursday 20 May (Week 4)** at the following times:

- Between 8.30am–9.15am on Tuesday 18 May
- Between 4.30pm–8pm on Wednesday 19 May
- Between 8.30am–9.15am on Thursday 20 May

Booking details have been sent via an Edsmart email on **Friday 7 May**.

Bookings will remain open until **9am Monday 17 May**.



Adelaide Botanic High School Selected for Excellence Award




Adelaide Botanic High School has been selected for an Excellence Award in the category of 'Innovation in Learning Environment Design' in the Australian Education Awards.

This award recognises excellence in the design of a student learning environment in an Australian school. It considers a range of criteria such as how the learning environment reflects the pedagogy and the effectiveness of the learning environment.

The Australian Education Awards are recognised as the leading independent awards in the K-12 education sector and showcase the top-performing schools and individuals for their outstanding achievements and transformative work.

The overall winners of each award category will be announced and celebrated at the awards gala on 27 August this year in Sydney.



Every day, those working in public education shape futures by inspiring children and young people to reach their full potential.

ThankED gives you the chance to celebrate and thank public educators who make a difference every day, as well as those people who work in support of them.

Would you like to show your appreciation?

The Department for Education has launched a new initiative which provides a way for members of the ABHS community to let teachers and support staff know that their work is noticed and appreciated.

If you would like to thank a staff member at ABHS, please [click here to submit a ThankED message](#).



Impactful Road Safety Education

- Ruth Bedford and Imogen Knight, Student Achievement and Success Leaders - Senior Years

Late last term, the South Australian Metropolitan Fire Service (MFS) came to Adelaide Botanic High School to deliver their Road Awareness Program (RAP), focused on helping students make safe decisions and become responsible drivers, as well as responsible passengers and pedestrians.

The program is specifically designed to give students a hard-hitting, realistic insight into road trauma. As part of this, firefighters address the lasting trauma from injuries and fatalities, including the ongoing impacts of loss and disability for victims and families. A central element of the program is a talk by a real life road crash survivor who encourages students to learn from their mistakes.

"The speaker made it feel really real. Also made me think about my own family and the possible consequences."

"[The program] helped open my eyes about the responsibility I have on the road."

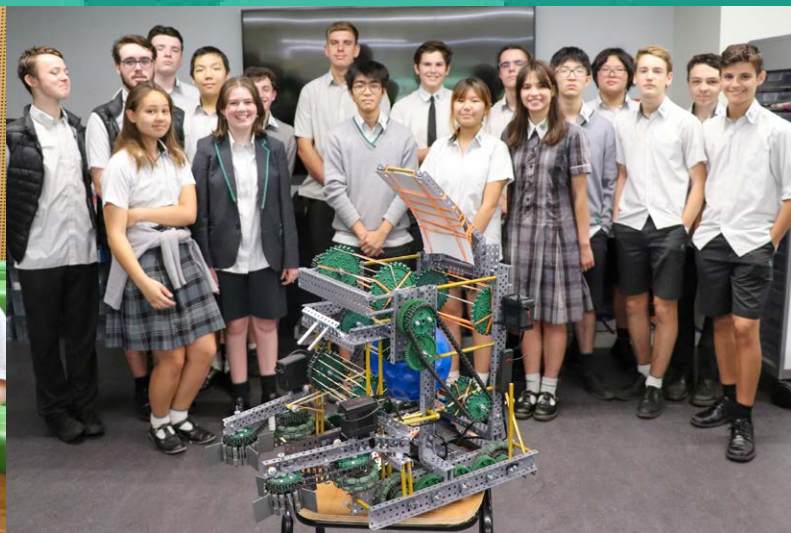
"Getting a guest speaker in showed what could happen. So I'll do anything to prevent it."

"They don't tiptoe around the problem and they do it in a way that really makes you reflect."

"Really eye opening. I really like that it was completely honest and real."

"I learnt a heap of information that will remain in the future when I drive."





ABHS secures their spot in the VEX Robotics World Final

In early March, five teams of Adelaide Botanic High School students competed in the VEX Robotics State Championship at the Adelaide Convention Centre.

The students from ABHS competed against dozens of technology students from around South Australia, as more than 50 teams from 15 schools came together to compete in the championship.

Four ABHS teams made it through to the quarter finals, two ABHS teams made it through to the semifinals, and one ABHS team won Tournament Champion. Three ABHS teams also won the Excellence, Innovation and Build Awards.

The ABHS team who won Tournament Champion, thus securing their place in the VEX Robotics World Final later this month, is comprised of Year 11 students, Cherie Htun, Duncan Creamer, Elke Milne, and Liam Potter.

Choosing to take on this competition as an extra-curricular project, the four students have dedicated hundreds of hours to prototyping and refining their robot, in addition to many more hours spent on their engineering notebook documenting their processes, analysis and decisions.

“I was interested in learning to use different programs and applications, like CAD, and assessing some career options. It’s also great to put on the resume,” said Elke about why she wanted to be involved in the competition. With a particular interest in the STEM field, the four students have their sights set on careers in fields like engineering, computer science, and cyber security, with three of the four students currently undertaking a VET course in cyber security.

“We really wanted to be at the competition. It was a great opportunity to refine our teamwork skills. We not only worked with our own team members, we also worked with teams from other schools in SA and interstate,” said Liam. Just recently, the team competed in three virtual international tournaments, providing valuable practice in the lead up to the VEX Robotics World Final later this month. They had the opportunity to compete against teams from around the world and even formed an alliance with a team from California, winning the tournament Grand Final. The ABHS students are very excited about competing in the World Final on 20- 22 May!

- Daniel Seymour and Joel Phillips, STEM (Technologies) Leader and STEM Teacher



Track and Field Championship



On Monday 29 March, a team of 72 Adelaide Botanic High School students travelled to SA Athletic Stadium to participate in the School Sport SA Track and Field Championship; double the size of the team that participated in the school's first year.

All ABHS students performed exceptionally well, with 18 students winning first place in their events, 16 students coming second in their events and 19 students achieving third place.

The following students won multiple events on the day:

- Jaime Cocks
- Lachlan Gardner
- Charlotte Exelby
- Jesse Mader
- Sam Oster
- Sandro Purugganan

In addition, the U14 Boys, U15 Boys and U16 Girls relay teams took first place. The relays were very exciting and prompted plenty of cheering and support from the rest of the ABHS team.

A special mention to Sandro Purugganan who achieved three standards of excellence in the 100 metre, triple jump and long jump for his age group. A standard of excellence is awarded to the top five per cent of athletes in each event across all six days. Well done to Sandro on his outstanding achievement.

For the overall competition, the ABHS Boys team finished second in their division and the ABHS Girls team finished fourth in their division, allowing Adelaide Botanic High School to finish fourth; only six points behind third place.

A very special mention to Riley Wright, Ashton Raethel and Maddi Spencer, who volunteered their time to help on the day. These students gave up their own time not to compete, but to help on the day with manning events, timing, measuring, and raking, among other things. Last, but not least, thank you to staff who accompanied the team on the day, and helped the students perform to the best of their ability.

- *Kylie Trenorden, Lifestyle Choices Leader*



Wheelchair Basketball

Late last term, Year 10 Lifestyle Choices classes had an eye-opening opportunity to participate in a lesson of wheelchair basketball.

This lesson was the final piece of a unit of work based around equity in sport and the Olympics and Paralympics.

Throughout the unit, students were placed into 'teams' that participated in a range of Olympic and Paralympic sports. The teams that students were allocated to determined the equipment and resources they had access to when competing in those activities. Afterwards, students reflected on why some countries were more successful than others in particular sports.

The wheelchair basketball session was a highlight for many of the students. Michael from Novita came in to give a presentation on what it means to have a disability, how he lives with his disability and the vast range of sports available to people with disabilities.

Students were particularly excited to be taught how to manoeuvre a wheelchair for the purpose of participating in a basketball game.

We would like to thank Michael from Novita for his time and for giving students the opportunity to try something that was a new experience for most.

- Lifestyle Choices Team






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.

Keeping students warm this winter!

Below is our winter range – especially relevant with the cooler weather that has arrived. These outer-wear uniform pieces will ensure warmth in the cooler months in school, on breaks and on the commute.

Puffer jacket	\$79.00	
Puffer vest	\$69.95	
Jacket/blazer	\$195.00	

[ABHS Uniform Policy](#)

[ABHS Uniform Brochure](#)



How to order

- 1 Student to visit Student Services (during break time) to request to try on a uniform item for confirmation of size.
- 2 Call Kaye at Campus School and College Wear on 8346 0830 to place your order and pay by credit card.
- 3 Deliveries will come to the school and be given to the student.



Notices



Recruiting for Oporto

Juniors 16 and over

As part of the crew team this role involves restaurant operations including front counter, drive thru & kitchen

Duties

- Provide high levels of customer service
- Prepare & cook food
- Adhere to safety & hygiene standards
- Clean equipment, fittings & restaurant areas
- Handling money & balancing
- Work as a team unit to maintain customer flow

Skills & experience

- Be courteous & customer focused
- Ability to work quickly with a sense of urgency
- Ability to work as part of a team
- Ability to follow procedures

Benefits

- Flexible shifts
- Uniforms provided
- Opportunity to complete nationally accredited qualifications in Retail
- Succession & development planning

If you wish to apply, please email your resume to Jenna Pascu – j.pascu@peregrine.com.au