

An architectural rendering of a modern school building with a courtyard. The building has a curved facade with vertical metallic panels and large glass windows. In the foreground, there is a paved courtyard with circular green spaces and several students walking. Large black circles are overlaid on the image, each containing a statistic.

7
levels

13,000
sqm

1,250
students

2019
opened

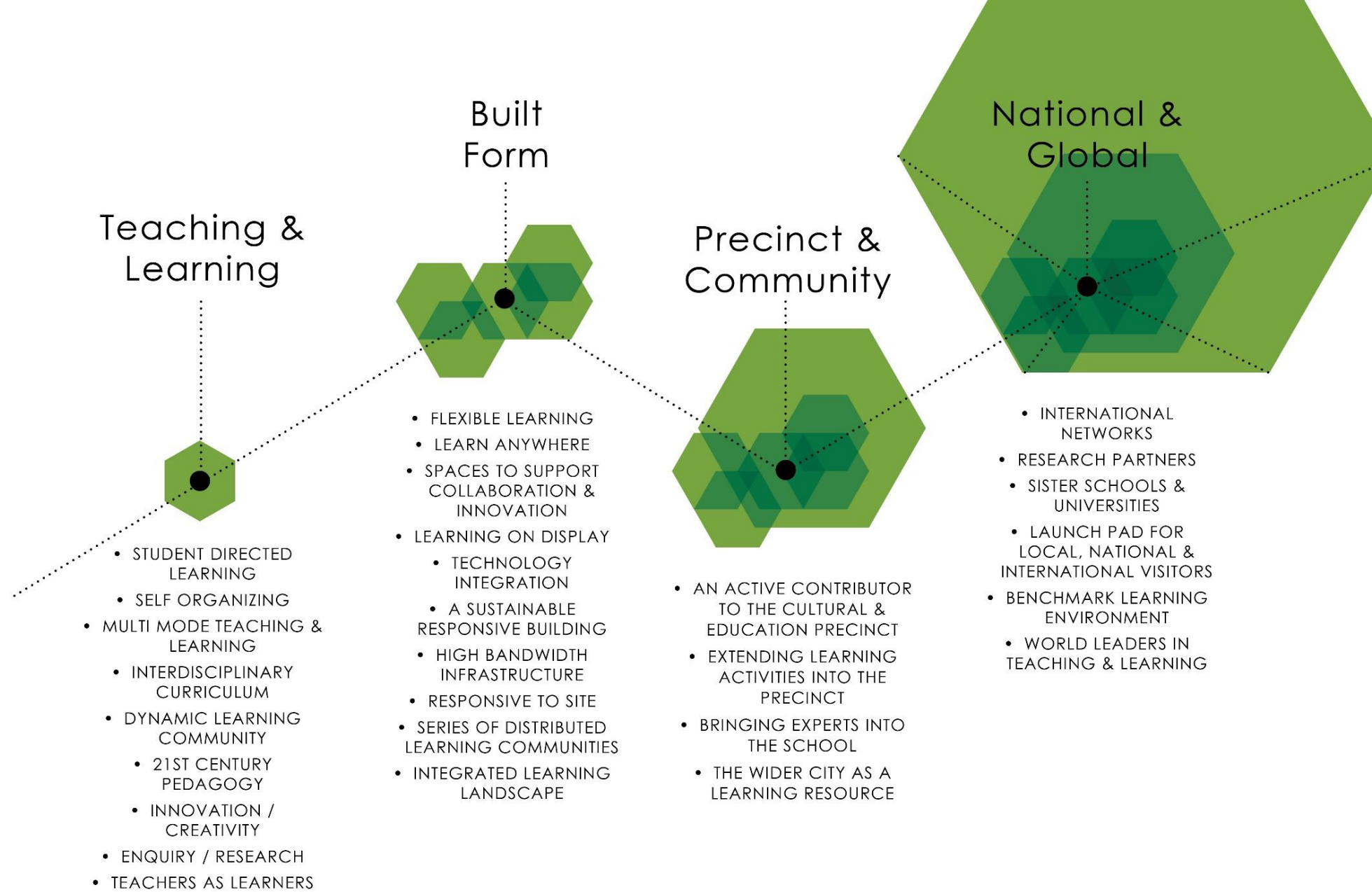
7-12
years

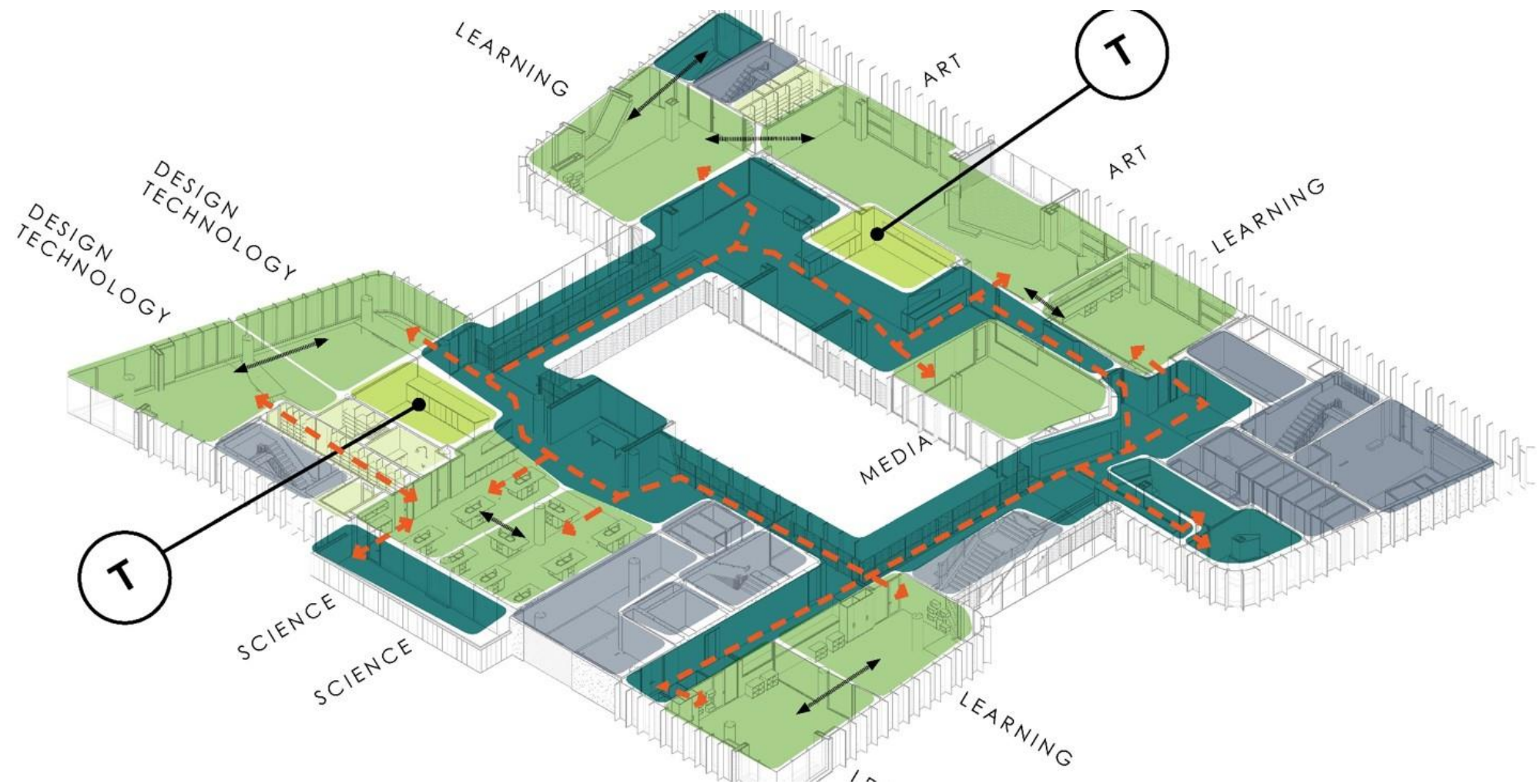
5 Star
Greenstar



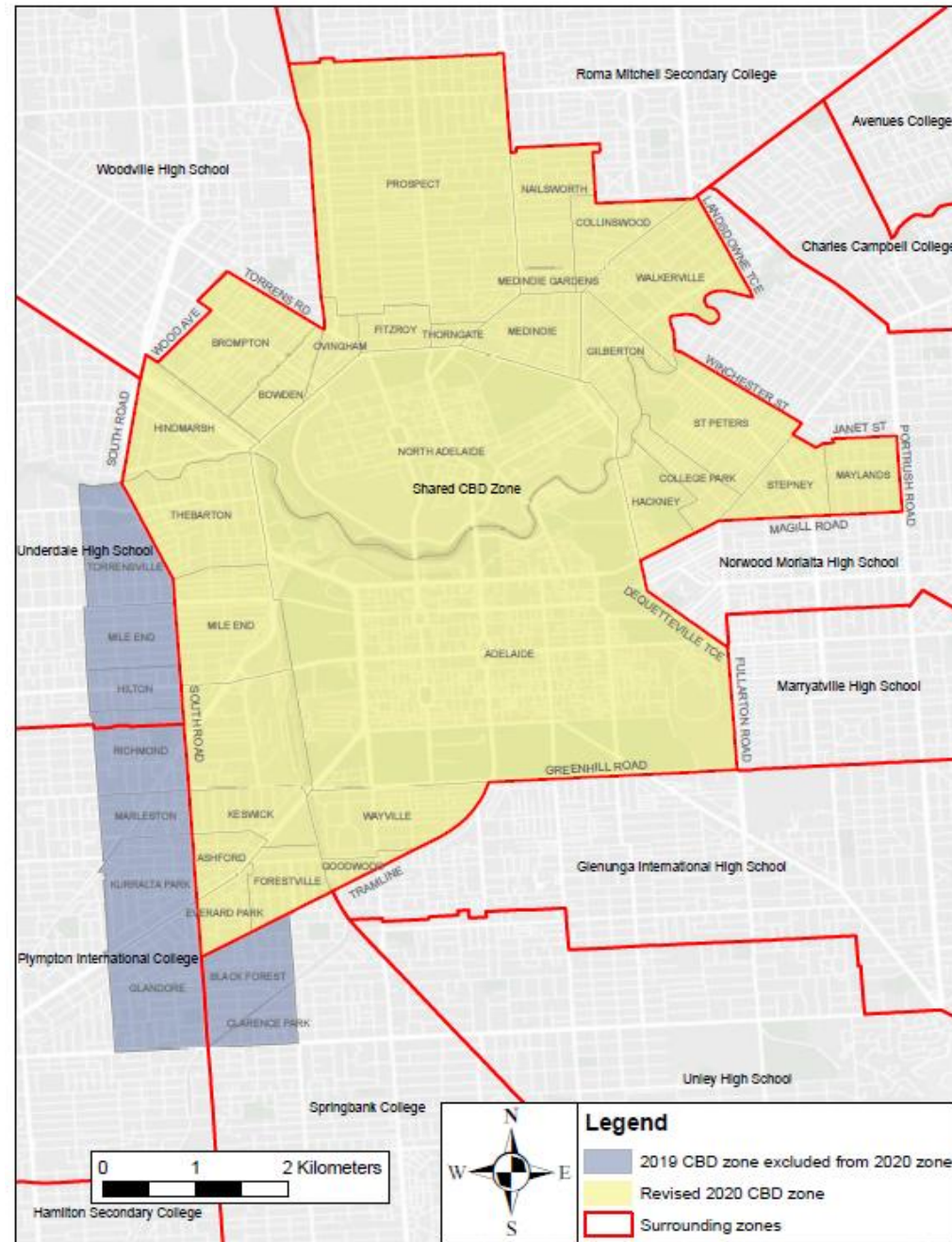
Tomorrow
— Today







2020 Shared CBD High School Zone



Tomorrow — Today



VALUES (DONNA) CHARTER

3

ABILITIES

Learning design principles

What every child needs? Who says how can they choose?

Deep skill + content mastery

Deep mastery of foundational skills/content expertise - growth mindset to build stamina and perseverance - productive struggle.

Interdisciplinary project-based learning

real world challenge inquiries

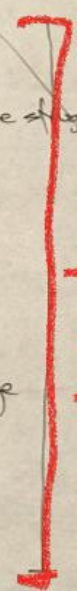
Deep exploration, rigorously connects mastery to inquiry

Experiential learning - deepens skill + knowledge by tying it to personal experience, community engagement and global relevance.

Choice + Voice

Putting students choice + voice puts students at the center of the learning - builds independence/confidence motivation/leadership

What are some things about the common student experience?



4

Purposefully Connected learning

The World of Knowledge
The World of Self
The World of Humanity

Whittle School

Studios

Collaboration
Joy
Meta cognition
21CLD
Task design

5

Scope/Sequence

They are the experts knowing the standard

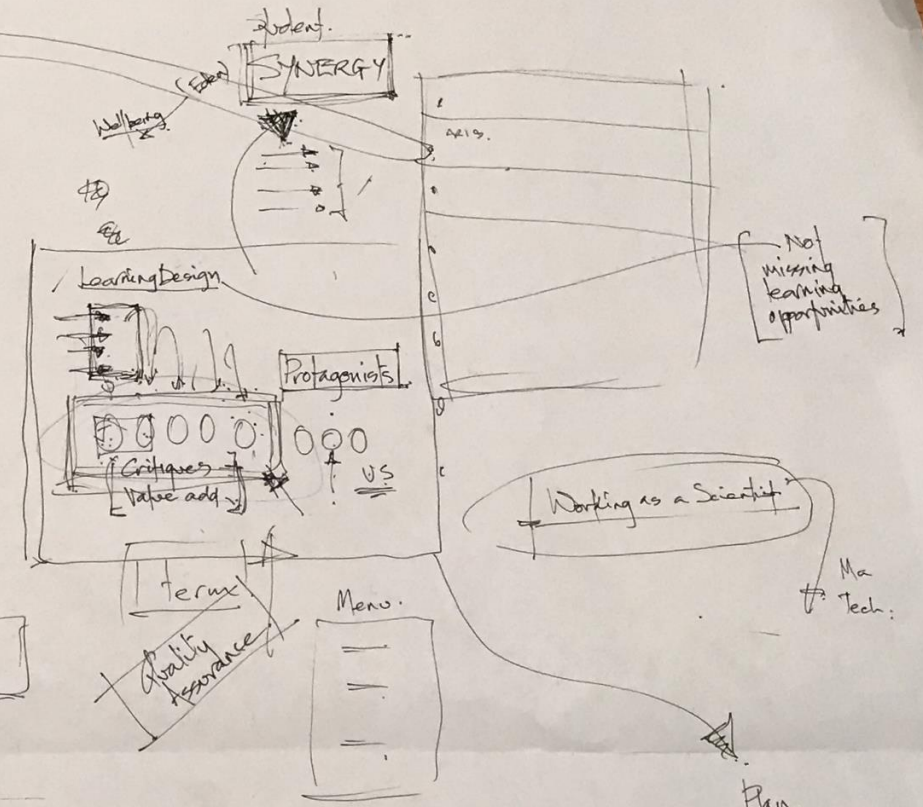
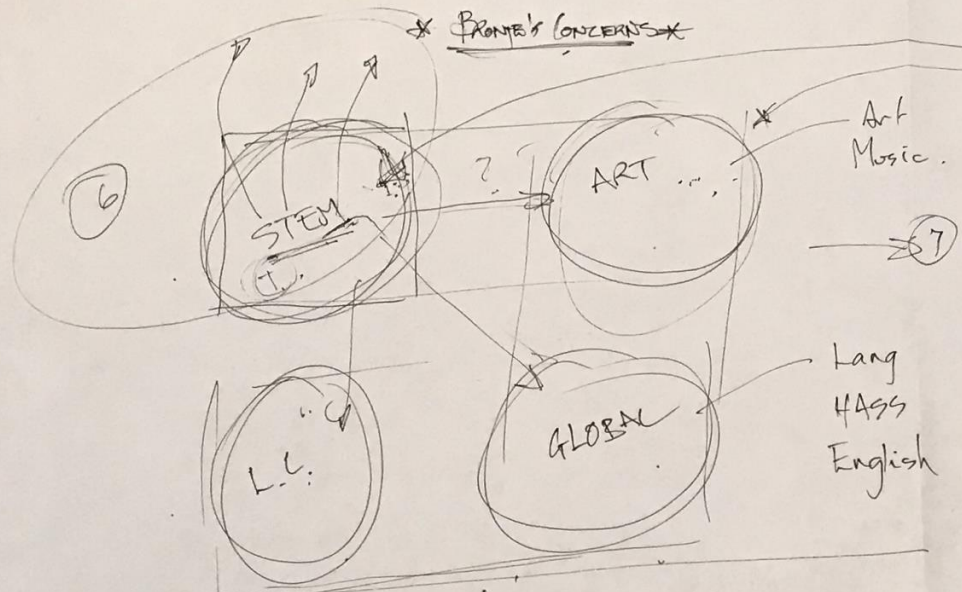
Global Perspectives - Language + Culture

The Arts - Arts + Making

Job makers

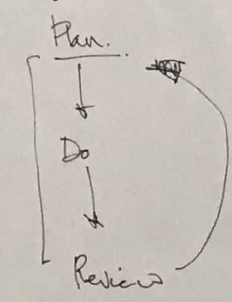
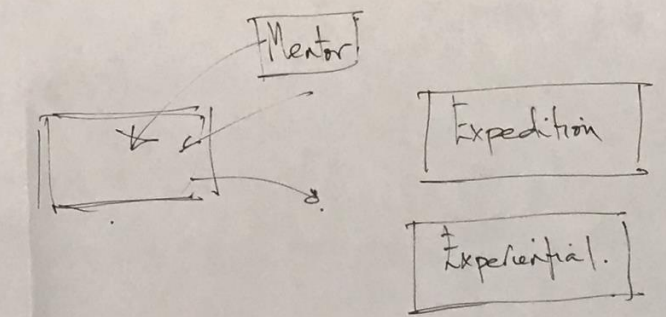
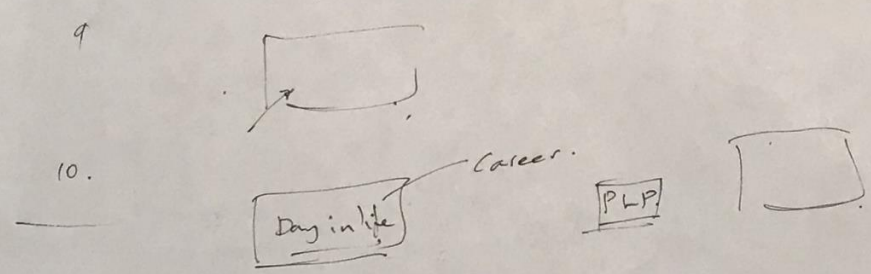
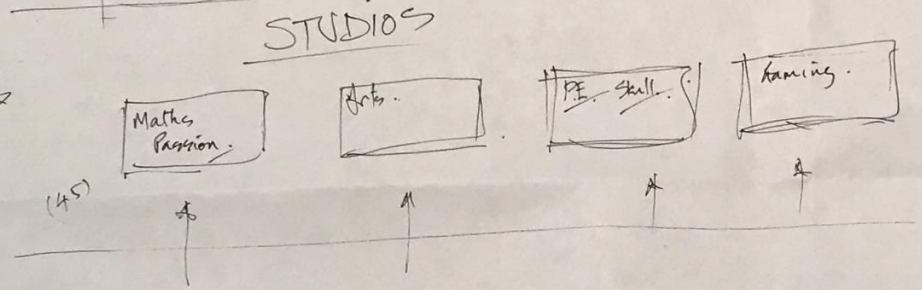
Advisory program

Daily check ins
Group meetings
mentor groups - methods
not all the +
Interacts at times



After have been away.

4

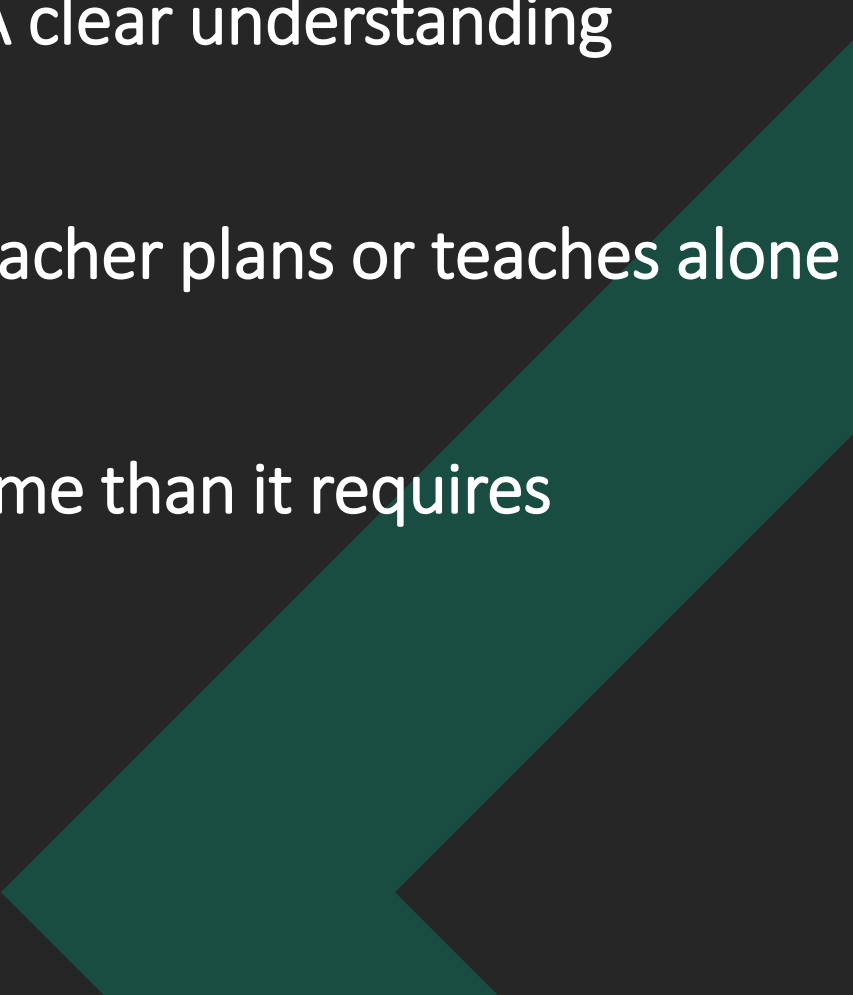


Teachers.

○○○○○

STEM D.H.H.

ART (2)

- Purposefully Connected Curriculum – A clear understanding
 - Teaching Teams/Team Teaching – no teacher plans or teaches alone
 - Australian Curriculum given no more time than it requires
 - Voice and Choice
 - Capabilities/Learner Profile
- 



STEM

**Global
Perspectives**

**Lifestyle
Choices**

The Arts

Learning Area			R	1	2	3	4	5	6	7	8	9	10
English (F-10)			27%	27%	27%	22%	22%	20%	20%	12%	12%	12%	12%
Mathematics (F-10)			18%	18%	18%	18%	18%	16%	16%	12%	12%	12%	12%
Science (F-10)			4%	4%	4%	7%	7%	7%	7%	10%	10%	12%	12%
HASS* (F-6/7)	Sub-strands	History	2%	2%	2%	4%	4%	4%	4%	5%			
		Geography	2%	2%	2%	4%	4%	4%	4%	5%			
		Civics and Citizenship				2%	2%	2%	2%	2%			
		Economics and Business						2%	2%	2%			
History (7-10)										5%	5%	5%	5%
Geography (7-10)										5%	5%	5%	5%
Civics and Citizenship (7-10)										2%	2%	5%	5%
Economics and Business (7-10)										2%	2%	5%	5%
The Arts* (F-10)	– Dance		4%	4%	4%	5%	5%	5%	5%	8%	8%	8%	8%
	– Drama												
	– Media Arts												
	– Music												
	– Visual Arts												
Languages (F-10)			equivalent to 5% per year							8%	8%	8%	8%
Health and PE (F-10)			8%	8%	8%	8%	8%	8%	8%	8%	8%	8%	8%
Technologies* (F-10)	– Design and Technologies		2%	2%	2%	4%	4%	6%	6%	8%	8%	4%	4%
	– Digital Technologies											4%	4%
Work Studies (9-10)													

*For these learning areas, schools can choose between using a single learning area achievement standard or individual subject specific achievement standards that comprise the learning area.

1% equates to approximately 10 hours per year

Compulsory learning area/subject

Optional learning area/subject

- **Time Allocations**

- English 12%
- Maths 12%
- Science 10%
- Arts 8%
- HPE 8%
- Language 8%
- Tech 8% - 4% Design Tech, 4% Digital Tech
- History 5%
- Geography 5%
- Civics 2%

- 80%

I

Possible balance

STEM 30%

GLOBAL 30%

ARTS (+2%) 10%

LIFESTYLE (+2%) 10%

80%

Science 10%

Maths 12%

Tech 8%

- Digital

- Design Tech

English 12%

Language 8%

History 5%

Geography 5%

+20%

Bus & Eco?

Could this be Maths focus?

Civics
Leadership

Wellbeing – Pastoral Care

Term 3 Studio Selections

What are Studios?	3 - 4
Studio Descriptors	5 - 26
ABHS Today	5
Checkmate	5
Globalise Yourself	6
Be Vocal - Find Your Audience	6
App, App and Away..!	7
Chain Reaction	7
Chinese Next Level	8
Extreme Maths.....	8
Flying Blind.....	9
Forensic Detective Agency.....	9
French Next Level II	10
Get That Glitter.....	10
Imprint Your Super Power	11
I, Robot.....	11
Lights, Camera, Action	12
Lights, Cameras, Action Next Level.....	12
Making words Pop.....	13
From Mario to League of Legends	13
Off the Beaten Track.....	14
One Fish, Two Fish, Red Fish, Blue Fish.....	14
PiGrow II	15
Pathway to Politics.....	15
Prose Before Bros.....	16
Run Forest Run!.....	16
Sports on the Side.....	17
Stress Less.....	17
We Are Planet Savers II	18
Whack Bam - Nailed it!	18
What's Maths Got To Do With It?.....	19
When You Find Yourself in Fashion II	19
Where Sports all Began.....	20
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Have Your Say on Year 9 STEM	21
Have Your Say on Year 10 STEM	21
Footloose	22
A Picture Paints a Thousand Words	22
Glass Fusion	23
Cooking Essentials	23
Like an Animal	24
When in Rome.....	24
Get Me Out of There!	25
To Lead or Not to Lead? - That is the Question.....	25
Survivor	26
Studio Selection Process	27

ABHS Year 8 & 9 2020	AC	Sem 1&2
STEM	Maths Science Technology	6 x 80
Global Perspectives	English HASS Languages	6 x 80
Lifestyle Choices	PE/ Health Food Tech	2 x 80
The Arts	Visual Arts Drama Music Media Arts	2 x 80
Studio One		1 x 40
Studios	General Capabilities	3 x 80

ABHS Year 10	Australian Curriculum	Semester 1	Semester 2
STEM	Mathematics Science	6x80 minutes	6x80 minutes
Global Perspectives	English History	4x80 minutes	4x80 minutes
Lifestyle Choices	Health PE	3x80 minutes	
Studio One		1x40 minutes	1x40 minutes
Choices	From all Learning Areas	Choice 1 3x80 minutes Choice 3 3x80 minutes	Choice 2 3x80 minutes Choice 4 3x80 minutes Choice 5 3x80 minutes

Year 11 2021

You must complete 20 credits focused on literacy
Choose from the range of English subjects or courses available

English (10 credit choice)	1 Semester	3x80 mins
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English (10 credit choice)	1 Semester	3x80 mins
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You must complete 10 credits focused on numeracy (a full year is recommended)
Choose from the range of Mathematics subjects or courses available

Mathematics (10 credit choice)	1 Semester	3x80 mins
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You must complete the 10 credit Stage 2 Research Project

Research Project (10 credit choice)	1 Semester	3x80 mins
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Free choice from a range of SACE Stage 1 subjects and/or courses

Free choice:

1	1 Semester	3x80 mins
2	1 Semester	3x80 mins
3	1 Semester	3x80 mins
4	1 Semester	3x80 mins
5	1 Semester	3x80 mins
6	1 Semester	3x80 mins
7	1 Semester	3x80 mins
8	1 Semester	3x80 mins

Studio 1	2 Semester	1x40 mins
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Independent Learning	2 Semester	80mins
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Year 8	Year 9	YEAR 10	STAGE 1		STAGE 2
Global Perspectives English, Humanities + choice of Language French, Japanese, Chinese	Global Perspectives English, Humanities	Global Perspectives	English	English	Choice
STEM Science, Technology, Maths	STEM Science, Technology, Maths	STEM	Maths	Choice	Choice
Lifestyle Choices Health, Physical Education	Lifestyle Choices Health, Physical Education	Lifestyle Choices	Choice	Choice	Choice
The Arts Music, Drama, Visual Arts, Media	The Arts Music, Drama, Visual Arts, Media	Choice	Choice	Choice	Choice
Choice Music Intense (Instrumental Music)	Choice Music Intense (Instrumental Music)	Choice	Choice	Choice	
	Choice Language: French, Japanese, Chinese	Personal Learning Plan	Research Project	Studio +	

studios

customisation

Tomorrow
— Today





















Ideas dump

























Research Project








































This is a chance to make the RP a positive feature of ABHS. Potential to run it on a Wednesday as a full day approach. Students can connect with Uni, precinct, make, research etc. A chance to approach it as an RP team and manage Independent Learning within it.














































Choice 8

- ✓ Extension Courses/Acceleration – one class and mentor teachers
- ✓ STEM orbit launchers – Stage 2, Specialist Maths, Chem, Physics etc started semester 2
- ✓ University Enhancement Subjects – a choice in area of most need to have an extra support for a subject
- ✓ Coaching- Studio 1
- ✓ Event Management, Start-up Business 9 (Entrepreneurship) – how not to have multiple interdisciplinary studies but connect the curriculum?

	MON	TUES	WED		THURS	FRI
Connect 9.25-9.35 (10 min)						
Lesson 1 9.35-10.55 (80 min)						
Lesson 2 11.35-12.55 (80 min)						
Lesson 3 1.00-2.20 (80 min)						
Lesson 4 2.40-4.00 (80 min)						

	MON	TUES	WED		THURS	FRI
Connect 9.25-9.35 (10 min)						
Lesson 1 9.35-10.55 (80 min)			Studio 1 10.15-10.55 (40 min)			
Lesson 2 11.35-12.55 (80 min)			Studio 2 11.35-12.55 (80 min)			
Lesson 3 1.00-2.20 (80 min)			Studio 3 1.00-2.20 (80 min)			
Lesson 4 2.40-4.00 (80 min)			Studio 4 2.40-4.00 (80 min)			

	MON	TUES	WED		THURS	FRI
Connect 9.25-9.35 (10 min)						
Lesson 1 9.35-10.55 (80 min)			Studio 1 10.15-10.55 (40 min)			
Break 1 10.55-11.35 (40 min)			Break 1 10.55-11.35 (40 min)			
Lesson 2 11.35-12.55 (80 min)			Studio 2 11.35-12.55 (80 min)			
Transition 12.55-1.00 (5 min)			Transition 12.55-1.00 (5 min)			
Lesson 3 1.00-2.20 (80 min)			Studio 3 1.00-2.20 (80 min)			
Break 2 2.20-2.40 (20 min)			Break 2 2.20-2.40 (20 min)			
Lesson 4 2.40-4.00 (80 min)			Studio 4 2.40-4.00 (80 min)			
After School 4.00-4.10						

	MON	TUES	WED		THURS	FRI
CoLab 8.25-9.25 (60 min)			CoLab 8.25-10.15 (110 min)			
Connect 9.25-9.35 (10 min)						
Lesson 1 9.35-10.55 (80 min)			Studio 1 10.15-10.55 (40 min)			
Break 1 10.55-11.35 (40 min)			Break 1 10.55-11.35 (40 min)			
Lesson 2 11.35-12.55 (80 min)			Studio 2 11.35-12.55 (80 min)			
Transition 12.55-1.00 (5 min)			Transition 12.55-1.00 (5 min)			
Lesson 3 1.00-2.20 (80 min)			Studio 3 1.00-2.20 (80 min)			
Break 2 2.20-2.40 (20 min)			Break 2 2.20-2.40 (20 min)			
Lesson 4 2.40-4.00 (80 min)			Studio 4 2.40-4.00 (80 min)			
After School 4.00-4.10						

Our Charter

Charter

Why?

Tomorrow — Today

Making today's learning
count in tomorrow's world

Our Purpose

Curiosity Community Excellence

Our DNA

What?

1. Collaborative, challenging & enjoyable learning experiences
2. An innovative approach to curriculum
3. Futures focused capabilities at the forefront of learning
4. Opportunities to purposefully connect learning
5. Access to highly skilled teachers who genuinely care
6. Quality feedback to enhance learning and growth
7. Building sustainable relationships and practices that matter

Our Aspirations

Coherence

The built form Technology Location

Key Attributes

How?

Learning Design

Deep Skills and Discipline Mastery
Purposeful Connections
Future Focused Capabilities
Choice and Voice

Pedagogy

Creativity
Collaboration
Critical Thinking
Growth

Wellbeing

Relationships
Social Responsibility
Identity
Learner Agency

Collaborative Professionalism

Commit to Culture
Internal Accountability
Challenge of Practice
Visibility of Growth

Coherence Framework



Adelaide Botanic High School

Link to our Stuff



Download
here



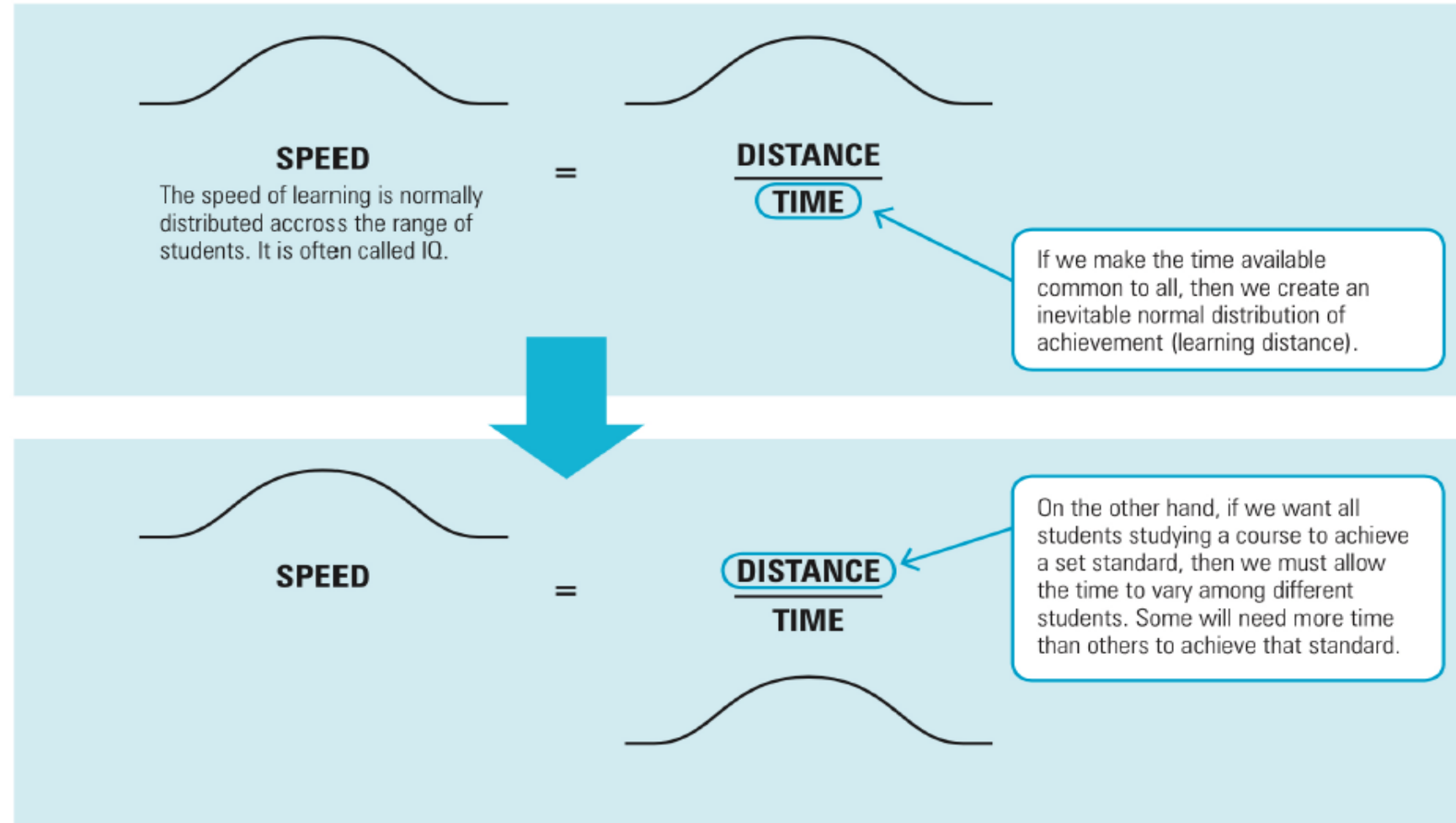
**Tomorrow
— Today**

The speed or pace of a vehicle is determined by dividing the distance travelled by the time taken.

$$\begin{array}{c} \text{SPEED} \\ (50 \text{ km per hour}) \end{array} = \frac{\text{DISTANCE (100 km)}}{\text{TIME (2 hours)}}$$

Let's apply this idea to learning.

FIGURE 4



“If you’re in a truly new space, you won’t always know the answer. Your team won’t either. You’re going to venture into the unknown together. Curiosity is a great way to lead that charge”

-Tim Brown, IDEO CEO



Adelaide Botanic High School



Tomorrow
— Today