DEAKIN DIGEST

PRINCIPAL: BELINDA BARTLETT

BOARD MEMBERS
PARENTS
Lara Bishop 0414 485 133 (Chair)
Ian Brown 6286 6228 (H)
Robert Swain 0402 955 777

STUDENTS
Jonah Lafferty
Hamish Williams

STAFF
Fatima Beyrouteh
Jeanette de Smet

COMMUNITY REP
Juliette Rex

Denison Street, Deakin, ACT 2600
PH 6142 3888  FAX 6142 3904

WEB SITE: http://www.adhs.act.edu.au
EMAIL: info@adhs.act.edu.au
TWITTER: @AlfredDeakinHS
FACEBOOK: Alfred Deakin High School

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Alfred Deakin High School is built on the traditional lands of the Ngunnawal people.
We acknowledge the traditional owners of this land and pay our respects to their elders, past, present and future.

ISSUE 1/15 13/02/2015

Alfred Deakin High School welcomes all new students and wishes everyone a great year.
FROM THE PRINCIPAL

It was a delight to see so many Year 7 parents on the first day with their children, and the large number who also stayed for a cuppa and a chat. Thank you to the many parents who have provided such positive feedback on their child’s transition to high school. If you have thoughts on how we can improve on our processes please contact the school. So many students have come up to introduce themselves and say hello, and tell me what a great school they consider ADHS to be! I am excited about the year ahead (and the many years ahead!) and look forward to hearing your thoughts on the quality educational experiences on offer at our school. At the end of Week 1 we have 792 students attending our school.

ADHS is exploring new ways to communicate with our community. This edition of the Digest is being posted home to ensure all parents receive our information. Future editions are placed on our website following an email alert to all parents. Please ensure we have your correct email address. We will stay in touch also through Social Media (Facebook, Twitter and G+) - please check the front page of this Digest for links, or click on the icons on our website.

Alfred Deakin High values our parent community and we invite you to be partners in learning. We would like to harness the support of families and engage with you throughout your student’s experience in our school. This year we will again conduct a number of parent forums to discuss the requirements for Year 10, Australian Curriculum, assessment, GAFE and other topics that you might suggest. We have scheduled two for first term as follows:

1. **Year 10 Parent Information Night** on February 18th from 6.30 – 7.15pm. Staff will advise parents on requirements for Year 10 Certification, Road Ready Training, Work Experience and other significant issues/events for our Year 10 students.

2. **Year 7 Information Night** on February 25th from 6.15 – 8.30 pm. This will be an opportunity to experience your child’s timetable, meet their teachers, and alert them to any issues/concerns/aspirations you have of their education.

Parents of children in **Unicorn** (identified gifted students) are invited to attend from 5.30 – 6.15 pm to hear a special presentation from Jacqui Ford. All parents are invited to supper in the e-Hub at the conclusion of the evening.

**Improvements to ADHS**

During the holidays 14 classrooms, two kitchens, two science labs and a tech drawing room were painted. We also installed a digital music recording studio – the first in an ACT high school – and are currently fitting it out with suitable equipment for the new Digital Music elective in Semester 2. The installation of low fencing along the edge of the oval serves two purposes. It provides shaded seating for students, and prevents cars accessing the oval outside of school hours. We are delighted with the finished look. Finally, the refurbishment of science Laboratory 6 is scheduled for completion at the end of February. I am looking also to install two new bike racks in the bike compound so more students can secure their bikes. I expect these to arrive and be installed in the next few weeks.

**Dress Code**

I welcome the overwhelmingly positive response of students arriving at ADHS in **Dress Code**. Our Policy is on our website (adhs.act.edu.au). The length of shorts/dresses is to the length of the fingertips, shoulders should be covered, and shoes must provide adequate protection in all school environments. The ADHS School Board has affirmed its support for the Dress Code Policy and parents are asked to support the school in its implementation.

**First point of contact for parents**

**Tutor Group teachers** are an appropriate first point of contact for all parents. All students meet in Tutor Group at the start of each day, and in an extended session of Pastoral Care once a fortnight. Tutor Group teachers will be phoning you in the coming weeks to canvass how we can form a great partnership for the benefit of your child.

**Year Advisors** are allocated to a specific year group and play a pivotal role looking after students. Their role is to organise year group activities (eg Camps, major excursions), take care of concerns for their year group and work closely with Tutor Group teachers. Year Advisors work closely with the Executive Teacher of the School Connection Team, Ms Penny Rae. The Year Advisors for 2015 are:

**Year 7 – Cathy Crabb**  **Year 8 – Sam Gaskin**  **Year 9 – Kate Waite**  **Year 10 – Ingrid Jaugietis**

I take this opportunity to encourage all parents to become involved in the life of the school. This could include being a member of the School Board (two parent positions vacant), supervising school excursions, fundraising activities, providing excess

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As we start 2015, students might benefit from a conversation with parents about how the following data relates to them. This data will be presented to students at a forthcoming assembly in an effort to assist the Education and Training Directorate and ADHS meet a target of 91.5% attendance across all year groups.

<table>
<thead>
<tr>
<th>A day here and there might not seem like much but it adds up:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 day a fortnight</td>
</tr>
<tr>
<td>1 day per week</td>
</tr>
<tr>
<td>2 days per week</td>
</tr>
</tbody>
</table>

Belinda Bartlett  
Principal

Staff changes in 2015 – Welcome to ADHS

Ms Helen Agostino – French (LOTE)  
Ms Katerina Anderson - Science  
Ms Margaret Beattie – Food Studies Asst/WEX  
Ms Kristy Buchanan – Italian/English  
Ms Rachel Burrage – PE/Outdoor Ed  
Ms Alexandra Currie – PE/Outdoor Ed  
Ms Letitia Hobday – E-Study  
Mr Tim Jones – Science  
Ms Penny Price – Science  
Ms Barbara Roche – Psychologist (3 days a week)  
Mr Gerry Satrapa – Media/Photography/Tech  
Mr Will Sheppard - Maths  
Mr Luke Williams - HASS/English  
Please note also the following changes:  
Mr Alex Nagy – Deputy Principal  
Ms Elizabeth Lorenz – Executive Teacher: Arts/Special Events  
Ms Jenni Bodell – Executive Teacher: HaSS/Staffing  
Mr Xavier Vera – Executive Teacher: Maths/MAZE

Congratulations  
The ADHS community continues to grow with the birth of Finn Thorsten to Rechelle and David Turner, and Bonny born to Damien and Jane Plenty!
DATES TO REMEMBER

2015 - FEBRUARY

Week 2
Fri 13 Digest on website and mailed

Week 3
Mon 16-Tues 17 UPA Camp
Tues 17 School Photos
Wed 18 School Assembly
SRC Disco
Year 10 Parent Information Night
6.30 – 7.30pm in the eHub
Fri 20 Year 7 Immunisations

Week 4
Mon 23 Catch-up day – School Photos
Tues 24 Swimming Carnival, Phillip Pool
Wed 25 Gifted & Talented Info session
5.30 – 6.15 pm in the eHub
Year 7 Info Night 6.15 – 8.30pm
Thu 26 – Fri 27 Panthers Camp

MARCH

Week 5
Mon 2 ACT Tennis - Boys
Tues 3 ACT Tennis - Girls
Clyde/Rauter Shield League
Wed 4 Softball - Girls
Thurs 5 Waterpolo - Boys
Fri 6 Digest on website

Week 6
Mon 9 Canberra Day Public Holiday

STUDENT ENGAGEMENT TEAM

Important message to parents from the Student Engagement Team

In my address to our year 7 community and again to the full-school assembly the following day, I delivered the following message:

The best thing Alfred Deakin High School can do for you is provide you with an education. That education takes place, for the most part, in classes. The best start to a day for you is a smooth, unrum, for unrunerede where you arrive at school by 8.55am. This way you can connect to your tutor group, your friends and your tutor teacher and be learning-ready. Being punctual to school is the responsibility of families. More than 60% of students at this school choose to come here from-out-of-area. This can mean longer travel and bus changes. For quite legitimate reasons students sometimes arrive late. When students do arrive late to school and therefore have to sign in at School Connection, it is the responsibility of parents/carers to explain this lateness. The explanation may be a letter, email, phone call or conversation at school.

Sometimes students will arrive late to school without parent knowledge. As soon as we see a pattern developing of unexplained absences or lateness we will be in touch with home. This would normally pre-empt a discussion at home about the school values of respect, community, excellence and responsibility.

Your support in this important matter is much appreciated.

Richard Fox
Deputy Principal
Student Engagement Team

SCHOOL BOARD ELECTIONS 2015

The School Board Elections 2015 are upon us. You are warmly invited to NOMINATE for a position on the school board. All positions are for a two year appointment.

The following vacancies will be available from 1st April 2015:

Parent Representative (2) Two year appointment
Community representative Two year appointment
Student Member (1) Two year appointment
Staff Member (1) Two year appointment
(Voting for each rep can only be undertaken by individuals from within that particular group e.g. students vote for the student member, parents vote for the parent member etc)

Nominations for these positions:

Open – Monday 2nd February 2015, 11.00am
Close – Monday 16th February 2015, 11.00am

Voting (if required) via a paper ballot at the Front Office

Open- Monday 23rd February 2015, 11.00am
Close- Monday 2nd March 2015, 11.00am

Nomination forms are available from the school’s Assistant Returning Officer, Stevie Beattie.
Email: Steven.Beattie@ed.act.edu.au
Forms should be returned to the same email or given to Stevie at Central office in the school.

Duties of the Board
- Establish strategic direction of the school
Welcome to Google Apps for Education (GAFE)

Alfred Deakin High School is leading the ACT in the use of GAFE. The amazing ways that our students, teachers and parents can create, collaborate and communicate will be giving our community a real advantage in a hyper-connected world.

By now all Years 7-10 have their google accounts set up and ready for use. For those of you just beginning this journey, your three primary apps are going to be Mail, Drive and Calendar. Have a play and see how it works! If you want to branch out, try Google Maps. If you already know your way around GAFE as a student or a teacher, try using some of the advanced settings (the icon is a cog in the top right) to extend your skills. As you explore these tools, reserve a part of your brain to think about the following: “How can these tools make me a better learner and a better member of the Alfred Deakin community?”

ICT@ADHS 2015

Having completed an ICT successful year in 2014 we are looking forward to another big year in 2015. On the 29th January 2015 all staff at ADHS undertook professional learning to increase their skills in teaching ICT. Staff undertook more training in the GAFE space, learnt how to use new programs including both web apps and programs on our network; this will give our staff additional skills to help students work in the online space.

It is pleasing to see so many students, especially Year 7s and 8s with their devices at school. It is expected that all students, who have returned their ICT permission notes, will have their logons working and be on the network by the end of Week 2.

Year 7s are currently being exposed to the GAFE environment. They will have lessons specifically targeting working in the online environment in their classes over the coming weeks. They will have lessons and introductions to: the GAFE environment, using mail, using their calendars, how to research in the online environment and how to access their Mathletics; they will also be taken through the ADHS Digital Citizenship course in their English classes, this program is online and aims to educate students, parents and staff with resources to protect themselves in the digital world. Students will undertake three units, each with three topics, where they will complete a quiz at the end of each topic. Once the students have completed all three units successfully they will be awarded a Digital Citizenship Certificate.

The website can be viewed at http://adhs-digitalcitizenship.weebly.com/. The web site contains some resources that parents may find useful when talking to their students about digital security.

Reminders that students are responsible for their devices and their use throughout the day. We have had to develop Use and Care protocols to make it clear for students when devices are to be used:

1. Your device – your responsibility
2. Have it out with teacher permission only
3. Use in a way that shows respect
4. Keep your device on your person when and wherever possible
5. Protect from loss, theft and damage

(password, name, apps)

LIFESTYLES EDUCATION & NUTRITION

Welcome back ADHS community to a very exciting year for the Lifestyle Education and Nutrition Faculty.

2014 was the final year of the ‘It’s Your Move’ initiative. We were part of only three high schools in the ACT in this world first initiative. The allocated funding from this initiative has allowed us to establish spaces in the school to extend students’ fitness levels and knowledge around healthy lifestyles. It has also allowed us to redesign and improve programs and lead change within the school community around healthy fundraising initiatives. I am pleased to announce that further funding has been sourced allowing us to generate further spaces and opportunities based around healthy lifestyles. I look forward to establishing a small advisory group in implementing new ideas across the school. If any student or parent is interested in joining this group please email me – todd.brazier@actetd.com

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Our Nutrition Food Studies classes continue to provide diverse opportunities, extending creativity and knowledge. I would like to take the opportunity to welcome Margaret Beattie to our team. She has replaced Belinda Baker as our food assistant and we all look forward to working together in 2015.

In Physical Education and Health we have revised our program and extended the 2014 elective trial. This year students will have more opportunities to elect units of work and, due to its success last year, we have included this model within the Year 8 program.

Please note information in the Digest about our ELEMENTS Relay for Life, House Captains and first major carnival for 2015.

If you have any questions please do not hesitate to call.

Regards
Todd Brazier

SCHOOL SPORT

Joining a School Sport team
ADHS offers a range of sporting opportunities for all students. They get the chance to train and compete against other schools, usually in a one day competition. If it happens to be a Southside competition they may have the opportunity to qualify for the ACT Finals which they will attend on another day.

The process for joining an ADHS Sporting Team is:

1. Check Gmail for Sporting Team Sign Up form (dates and cost details are included on form to help with selection)
2. Fill out one form per sport they wish to try out for
3. Teams will be entered in competition depending on the number of students interested
4. Coaches will be given the emails of students who selected their sport to arrange notes, training times and competition details
5. Return notes and money to the finance office. Be aware that on most occasions payment is required to the finance office two weeks prior to competition day (If not enough students have paid, the team unfortunately will be pulled out of the competition)
6. Enjoy the Competition Day! The coach will provide students with an ADHS sporting uniform. These will then be collected at the end of the day.
7. Catch up on missed school work.

Student Success
Congratulations to the following students who have achieved amazing results in their sport:

Courtney Taylor – Swimming, 1st in the 100m Backstroke at the NSW State Age Championships
Thomas Young - Sailing, 1st in his solo division at the ACT Youth Championships
Teagan Harahan - Sailing, 1st in her solo division at the ACT Youth Championships
Eamon Gray - Sailing, 3rd in his team division at the ACT Youth Championships

House Captains
Voting has started for this year’s House Captains. Senior students are currently voting for a boy and girl captain in year 10 and a boy and girl vice-captain from year 9. Results will be announced at the next assembly. Good luck to all nominated students.
SCHOOL SPORT

Swimming Carnival
Swimming Carnival is in Week 4, Tuesday the 24th February at Phillip Pool. Students will need to make their own way to and from the venue and bring their money (approx. $6, please bring correct change) on the day. Permission notes will go home soon with more information and will need to be returned to the PE Staffroom or their PE Teacher. A reminder that completion of the swimming proficiency test at the start of the carnival will be used for any excursions involving water activities throughout the year. The Swimming Carnival is considered a normal school day and an explanation of absence is required if students do not attend. It is a fun day and students are encouraged to wear their house colours:

<table>
<thead>
<tr>
<th>Year</th>
<th>Groups/ House Represented</th>
<th>Kosciuszko (Blue)</th>
<th>Kakadu (Red)</th>
<th>Namadgi (Green)</th>
<th>Daintree (Yellow)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td>Tutor Groups</td>
<td>A, B, C</td>
<td>D, E, F</td>
<td>G, H</td>
<td>I, J</td>
</tr>
<tr>
<td>Year 8</td>
<td>Tutor Groups</td>
<td>A, B</td>
<td>C, D</td>
<td>E, F, G</td>
<td>H, I, J</td>
</tr>
<tr>
<td>Year 9</td>
<td>Tutor Groups</td>
<td>A, B, C</td>
<td>D, E</td>
<td>F, G</td>
<td>H, I, J</td>
</tr>
<tr>
<td>Year 10</td>
<td>Tutor Groups</td>
<td>A, B</td>
<td>C, D, E</td>
<td>F, G, H</td>
<td>I, J, K</td>
</tr>
</tbody>
</table>

If you have any further question about school sport please contact Toni Stewart at toni.stewart@ed.act.edu.au. This also includes information about any sporting achievements that your child has accomplished outside of school, so we can celebrate their success.

ELEMENTS
ELEMENTS have a big term ahead with students participating in the Colour Run and the 24 hour Cancer Council Relay for Life. If you would like to support the girls, sponsor donations can be made at:

1. Go to http://www.relayforlife.org.au
2. Click ‘Donate’
3. Search for the ‘ADHS ELEMENTS’ team
4. Scroll down to ‘Teams’ section and click on the ‘ADHS ELEMENTS’ link
5. Click ‘Donate’ again
6. Fill in your details

We are also very pleased to announce the ELEMENTS new 2015 sponsor TeamSnap (www.teamsnap.com), a team and league management app. Thank you to Rod Vickers an ELEMENT parent, for all his help in arranging this sponsorship.

MATHLETICS FOR 2015

Over the past several years, ADHS has been using MathsOnline. New for 2015 and for the next three years, we will be using Mathletics. This is as a direct result from the responses of the Student Voice forum held last year. As in previous years, ADHS is asking all students to contribute $10 to subscribe for 2015. All ADHS students have now been given individual logins and have been assigned tasks including homework and revision by their Maths teacher.

We look forward to your support in implementing this program, through encouraging students to complete their assigned tasks. We will endeavour to set new tasks each Monday. We are confident that this program will lead to improved outcomes for all students.

Maths Text Books
All students need to have access to the Maths text book (digital or physical) for each lesson. The text book Essential Mathematics for the Australian Curriculum, is available locally at Chalk Education (Tel 6298 3055 at Shop 1/69 Dundas Court Phillip), or online through a variety of sources. Years 8, & 9 books are still available 2nd hand through the school for between $15 and $30. Just ask your maths teacher. All year level text books are additionally available to borrow through the library.

Calculators
The preferred calculator for ADHS is the Casio FX-82. They are available for sale from the finance office
for $25. Students have been informed that only stand-alone calculators are to be used in mathematics and during assessment tasks.

Students or parents who are having difficulty securing a text book or a calculator for the year should contact Xavier Vera, Executive Teacher (Acting) Mathematics, any Maths teacher, or the appropriate Year Coordinator.

**Maths Stars**
Maths Stars will be back in the next Digest! Maths Stars recognise students who have demonstrated outstanding performance or effort in their Maths learning. Good Luck to all students!

**Congratulations**
Four students from ADHS have been invited to attend the Canberra Mathematics Enrichment Programme for 2015, run from the ANU Mathematical Sciences Institute. These students are:

- James Barancewicz (currently year 8)
- Lachlan Rowe (currently year 8)
- Chentian Wu (currently year 11) and
- James Bacon (currently year 11).

These students have also been invited to sit in the Tournament of Towns competition which will be held during Terms 2 and 4 this year. Well done and congratulations to these students.

**Assessment in Mathematics**
Assessment in mathematics at Alfred Deakin High School is divided into two main types:

- Summative – most commonly in the form of a Topic Test at the end of each topic, but may also include class tests.
- Formative – including a wide variety of formats including homework, Mathletics, class tasks, group tasks, teacher observation and others. The primary aim of this category is to inform the teaching and learning process, to support students to reach their potential.

The guiding principles include giving students multiple opportunities to demonstrate their learning.

**Test Resits**
Over the past three years students in Mathematics at Alfred Deakin have had the opportunity to “resit” tests in which they have not been able to demonstrate “At Standard” achievement against the Learning Outcomes being tested. A week will be set towards the end of each semester, where students will be able to complete make up tasks at lunchtime. For further information, please talk to your maths teacher.

Xavier Vera
Executive Teacher (Acting) Mathematics

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**GIFTED AND TALENTED EDUCATION**

As a school community we are always evaluating our programs and reviewing current literature and research on best practice so that we keep up with current trends and put together the best possible programs for our students and their learning growth.

At ADHS our Gifted and Talented Program – the Unicorn Program is constantly evolving as we continue to improve our service delivery. The Belief Statement and Program Mission Statement for Gifted and Talented Education at Alfred Deakin High School can now be found on our website:


In English, Mathematics, Science and HaSS (Humanities and Social Sciences) identification for the Unicorn Program is based on ability and is designed around the specific learning needs of students who are mildly to profoundly gifted in a certain learning area.

In Physical Education and Health and the elective areas (Arts and Technology) identification is based on performance and is designed to enhance and progress talent in these areas.

In Term One we are holding an information session for any student, Year 7-10, in English, Maths, Science and/or HaSS Unicorn classes and their parents.

Parents: Wednesday 25th February, 5:30-6:15pm, ADHS E-Hub (Library).

Please note: for year 7 parents this will be followed by the Year 7 Information Night 6:15-8:30pm commencing in the School Hall.

The first point of contact for parents of students in the Unicorn Program is the Learning Area. The Unicorn class teacher and/or the Learning Area Executive Teacher are the best placed to discuss a student’s progress and learning needs in their area of expertise.

As you would appreciate, in school hours, face-to-face time with students is our number one priority. So if your question or query is not Learning Area specific the best way to contact me, if required, is via email. I will either respond or, if you would prefer, give you a call when I find a quiet space and moment! My email address is: [Jacqui.Ford@ed.act.edu.au](mailto:Jacqui.Ford@ed.act.edu.au)

Jacqui Ford
E-STUDY

We would like to take the opportunity to welcome all new and returning students to the E-Study to another academic year. The staff working closely with the students of the E-Study are: Carrie Daniels (teacher), James Love (teacher), Letitia Hobday (teacher), Leonie Vanhala (learning support assistant), Rita Reid (learning support assistant) and Jacqui Ford (executive teacher).

All students have now been allocated a case manager and they will be in touch with you in the first couple of weeks this term.

A number of students have also been allocated an E-Study line – this is an opportunity for students to continue to build additional literacy and numeracy skills, receive organisational support, work on assignments and homework in a supported manner, be trained in the use of inclusive technologies as a support tool where required and individual needs and requests can be explored. It is also utilised to build independence, resilience and organisational abilities for our mainstream students.

Students in the E-Study will soon have literacy and numeracy baseline assessments conducted so we can not only evaluate the effectiveness of our programs but also communicate to students and parents the growth in skills and abilities students make throughout the year.

We are looking forward to a successful and productive year in the E-Study and look forward to working closely with parents to meet the varying needs of our students.

SCIENCE NEWS

Welcome to Science in 2015 at Alfred Deakin High School! We have experienced a great start to the new year. Classes have dived straight into the learning, experimenting and discovering. All students in all year levels of Science should have by now completed a pre-test/assessment for the unit they have embarked on. This is a way of discovering what our students are bringing into the classroom and tailoring the future learning experiences to the individuals in that classroom environment. It also allows us to create some time and space in the unit if we do not need to cover concepts students already know.

Our year 7 students are excitedly getting to know the Scientific Laboratory environment and range of specialised equipment. Over the course of their first unit they will be discovering new equipment and scientific processes and inquiry skills as they cover the topic of Substances. We look forward to welcoming you into your child’s lab and discussing what will occur in Science further at the Year 7 Information Night – February 25th.

Year 8 have started the year off with the Chemistry unity of Matter, Year 9 are delving into either an inquiry based unit on Atomic Structure or a unit on Ecosystems (all classes will have covered both by the end of Term 1), and Year 10 are studying Genetics and Evolution this term.

We are pleased to be welcoming back George Parkes, Crtomir Kores, Andrew Mahoney and Jacqui Ford as our Science staff this year. Joining us are Katerina Anderson, Tim Jones and Penny Price and they bring a wealth of experience into the learning area. George Bulbrook is again taking on the daunting task of Science Technician and has already been kept extremely busy preparing experiments and sourcing materials.

Please be on the lookout throughout the year for communication about science enrichment opportunities. We will again be offering and encouraging participation in the National Science Competition and Chemistry Quiz. In addition this year for some of our students we are offering the opportunity to participate in the Australian Science Innovations: Big Science Competition – Science Olympiads. A variety of other enrichment opportunities are also in the pipeline so stay tuned!

Team Science

ARTS FACULTY

The Arts faculty is gearing up for another exciting year of drama, dance, art, textiles, music and media for all to enjoy. This year is extra special as two subjects have been added to our elective choices. Digital Art has commenced this semester and is being led by Jeanette de Smet and Music Industry with Marian Budos is for all students interested in music recording and production. A new soundproof studio in the music room will be ready for this course to commence in Semester 2! Both of these elective choices have been included in the ADHS Arts schedule after receiving information from ‘Student Voice’ in 2014, which highlighted student interest in these subjects.

We would like to welcome Gerard Satrapa to the Arts
team as he joins us to share his expertise in Media. In addition to this Rechelle Turner is on leave for six months and Elizabeth Lorenz is acting in her role during that time. Cara Irvine, Kate Waite, Jeanette de Smet, Marian Budos and Emily Appleton are the returning members of the Arts team.

It has been great to observe the enthusiasm of the year 7s as they undertake their first elective rotation through Visual Arts and Music. All other students have settled in well to the arts routine. The orchestra is set up ready for rehearsals, media students are busy analysing all the latest news, the dancers and artists are preparing their creative works and the Unicorn Performing Arts team is excited about their camp at Birrigai next week. This camp allows them time to develop their major production for the year, which will be performed for a public audience in Term 2 Week 6.

So watch this space for all updates on the Arts events which include: Music Eisteddfods, Fast and Fresh Drama, Step into the Limelight, Dance Festival, the Alfies and the ADHS major Arts showcase, AAA to name a few. Also if your child participates in any arts type activity out of school and deserves recognition for a special achievement please refer to the flyer in this Digest with information for the Assembly Arts Report.

Musicians, Dancers and Designers Look Out
There is an opportunity for any students with experience and interest in music, dance and costume design to audition for a collaborative production that will work towards a performance at ‘Step Into The Limelight’ at the AIS arena in Term 3. More information will be supplied to students at next week’s assembly.

Musical Instrument Tutoring
This year as in past years, we offer students private music lessons on the following instruments: guitar, violin and cello.

If you wish to arrange lessons at school during school hours, please contact Marian Budos on 6142 3897 or email him on marian.budos@ed.act.edu.au.

YEAR 7 NEWS

Well, what an amazing start to high school! If you are feeling tired and dazed, it is fair enough. You have survived the anxious wait over the holidays; met 200 plus new faces that are your year 7 cohort; learnt the names of your eight teachers (class plus Tutor Group) and you have figured out how to get to class on time despite the corridor traffic. This is a steep learning curve and you have succeeded!

Year 7 Wombatoo Camp notes were handed out on Tuesday 10th February. Each set of notes were individually named so each child definitely received one. Additionally, the sets included all parent contact details as it is extremely important that they are accurate, particularly when we are on camp. Please check and double check that this information is complete and correct. This is going to be an amazing camp. We have designed some really physically and intellectually fun activities. These include: flying fox and high rope obstacle courses, archery, canoeing and many opportunities for team building and problem solving. Year 7 camps always have a positive impact on the friendship groups and relationships with teachers. As you can imagine, such a camp takes a lot of organising. For this reason, we need you to get the paper work back to us by Friday 20th February.

Other community building activities have been the lunch time sports and games that Youth Leaders ran for year 7s this week. The ADHS disco, on Wednesday 18th February and the swimming carnival on Tuesday 24th, are excellent opportunities to make new friends and celebrate our wonderful community. See you there!

Year 7 Advisor Cathy Crabb

SCHOOL IMMUNISATION PROGRAM 2015

The good news is that in 2015 only year 7 students will require vaccination with the national schedule of vaccines. This means less disruption for students and teachers from classroom activities.

For further information on the HPV program see http://hpv.health.gov.au/

Or see the ACT Health web site http://health.act.gov.au/schoolhealth

The School Health Team
ACT Government – Health - Tel 6205 2086
Hello and welcome back to Alfred Deakin High. I hope you have had an enjoyable holiday, recharged the batteries and are ready to get back into learning! It has been a really energetic return and I know lots of students are happy to be back, re-united with their friends and back into a consistent routine. From my perspective, I really want you to review and reflect on last year. Think about your general approach to learning. What behaviours can you control and what could you possibly improve? My advice would be to review your habits, but then only focus on improving one element. Maintain your standards from last year and then look to improve in one area. Keep things simple and in perspective. Be realistic about what you want to achieve. Access your teachers and/or come and see me to discuss ways to support your needs.

At our last assembly, I touched on the idea of having only a short period of time here at ADHS and to make the most of your time. There is the notion of leaving a legacy behind. Let’s continue to build positive relationships with others and to really role model our school values in everyday activities. I even challenge you all to go outside of your comfort zone and to introduce yourself to new friendship groups, to expand your horizons in a social sense. By doing this, we will build a more cohesive community making this school an even more enjoyable place to spend our days.

Kind Regards,

Mr Gaskin, Year 8 Advisor

As the first Digest for the year goes to print, I would like to wish all year 10s a fruitful final year at Alfred Deakin High School and hope it holds many positive memories for you.

There remains a collective buzz of excitement amongst the year 10 cohort, and many students have stepped up to take leadership and mentoring roles both formally and informally throughout the school. Similarly, there is a clear consensus amongst year 10s that they wish for this year to be the one where they will try to achieve their best: in both their studies and through school/community involvement. This has been evidenced not only with many numbers of students talking to myself, but also through steady parent contact and interactions between students and their Tutor Teachers.

I would like to reiterate the importance of your child's tutor teacher. They are pivotal in assisting year 10s and ensuring that their journey through 2015 is as smooth as possible.

One of the first of these exciting parts of the journey is Work Experience. As advertised in the Digest, there will be a Parent information forum held to coincide with next week’s Disco. Information concerning this will be distributed by our Work Experience coordinator, Ms Chris Bowen.

Throughout the year, please be aware that I will continue writing year 10 specific emails which will be sent to our year 10 family database. Further, I will email relevant and important messages to your child's acted.com account for year 10 related activities and information. Please check in with both email addresses.

On behalf of all year 10 Tutor Teachers, we wish the best of success to the Class of 2015 and look forward to sharing this year with you.

"What you do makes a difference, and you have to decide what kind of difference you want to make." – Jane Goodall.

Ingrid Jaugietis, Year 10 Advisor

All year 10 students have the opportunity to undertake Work Experience throughout the year, except during excursion free time. A letter explaining the process is included in this Digest for year 10 students. Students will have access to the government approved hosts at lunchtime and during their tutor groups. In the meantime parents are encouraged to talk to their son or daughter about where they would like to do a placement in order to ensure that this is a worthwhile and valuable experience.

For further information I can be contacted on 6142 3898

Christine Bowen
Work Experience Coordinator, Careers Advisor.

Would you like to receive notification of the newsletter via email? Please email us the student’s name and your email address.

info@adhs.act.edu.au
In December of last year the Alfred Deakin High senior boys basketball team played in the Australian Schools Basketball Championships held here in Canberra. The standard of competition was excellent with some amazing basketball being played throughout the week. This was our first exposure to such a high level of competition and the boys learnt a lot from each game. The highlight of the tournament was an exciting come from behind win against Daramalan College. The boys were committed to improving as a team and as individuals by training twice a week for most of the year. They are a fantastic group of boys, not only on the court, but off it as well and they should be proud of all their achievements.

The team consisted of the following players:

Jay Calder  Jesse McKenzie
Lachlan Morgan  Angus Ricketts
Petar Zeljkovic  Andy Liao
Michael Beer  Tom Perez
Max Calder
Will Cowie (Coach)

CONGRATULATIONS

Congratulations to Michael Kethro on winning 3rd place at the Australian Junior Chess Championships 2015 Under 18 Open.

LUNCHTIME ACTIVITIES AT ADHS

At ADHS we offer alternate spaces and activities to accommodate a variety of interests and needs. This initiative was implemented several years ago to support students not comfortable in the larger mix of students outside and has developed into an inclusive measure where all students are welcome. To commence the year the following activities are available on a rostered basis.

Lunchbox Maths … Maths faculty
Lunchbox English … English faculty
“Sew be it” (textiles … Ms de Smet)
Relaxation group … Ms Robertson
Art … Ms Waite
Gaming … Mr Leins
Technology … Ms Feltham

JAPANESE NEWS

Japanese News!
日本語 にほんご Nihongo
みなさん、こんにちは！おげんきですか。なつやすみはどうでしたか。

Our team of Japanese teachers would like to extend our warmest welcome to year 7 students and おかえりなさい to our year 8, 9 and 10 students! Hope all had a restful summer break and everyone has been recharged with energy for the new semester with a fresh mind!

New Year 7 students
All classes made an excellent start last week. It is lovely to see their lively, shining faces in class. They enjoyed the first cultural activities, Bean-Throwing Festival (Setsubun), by eating roasted soyabeans and making an Oni (demon) mask. Please purchase an “Obento Delux workbook” for your child in year 7.
HELPING CHILDREN WITH ANXIETY

As all the kids line up to go to school, your son, Timmy, turns to you and says, “I don’t want to take the bus. My stomach hurts. Please don’t make me go.” You cringe and think, Here we go again. What should be a simple morning routine explodes into a daunting challenge.

You look at Timmy and see genuine terror. You want to comfort him. You want to ease the excessive worry that’s become part and parcel of his everyday life. First, you try logic. “Timmy, we walk an extra four blocks to catch this bus because this driver has an accident-free driving record!” He doesn’t budge.

You provide reassurance. “I promise you’ll be OK. Timmy, look at me… you trust me, right?” Timmy nods. A few seconds later he whispers, “Please don’t make me go.”

You resort to anger: “Timothy Christopher, you will get on this bus RIGHT NOW, or there will be serious consequences. No iPad for one week!” He looks at you as if you’re making him walk the plank. He climbs onto the bus, defeated. You feel terrible.

If any of this sounds familiar, know you are not alone. Most parents would move mountains to ease their child’s pain. Parents of kids with anxiety would move planets and stars as well. It hurts to watch your child worry over situations that, frankly, don’t seem that scary. Here’s the thing: To your child’s mind, these situations are genuinely threatening. And even perceived threats can create a real nervous system response. We call this response anxiety and I know it well.

I’d spent the better part of my childhood covering up a persistent, overwhelming feeling of worry until, finally, in my early twenties, I decided to seek out a solution. What I’ve learned over the last two decades is that many people suffer from debilitating worry. In fact, 40 million American adults, as well as 1 in 8 children, suffer from anxiety. Many kids miss school, social activities and a good night’s rest just from the worried thoughts in their head. Many parents suffer from frustration and a feeling of helplessness when they witness their child in this state day in, day out.

What I also learned is that while there is no one-size-fits-all solution for anxiety, there are a plethora of great research-based techniques that can help manage it — many of which are simple to learn. WAIT! Why didn’t my parents know about this? Why didn’t I

Wanted!! -- Volunteer Host Families
30 students (9 boys and 21 girls) from our sister school, Tomioka-Higashi High School in Tokushima, Japan, will come to visit us for four nights, five days in the first week of August and we are looking for volunteer host families. This is a great opportunity for our students to have first-hand language and cultural experience and we enjoy our success every second year. I will send you an online form to fill in so please let me know if you are interested as soon as possible.

Parents will require a ‘Working with Vulnerable People’ (WWVP) registration which is free of charge. Have a look at the website below.
http://www.ors.act.gov.au/community/working_with_vulnerable_people_wwvp
I will send you a hard copy for this in due course.

Don’t miss this wonderful opportunity for your child’s learning! Thank you!

The Traditional Japanese Garden
Exciting news!! We won the focus funding and are now going to make a traditional Japanese garden in our school! Year 10s and 9s are going to be the core force but all Year 8s and 7s are going to participate in this project, too.

The garden design competition is going to be held this term for Year 9s and 10s as part of their assignment 1. We are looking forward to seeing many quality designs. The result of competition will be announced by the end of this term.

Shizuko Barber
Teacher of Japanese
know about it? Why don’t they teach these skills in school?

Here are nine ideas parents of anxious children can try right away: (adapted from www.gozen.com)

1. Stop Reassuring Your Child
Your child worries. You know there is nothing to worry about, so you say, “Trust me. There’s nothing to worry about.” Done and done, right? We all wish it were that simple. Why does your reassurance fall on deaf ears? It’s actually not the ears causing the issue. Your anxious child desperately wants to listen to you, but the brain won’t let it happen. During periods of anxiety, there is a rapid dump of chemicals and mental transitions executed in your body for survival. One by-product is that the prefrontal cortex — or more logical part of the brain — gets put on hold while the more automated emotional brain takes over. In other words, it is really hard for your child to think clearly, use logic or even remember how to complete basic tasks. What should you do instead of trying to rationalise the worry away? Try something I call the FEEL method:

• Freeze — pause and take some deep breaths with your child. Deep breathing can help reverse the nervous system response.
• Empathise — anxiety is scary. Your child wants to know that you get it.
• Evaluate — once your child is calm, it’s time to figure out possible solutions.
• Let Go – Let go of your guilt; you are an amazing parent giving your child the tools to manage their worry.

2. Highlight Why Worrying is Good
Remember, anxiety is tough enough without a child believing that Something is wrong with me. Many kids even develop anxiety about having anxiety. Teach your kids that worrying does, in fact, have a purpose.

When our ancestors were hunting and gathering food there was danger in the environment, and being worried helped them avoid attacks from the sabre-toothed cat lurking in the bush. In modern times, we don’t have a need to run from predators, but we are left with an evolutionary imprint that protects us: worry.

Worry is a protection mechanism. Worry rings an alarm in our system and helps us survive danger. Teach your kids that worry is perfectly normal, it can help protect us, and everyone experiences it from time to time. Sometimes our system sets off false alarms, but this type of worry (anxiety) can be put in check with some simple techniques.

3. Teach Your Child to Be a Thought Detective
Remember, worry is the brain’s way of protecting us from danger. To make sure we’re really paying attention, the mind often exaggerates the object of the worry (e.g., mistaking a stick for a snake). You may have heard that teaching your children to think more positively could calm their worries. But the best remedy for distorted thinking is not positive thinking; it’s accurate thinking. Try a method called the 3Cs:

• Catch your thoughts: Imagine every thought you have floats above your head in a bubble (like what you see in comic strips). Now, catch one of the worried thoughts like “No one at school likes me.”

• Collect evidence: Next, collect evidence to support or negate this thought. Teach your child not to make judgments about what to worry about based only on feelings. Feelings are not facts. (Supporting evidence: “I had a hard time finding someone to sit with at lunch yesterday.” Negating evidence: “Sherry and I do homework together – she’s a friend of mine.”)

• Challenge your thoughts: The best (and most entertaining) way to do this is to teach your children to have a debate within themselves.

4. Allow Them to Worry
As you know, telling your children not to worry won’t prevent them from doing so. If your children could simply shove their feelings away, they would. But allowing your children to worry openly, in limited doses, can be helpful. Create a daily ritual called “Worry Time” that lasts 10 to 15 minutes. During this ritual encourage your children to release all their worries in writing. You can make the activity fun by decorating a worry box. During worry time there are no rules on what constitutes a valid worry — anything goes. When the time is up, close the box and say good-bye to the worries for the day.

5. Help Them Go from What If to What Is
You may not know this, but humans are capable of time travel. In fact, mentally we spend a lot of time in the future. For someone experiencing anxiety, this type of mental time travel can exacerbate the worry. A typical time traveller asks what-if questions: “What if I can’t open my locker and I miss class?” “What if Suzy doesn’t talk to me today?”

Research shows that coming back to the present can help alleviate this tendency. One effective method of doing this is to practice mindfulness exercises. Mindfulness brings a child from what if to what is. To do this, help your child simply focus on their breath for a few minutes.
7. Avoid Avoiding Everything that Causes Anxiety
Do your children want to avoid social events, dogs, school, planes or basically any situation that causes anxiety? As a parent, do you help them do so? Of course! This is natural. The flight part of the flight-fight-freeze response urges your children to escape the threatening situation. Unfortunately, in the long run, avoidance makes anxiety worse.

So what’s the alternative? Try a method we call laddering. Kids who are able to manage their worry break it down into manageable chunks. Laddering uses this chunking concept and gradual exposure to reach a goal.

Let’s say your child is afraid of sitting on the swings in the park. Instead of avoiding this activity, create mini-goals to get closer to the bigger goal (e.g., go to the edge of the park, then walk into the park, go to the swings, and, finally, get on a swing). You can use each step until the exposure becomes too easy; that’s when you know it’s time to move to the next rung on the ladder.

What do trained pilots do when they face an emergency? They don’t wing it (no pun intended!); they refer to their emergency checklists. Even with years of training, every pilot works through a checklist because, when in danger, sometimes it’s hard to think clearly.

When kids face anxiety they feel the same way. Why not create a checklist so they have a step-by-step method to calm down? What do you want them to do when they first feel anxiety coming on? If breathing helps them, then the first step is to pause and breathe. Next, they can evaluate the situation. In the end, you can create a hard copy checklist for your child to refer to when they feel anxious.

9. Practice Self-Compassion
Watching your child suffer from anxiety can be painful, frustrating, and confusing. There is not one parent that hasn’t wondered at one time or another if they are the cause of their child’s anxiety. Here’s the thing, research shows that anxiety is often the result of multiple factors (i.e., genes, brain physiology, temperament, environmental factors, past traumatic events, etc.). Please keep in mind, you did not cause your child’s anxiety, but you can help them overcome it.

Towards the goal of a healthier life for the whole family, practice self-compassion. Remember, you’re not alone, and you’re not to blame. It’s time to let go of debilitating self-criticism and forgive yourself.

Love yourself. You are your child’s champion.

If you would like more information or to talk to someone about your child, please contact your child’s tutor teacher or a member of the SCOOT Team.

Brendan Magee
Student Wellbeing and Opportunity

ALFRED DEAKIN HIGH SCHOOL 2014 YEARBOOK

The 2014 Yearbook is still available from the Finance Office.
All the big school trips, carnivals, productions, camps, excursions, sports and events are covered. It represents great value at only $20.

CANTEEN NEWS

Welcome to all those new parents and students for 2015. The Alfred Deakin canteen operates five days a week for recess and lunch. Orders are available for lunch via the order window or through the Flexischools online ordering system. A new and exciting development allows students to pay at the canteen using their student ID card as a debit card.

The canteen staff and committee are continuing to work closely with the school to deliver healthy eating options as part of the school’s broader philosophy towards health and fitness; with some exciting initiatives underway for 2015. As part of this program, and as a way for the canteen to stay connected with the school community, we would welcome any surplus fruit and vegies grown in your garden to use in the canteen. If you have any, please feel free to drop them at the front office or ask your child to bring it to the canteen.

The school canteen is run by a small P&C Committee which forms a vital link between parents and the school to help align the canteen environment and services with wider school initiatives. Legally, this committee is required to ensure that our canteen runs effectively and remains part of the Alfred Deakin environment in a way that is responsive to school needs. Please consider volunteering for the committee in any capacity but we are in particular need of a Treasurer for 2015. With support from the canteen staff and our auditor, this is not an onerous task but one which is essential to our continued operation.
Please see our menu in the Digest for further information regarding foods sold in the canteen. If you have any queries, or would like to help out, please feel free to contact us via email on alfreddeakincafe@gmail.com or call us on 6281 4110.
Using feedback in shaping mathematics assessment for students at Alfred Deakin High School

Alfred Deakin High School (ADHS) has taken a whole school focus to improve how quality feedback is provided to students, with an emphasis on formative assessment. Adopting this whole school focus, the Mathematics team has implemented the *Australian Curriculum* with a substantial redirection of assessment practices in Mathematics at ADHS.

The fundamental change in assessment practices includes providing students with a range of opportunities to demonstrate their learning based on explicit outcomes drawn from *Australian Curriculum: Mathematics* Achievement Standards. Formal assessment tasks are generated collaboratively by the Mathematics team and are generally common for a whole cohort of students.

**Process for change**

Students at ADHS receive no marks or scores on tests or other tasks. This has presented a number of challenges in terms of manageably providing meaningful feedback to students about their achievement. The process developed for providing student feedback on assessment includes:

- The Mathematics teaching team align tasks with particular learning outcomes based on the Achievement Standard.
- Teachers mark student responses to the assessment item giving an indication of correct/appropriate or incorrect/inappropriate responses and an indication of areas the students need to revisit.
- When all the class responses have been marked, teachers indicate a student’s achievement on a five point scale (Limited/Partial/At Standard/Above/Well Above).
- Ideally marked work is discussed individually with students. Areas of strength and areas for improvement are identified and a plan made to address any issues. This plan may include some structured revision and then a supplementary assessment item or re-sit so that the student is able to demonstrate that they are at ‘standard’ on the particular outcome.

Each learning outcome is assessed in a variety of ways, which includes summative term tests supported by recorded teacher observations and a number of formative tasks such as a group or homework task, or a quiz. Grades are then determined through teachers reviewing student performance across all the learning outcomes for the Semester.

**Into the future**

This new approach has presented several challenges including collection of evidence, consistency of assessment and communicating achievement with students and parents. ADHS staff look forward to continuing to improve assessment practices and enhance student learning outcomes.

*Written by Alex Nagy Executive Teacher Mathematics*
Year 7 Parents and Carers

Information Evening: ‘Walk in Your Child’s Shoes’
Wednesday 25 February 2015
6:15pm - 6.30pm start – 8:30pm

All parents and carers of year 7 students are cordially invited to attend an Information Evening on Wednesday 25 February 2015.

The purpose of the evening is for parents and carers to receive information from your child’s tutor group teacher. You will then experience a mini-timetable of your child’s lessons and meet the classroom teachers.

6:15-6:30 Collect name badges from the rear of the school hall from the youth leaders
6:30–6:40 Welcome address by Principal, Belinda Bartlett
6:45-7:05 Tutor group experience in tutor classroom, collect your timetable and school map
7:05–8:15 ‘Walk in Your Child’s Shoes’ as you race around the school to meet each teacher
8:15-8:45 Light refreshments will then be served in the school hall.

We look forward to meeting as many parents and carers as possible during the evening.

Excellence Responsibility Community Respect
Like all school-age students, children with autism spectrum disorder benefit from strong, positive relationships between the home and school. Positive Partnerships uses evidence based materials and practical resources to help support these relationships by facilitating workshops for parents and carers.

**What will you learn?**

When you come along to a Positive Partnerships workshop, you will:

- Develop a greater understanding of the impact of autism on your child, both at school and at home
- Understand how to develop effective parent, school and teacher partnerships
- Learn specific strategies that will help you:
  - advocate for your child
  - support your child’s participation at school
  - develop an awareness of ongoing learning needs
  - Receive information about your local school system’s processes
  - Have the opportunity to network and share strategies with other parents/carers and key community members
  - Have the opportunity to discuss a range of topics relevant to students with ASD and their families

People who work to support families living with autism in your community will also be invited to take part with the goal that there is an ongoing community focus beyond the workshop.

The Positive Partnerships initiative is funded by the Australian Government Department of Education through the Helping Children with Autism Package. The views expressed in this publication do not necessarily represent the views of the Australian Government or the Australian Government Department of Education.

**Workshop details**

**Venue:** Canberra Southern Cross Club  
92 – 96 Corinna Street, Woden ACT 2606

**When:** One day workshop – Wednesday 25 March 2015  
Day 1: 9.00 am - 4.30 pm (Registration from 8.15 am)

Registration available from Tuesday 10 February 2015 and closes two days prior.

We strongly recommend you register as soon as possible to secure your place. You will receive confirmation of your registration. Online registrations are preferred directly through our secure website www.positivepartnerships.com.au

Phone the Positive Partnerships Infoline if you have any enquiries: 1300 881 971
Message to families of high-school and college students from the National Disability Insurance Agency

Dear Families

The National Disability Insurance Agency (NDIA) has started working with ACT residents who may be eligible to access the NDIS. The schedule for when people start working with the NDIS is referred to as ‘phasing’.

The current phase, January-March, is for students in years 7-12. From March, the NDIA will be focussing on primary school age children.

In order to meet with the NDIA to see how we may help you and your child, you must submit an NDIS Access Request Form.

In November and December 2014, the NDIA phoned the families of every child in years 7-12 accessing a Disability Education program then posted or emailed the forms to each of those families. So far, we have not had all the forms returned.

If you have an NDIS Access Request Form, please complete this paperwork and return it to the NDIA as quickly as possible so you can meet with us before the end of the phasing period. If you need help to complete the forms or have any questions about the NDIS, please ring the ACT office on 6146 8200.

The NDIA is also running pre-planning workshops – a schedule is on the NDIS website http://www.ndis.gov.au/news/events.

More information on the NDIS can be found on the NDIS website www.ndis.gov.au

Engagement Team - ACT Trial Site
National Disability Insurance Agency
You are invited to attend a Pre-Planning workshop with NDIS staff:

- Learn about becoming involved with the Scheme
- Learn about the NDIS planning process and prepare for planning Conversations

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<th>Day</th>
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<td>13/01/15</td>
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BOOKINGS ARE ESSENTIAL
Please complete the booking form and confirm the location addresses below.

Belconnen – Nature Conservation House, Corner of Benjamin Way and Emu Bank (opposite the Arts Centre) Parking at Rear or Westfield Belconnen

Braddon – 212 Northbourne Avenue (next to Fenner Hall) parking at rear and limited spaces at the Front.

Holder – Therapy ACT Cnr Weingarsh St & Blackwood Terrace

Please complete all details below and email to actengagement@ndis.gov.au or by post to 212 Northbourne Ave, Braddon ACT 2612

Pre Planning Workshop booking sheet

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