As we approach the end of Term 1, we wish everyone a safe and restful holiday and look forward to seeing everyone back on Tuesday 29 April. We also take the opportunity to reflect on the many activities undertaken by the students in the AIP and some of the highlights of the term. Of course, one of the highlights of the term was the success of our Aquatics days on the River Murray. Students were willing to challenge themselves and tackle activities which were new and uncomfortable. All students learned how to safely paddle a Canadian canoe with a partner, how to raft up as a team, pilot a motorboat, learn river waterway rules, and how to knee board and/or ski. Well done to all the boys who worked hard to overcome their fears and tried to get on so well with each other. One student was overheard to say “This has been the best day ever, I don’t know why I haven’t come before!”

**English** – What a productive term this has been. Both senior and junior students have been working on a number of assignments this term. Their personal diaries have been interesting to read and a really productive avenue to help students develop their typing acumen, sentence structure, work ethic, and creative literacy skills. Students have been working on how to write the perfect essay. This looked at both academic and persuasive essays. It was fabulous to see some students taking advantage of this opportunity and writing about interesting essay topics. Some examples include ‘Why gay marriage should be legalised’, ‘Why gaming is better than exercise’, and ‘The Kerbal space program should be included in the school curriculum’. Furthermore, the junior students have been working on English worksheets to help enhance their metacognitive strategies such as predicting, visualising, making connections between one-self and the text and questioning the text. I look forward to the students continuing their positive attitude towards English next term.

**PE** - In Physical Education we have been focusing on physical development specifically enhancing motor skills and coordination. Students initially participated in the Athletics unit which developed skills that would help them be involved in sports day. This worked well and most students participated in one or more events on the day. Our soccer unit saw students develop from having little understanding of the game, its rules and team work to playing a serviceable game. Students developed skills of dribbling, kicking, communicating and strategically moving the ball around. Our current Basketball unit has seen dribbling skills improve, and students are using verbal and non-verbal communication on the court, moving into space and using team work to their advantage. New students are becoming familiar with high school practices, such as regularly bringing their PE uniform to school. It is great to see the students embrace this opportunity and to see them flourish in this environment.
Life skills— We have utilised Lifeskills excursions to consolidate theory learnt in the classroom as well as taking these opportunities to develop key social skills within the group. Humanities and Science outcomes have been addressed at Hallett Cove, the Tennyson Dunes and the River Torrens in Adelaide CBD. Students have enjoyed learning about geology, landforms, ecosystems, revegetation and sustainability. Most have capably grasped the concept of erosion and the importance of land management in both riverine and coastal environments. They have developed an understanding of the influence of German culture on early South Australian settlement and the history of Hahndorf. We have been pleasantly surprised at the enthusiasm students have shown towards these opportunities to link classroom learning with life projects. Lifeskills associated with using public transport, talking to and dealing with shop assistants, and improving communication and relationships with each other have been immensely valuable.

Science—Junior students have been developing skills relating to using the laboratory safely and have quickly learnt the names of the scientific equipment they use. They have developed safe skills with Bunsen burners and can measure accurately in a variety of situations. They are developing knowledge and skills relating to Energy, its forms and its ability to be transferred and transformed. They have constructed a motormouse and investigated how to make it faster and travel further. Students carried out a variety of investigations relating to solar energy, electricity and chemical reactions. They have spent time understanding how energy converters can be efficient or inefficient.

Senior students began looking at experimental design, what constitutes a fair test, how to process data, especially the use of graphs and how to evaluate an experiment. They examined velcro with microscopes and investigated how force affects the extension of various springs. They examined eyeballs and how light is focussed using lenses to form images and, most recently, have been exploring acids, bases and the pH scale. Students have made their own indicators, tested various household substances, produced reactions between acids and other chemicals, and evaluated the effectiveness of antacids. All science students have been encouraged to use Studywiz to submit some of their work. This tool has been used quite well by most students.

Home Economics— Lots of great cooking has occurred this term with students from both classes involved in creating both savoury and sweet dishes. From spaghetti bolognaise and lasagne to cupcakes and mousse, the students have enjoyed making and consuming the dishes they have created. Kitchen safety, hygiene, healthy eating and eating disorders are topics that have been investigated by the students. They have been involved in finding recipes for what they are about to cook and creating shopping lists for the ingredients.

Mathematics— Both classes have covered a number of topics this term. Angles properties including measuring, classifying and naming, working with solids, order of operations, working with negative numbers, algebraic expressions and fractions are just some of these topics. Worksheets have been generated and posted on Studywiz so the students are able to complete work at home and submit their work for marking when completed.

Humanities— Coastal landforms, ecosystems, significant world landforms and understanding and using maps are all topics covered in Humanities this term. Our excursions have helped the students understand the information presented to them in class as they are able to physically see, use and experience this information at sites around Adelaide.

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