Dear Families & School Community,

This week, I have passed my front page space to Mr Mark Adams, Assistant Principal, Senior School.

Enjoy the read.

Liz Schnyder
Principal

Attendance – Why is it important?

Regular attendance and participation in schooling is an important factor in educational and life success. Absence for any reason impacts on the student’s connectedness with their learning and therefore achievement. We all want our students to gain a great education and the main foundation to achieve this is attending each and every day. Attending school every day promotes a good routine that will help students in their future whatever pathway they undertake. Absence from school is like missing important appointments and affects their performance in assessment tasks and therefore their SACE. Each missed day is associated with falling behind in subject topics and assessment tasks, and leads to fewer subject choices and may impact on achievement both at school and beyond.

Why students are absent?

There are a number of ‘acceptable’ explanations for absence including:

I  Ill without certificate  Illness with a day/s absence covered by notes, messages and phone calls from parents, stating a medical condition or illness preventing the student’s attendance.

F  Family / social /cultural  For absences condoned by a parent as being for family, social or cultural reason.

E  Exemption  Approved exemption from school attendance by the principal (for up to one calendar month) – families are required to apply in writing. Exemption forms can be obtained from Student Services.

When analysing attendance data we can see the top reasons for absence:

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<thead>
<tr>
<th>Reason</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>U</td>
<td>25.2%</td>
</tr>
<tr>
<td>I</td>
<td>29.1%</td>
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<tr>
<td>F</td>
<td>27.3%</td>
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<tr>
<td>E</td>
<td>11.1%</td>
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continued on page 2.....
Henley High School uses the Scholaris system that records and tracks student’s attendance and assists via email with the explanation of absences with families. It is a goal for us to have all absences explained by families, however, still a quarter of absences are unexplained and so we ask that you continue to work with the school in responding to regular emails and occasional letters so that all absences are explained. This can be done through students’ mentor teacher.

Further – almost a third of absences are for family reasons or exemptions. These are for a number of reasons but family holidays during term time are quite common. Given the impact of absence on educational outcomes, it is worth considering whether the reason for your student not attending school is worth them missing valuable instruction time at school.

Attendance Targets
The Department of Education and Child Development has set a target for attendance at school at 95% for students by 2016.

To simplify what this means:
The school year is generally 40 weeks.
When we subtract Public Holidays and Student Free Days this equates to about 193 days.
The target therefore would be reached if all students were absent less than 2½ days per term.

What can families do?
• Be positive about school and support the culture.
• Support the school culture around punctuality and uniform. Young people need to realise that there are some things they just need to do. Students who meet the expectations of the school tend to be more focussed on the learning.
• If your student is not well enough to go to school, they are not well enough to work, play sport or go out socially.
• Ensure you are communicating any legitimate absences with the school through email, notes and phone calls.
• If there are issues related to non-attendance, contact the school sooner than later. Phone your student’s mentor or sub school manager. It is better to get an issue sorted out quickly, students need to learn to face and work through issues rather than avoid them.
• Monitor your students attendance with them on the Scholaris system – talk about it.
• Have reward systems in place – set a target with a clear goal – e.g. to go to the formal you need x% attendance. If you want to get your Learners and driving lessons you need to show responsibility e.g. x% attendance. Students need to understand privileges are earned not simply given.

Mark Adams
Assistant Principal, Senior School
HENLEY HIGH SCHOOL INDIGENOUS FOOTBALL TEAM WINS THE MCLEOD CHALLENGE GRAND FINAL

On Saturday the 30th of May the Henley High School Australian Indigenous Boys Football Team competed in the McLeod Challenge Grand Final held at Adelaide Oval as a curtain raiser to the Crows vs Fremantle game. The event was organised by Andrew and Rachel McLeod who were there on the day to support the students.

The boys convincingly defeated their opponents from Salisbury High finishing on 65 points to Salisbury’s 32. The HHS students who played on the day were Liam Sharp-Wilson, Callen Nelson Penfold, Deacon Braun, Izak Rankine, Greg Tilmouth and Sabian McLaughlin-Liddle. Injured team member Allen Edwards filled in as the goal umpire. The team was coached by one of the tutors who works with the Indigenous students at Henley High School, Luke Trenorden.

The boys should be incredibly proud of their victory and the exceptional way they represented the school at this event.

Holly Sando
Aboriginal Education Teacher
RYPEN – ROTARY YOUTH PROGRAM OF ENRICHMENT

RYPEN is an annual 3 day residential Youth Enrichment Camp for 14-17 year olds offered by our Rotary District. It is held in the picturesque setting of Ngunyara Conference Centre, Belair. The Rotary New Generations program aims to develop and empower the youth of today.

3 Henley High School students were sponsored to attend the event, 2 international students, Tina (Huiting) ZHENG (China), Sky CHUANG (Hong Kong) and Angelo ALARCON (local HHS student).

Student reflections on their experiences:

“Before RYPEN I was shy when speaking English and I didn’t have many friends in Australia, but in those 3 days, this changed. We were not allowed to use mobile phones in the camp but the rewarding part for me was speaking English only. However, it was the ‘cooperation’ that influenced me the most. When I was doing team activity, I was worried that my English would put my team down, but my teammates helped me with my pronunciation. I was very grateful of their patience and support for me. When I was in China it was hard for me to work in a team because I didn’t like to share my own opinions and I was hiding myself all the time. But now I realise the basic aspects of team work are trust and communication. In unity there is strength, rank is not important anymore. The important thing was that I learned a lot from this experience is that it has helped me both personally and as a future leader.”

Tina (Huiting) ZHENG (China)

“I was lucky to be chosen to go to the RYPEN 2015 Rotary Camp. This experience helped me to make and continue friendships with students from other schools and cultures such as Africa, Australia, Philippines and Afghanistan. At the camp we did many cooperative activities so we can increase friendship and understanding of others through games. I shared a room with some African and Afghan students. We all shared our experiences and as a result we have all become good friends. Since the end of this camp, we still keep in contact. We go to the city for lunch, shopping and football so I think this camp was a great way of getting to know and understand friends from different parts of the world.”

Sky (Wing Fung) CHUANG International Student (Hong Kong)

“I was chosen to go to this camp because I have previously been an international buddy to a number of exchange students. It is a camp that also allowed me to interact with people of different cultural and racial backgrounds. At first I was nervous, I didn’t know how to interact with those people. Meal times had assigned seats, we sat with different people every time which helped us get to know the other people. I realized how different people are. Some of them were really shy and quiet, and some had really strong, outgoing personalities.

Going to this camp taught me how to interact with those people whose personalities are quite different to mine. When it came to group activities, those loud, outgoing people took charge and gave orders, and the quiet and shy people were the followers. But as soon as the quiet people were forced to take charge by literally silencing the loud ones, it turns out that those quiet people could lead and think of different solutions very well. This made me realise that just because someone is shy, quiet or not outspoken, it doesn’t mean they can’t be a team player or make an outstanding leader.”

Angelo Alarcon Yr 10 HHS Student and International Buddy
TRAINING CENTRE CAREER EXPO

The Design and Technology faculty once again hosted a Career Expo on Tuesday 26th May from 5 – 7pm.

The event proved to be very successful, with some 230 people attending throughout the evening.

The Expo enabled students and parents to explore tertiary studies, training and career options which focussed on STEM pathways in professional, para-professional and trade fields.

Having educational instructions and industry experts give the latest information on career prospects was beneficial for students to find the best study and career options suiting their needs. Exhibitors were most impressed by the high numbers of attendees and also the quality of student and parent interactions.

Feedback from parents, students and staff indicated that this was a positive, worthwhile and informative event which resulted in meaningful outcomes for all.

I acknowledge the 17 exhibitors who supported Henley High school. They included:

• University of South Australia
• Flinders University
• The University of Adelaide
• Torrens University Australia
• tafeSA
• Adelaide College of the Arts
• ATEC
• Trade schools for the Future
• Construction Industry Training Board
• Australian Maritime College
• AiGTS
• PEER
• Housing Industry Association SA
• Master Builders Association SA
• Master Plumbers Association SA
• Statewide Group Training SA
• Academy of Interactive Entertainment - AIE

A special thanks to all who supported our Career Expo in 2015.

Angelo Piantadosi
Design and Technology Coordinator
SLC 1 – KITCHEN GARDENING PROGRAM & SCHOOL COMMUNITY PROJECT

Over the years, SLC 1 students have worked together to create, plant, harvest and maintain a school food garden in the Supported Learning Centre. The hands-on gardening program is directly linked to the school curriculum and expose students to a range of thinking skills and learning styles. In this unit, students explore the needs of plants. Students design and create a sustainable garden within their school; discuss the environment and the need for gardens and their role in sustainability. It also connects students with healthy food and lifestyle; food preparation, cooking and healthy eating activities.

As part of their school community project in PLP, the students implemented their plan to create a garden for the Home Economics Centre with assistance from Ms Barbara Laredo – Home Economics Teacher. The SLC 1 students will take ownership of the kitchen garden program through planning and design, participation in building and maintaining the garden and harvesting and enjoying the bounties of their efforts. The various fresh seasonal herbs and vegetables picked from this garden will be shared by their mainstream peers when preparing healthy meals in the Home Economics kitchens. An integrated approach to improve students’ nutrition and health by contributing information about the home environment and eating practices, learning about nutrition concepts, and trying out new recipes at home.

This opportunity has also improved self-esteem, increased physical activity and social networks and forged links with other areas within the school community. It has encouraged the participation of students and the school community in creating a successful Kitchen Garden.

A great new initiative enabling students to participate fully in the garden classroom and develop skills across all key learning areas.

Kerrie Dianos
Teacher – SLC
**LAPTOP PAYMENTS**

Please be reminded that all outstanding laptop payments are now due. Any queries relating to payments should be directed to the Finance Office on 8355 7000. All other laptop queries can be directed to Nat Harrison via email nat.harrison@henleyhs.sa.edu.au

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**ENTERTAINMENT BOOKS 2015/2016**

Pre orders can be placed via this link www.entbook.com.au/161k415 or by calling Student Services on 8355 7000.

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**SA EXCELLENCE IN PUBLIC EDUCATION AWARDS**

Nominations are now open for the 2015 SA Excellence in Public Education Awards.

The Awards recognise and reward the outstanding contributions made by teachers, leaders and support staff from across the state.

Don’t miss your chance to nominate an outstanding education professional within DECD to recognise and reward their dedicated and inspirational contribution to young South Australians.

For more information and to nominate an employee at your school or preschool go to: www.decd.sa.gov.au/awards.

Like us on facebook and follow the progress of the Awards: www.facebook.com/SATeachingAwards.

Nominations close 5pm, 3 July 2015.

For further information contact the Awards team on 08 8226 3079 or email DECD.Recognition@sa.gov.au