

# IMMANUEL COLLEGE

A Co-educational Day & Boarding School

Adelaide, South Australia



*Immanuel*



# Public Libraries in the 21<sup>st</sup> Century

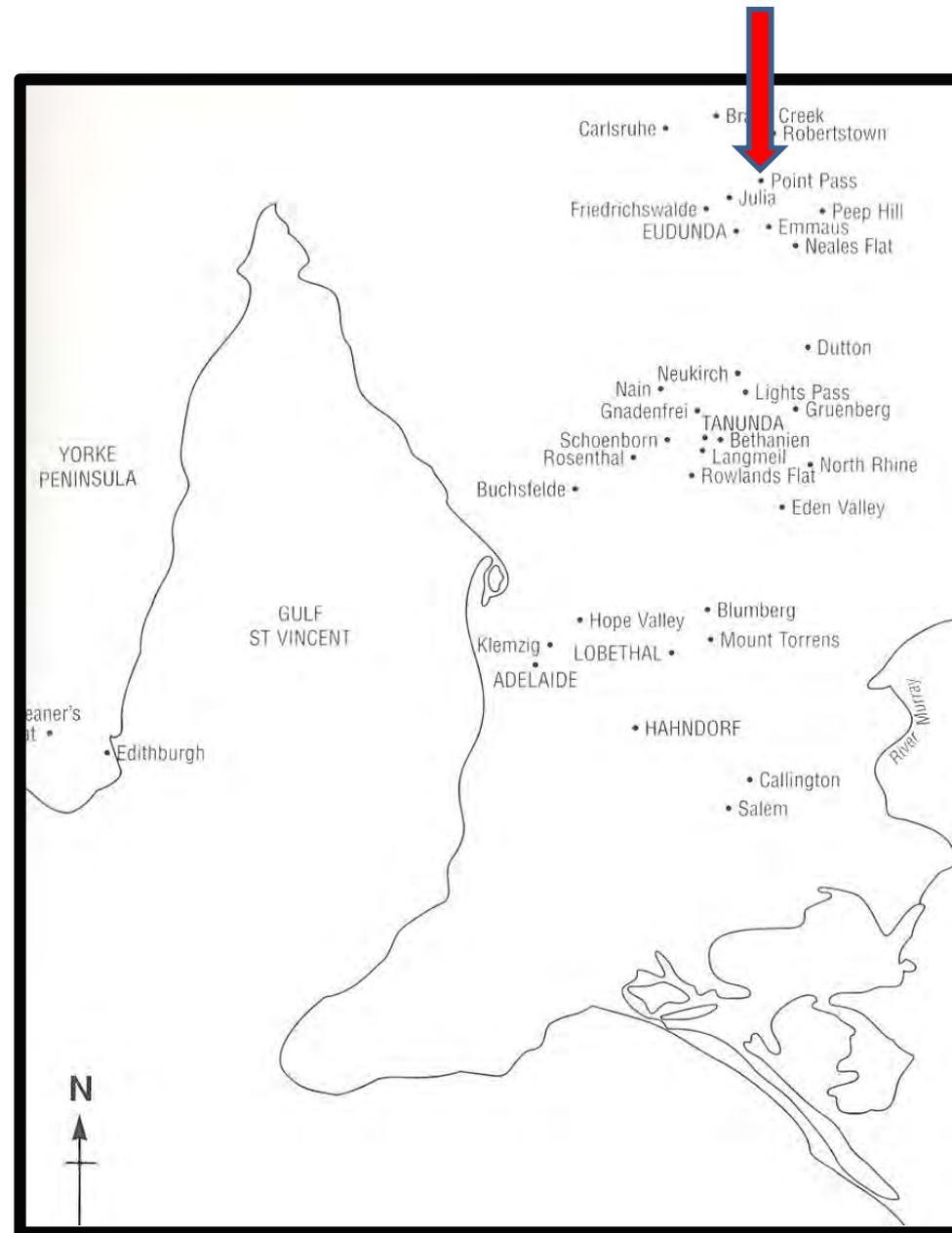
The future is not some place we are going to,  
but one we are creating.

The paths to it are not found but made, and the  
activity of making them changes both the maker  
and the destination.

Commission for the Future 1989

# History

- Point Pass – 1895
- North Adelaide
- Walkerville
- Noar Gardens



7A.

NATIONAL SECURITY ACT 1939.

NATIONAL SECURITY (GENERAL) REGULATIONS.

Being satisfied by information on Oath that there is reasonable ground for suspecting that a war offence has been or is being committed, and that evidence of the commission of the offence is to be found at the premises of one

*Immanuel College Seminary Jeffcott St North Adelaide*

in the State of South Australia, I, the undersigned, one of His Majesty's Justices of the Peace in and for the State of South Australia HEREBY AUTHORISE you

*Capt. H. S. Moffitt* ..... a commissioned officer in the

Defence Force, together with any constables and other members of the Defence Force, to enter the said premises at any time or times within one month from the date hereof, if necessary by force, and to search the same and every person found therein, and to seize any article found in the said premises or on any such person which you have reasonable ground for believing to be evidence of the commission of such an offence.

DATED at *Keonwick* this *12<sup>th</sup>* day of *November* 1940.

*[Signature]*  
.....  
A Justice of the Peace in and for the State of South Australia.

Arrest  
Warrant  
for  
Immanuel  
College  
1940





Immanuel





# TAKE TIME

*to dream and to think*





# The Docks Library



# Public Libraries

- The Centre of communities
- Builders of communities
- Access to new resources and technologies
- Spaces to create
- Supporting a new group of self directed learners

# School Community Libraries



**A glimpse into the future -**

**A person leaving school today can expect:**

- u **to have 6 – 10 changes in jobs**
- u **to have at least 3 – 4 different occupations during a lifetime**
- u **to be involved in a variety of job patterns**
- u **to spend time unemployed**
- u **to be involved in formal education throughout their lifetime**
- u **to move away from the area or country in which they were born**
- u **to be involved in jobs/careers that don't yet exist**
- u **to use technology that has not yet been thought of**

**Source: Colin Ball, Kevin Richardson, Peter Ellyard**

# Mark McCrindle

- Rise of Local
- Growth of Lifestyle cities
- DIY Everything
- “Gig economy”
  - Airtasker, Uber, Freelancer
- Post Rationalism
- Technology
  - Everything connected, VR, 3D

# Ten Jobs for the Future – Thrill list

## [Garbage designer](#)

**Job description:** Turn trash into useful products

**Required skills:** Strong background in science, engineering, and industrial design; interest in garbage

## [Robot counselor](#)

**Job description:** Match people with live-in service robots

**Required skills:** Basic social worker background plus an extensive knowledge of technology

## [Rewilder](#)

**Job description:** Transform blighted land into lush natural landscapes

**Required skills:** Agriculture and wildlife management training

## [Digital currency advisor](#)

**Job description:** Help people grow their Bitcoin fortune

**Required skills:** A degree in financial management and computer security

## [Arctic adventure guide](#)

**Job description:** Lead drone-assisted tours of polar wildlife and wilderness

**Required skills:** Aviation and outdoor survival skills

# Ten Jobs for the Future – Thrill list

## [Personal web manager](#)

**Job description:** Prevent people from making fools of themselves on the Internet

**Required skills:** Web and tech savvy

## [Robot dancer](#)

**Job description:** Perform exoskeleton-assisted dance routines, possibly in zero gravity

**Required skills:** Smooth moves

## [Nostalgist](#)

**Job description:** Recreate familiar living spaces for the old and infirm

**Required skills:** Basic interior design skills; a love for history and old people

## [Digital memorialist](#)

**Job description:** Clean up online profiles of the recently deceased

**Required skills:** Web savvy with a tech background

## [Media remixer](#)

**Job description:** Design trippy virtual realities

**Required skills:** Graphic design and audio engineering

# COMMUNITY ATTITUDES

## “BIGGEST ISSUES FACING EDUCATION”

ENTERTAINMENT VS. EDUCATION

TECHNOLOGY

TEACHER TRAINING

BACK TO BASICS

HIGHER PAY

FUNDING

RETAINING

STUDENT BEHAVIOUR

RECRUITING

LIMITED FUNDS

TEACHER PAY

RESPECTFUL RELATIONSHIPS

CLASSROOM SIZE

# EMERGING TRENDS

## DIGITAL INTEGRATORS



4,000,000,000  
VIEWS PER DAY



500,000,000  
TWEETS PER DAY



4,700,000,000  
SEARCHES PER DAY



1,000,000,000+  
ACCOUNTS



1,400,000  
APPS IOS/ANDROID



**NAVIGATION**

**NEWS**

**CLOCK**

**WEATHER**

**SHOWROOMING**

**61%**

**OF GEN Y**

**HAVE USED**

**SMARTPHONES**

**IN-STORE TO...**

**TAKE A PHOTO**

**CHECK PRICES**

**ACCESS CONSUMER BLOGS**

**CAMERA**



# EMERGING TRENDS

## SCHOOL AT THE CROSS-ROADS

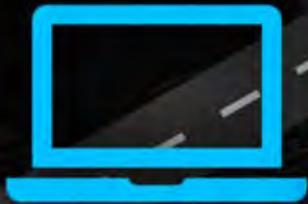
**DIMINISHING  
COMMUNITY**



**OUTSOURCING  
PARENTS**



**Aa Bb Cc  
1 2 3 4 5**



**INCREASING  
EXPECTATIONS**





# 21st century problems

global warming; excessive population growth; water shortages; destruction of life in the oceans; mass famine in ill-organised countries; the spread of deserts; pandemics; extreme poverty; growth of shanty-cities; unstoppable global migrations; non-state actors with extreme weapons; violent religious extremism; runaway computer intelligence; war that could end civilisation; 'scientific' risks to *homo sapien's* existence; a new Dark Age

**We cannot  
solve our problems with the  
same thinking we used  
when we created them.**

**Albert Einstein**

# Which ecosystems are effected?

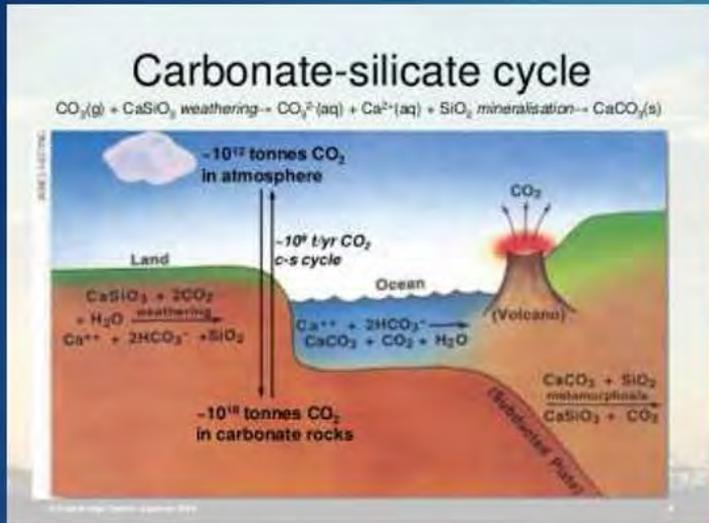
8



- ' Climate change **impacts** have now been documented across **every ecosystem** on Earth'



# Biological and Chemical Pathways to remove CO<sub>2</sub>



Silicate  
Rocks



Carbon  
Negative  
Concrete

Direct Air  
Capture to  
make plastics,  
carbon fibres



Prof Tim Flannery

# Only mid-ocean kelp farming offers storage



- ▶ If **9%** of the ocean could be covered in seaweed farms, the farmed seaweed could produce 12 gigatonnes per year of biodigested methane for use as natural gas, while storing 19 gigatonnes of CO<sub>2</sub>. A further 34 gigatonnes per year of CO<sub>2</sub> could be captured if the methane is burned to generate electricity.
- ▶ This would produce sufficient biomethane to replace all of today's needs in fossil fuel energy, while **removing 53 billion tonnes of CO<sub>2</sub> per year from the atmosphere**...This amount of biomass could also increase sustainable fish production to potentially provide 200 kilograms per year, per person, for 10 billion people. Additional benefits are reduction in ocean acidification and increased ocean primary productivity and biodiversity.
- ▶ N'Yeurt, A. *et al.*, (2012). 'Negative Carbon via Ocean Afforestation', *Process Safety and Environmental Protection* 90, 467–74, 2012.

# Challenges of work



# AUTOMATION, GLOBALISATION AND COLLABORATION PRESENT **KEY RISKS** TO YOUNG AUSTRALIANS

## UNEMPLOYMENT:

**1 IN 3**   
young Australians are  
**UNEMPLOYED**  
or  
**UNDEREMPLOYED**

## INEQUALITY:

Over the past 15 years:



**50%+**  

of the Australian workforce are  
in jobs that will be affected by  
automation in the next 10-15 years

**70%** 

of young people will enter the  
labour market in jobs that will  
be lost or automated

## MORE THAN HALF

of students and 71% of VET students are  
being trained for jobs that will be radically  
affected by automation

## INSECURITY:

  
**ONE THIRD**

of jobs created in Australia over  
the past 25 years have been  
**LESS SECURE** temporary,  
part-time or self employment

Australian workers are  
**AT RISK OF LOSING THEIR  
SOCIAL PROTECTIONS,**  
such as minimum wage, insurance  
and leave entitlements

**THREE GLOBAL FORCES, AUTOMATION, GLOBALISATION AND COLLABORATION, ARE REVOLUTIONISING THE WAY WE WORK**

**AUTOMATION:**

**40%**

of Australian jobs are at high risk of automation in the next 10-15 years

**GAINED IN THE PAST 25 YEARS:**

  
**700,000**  
professionals

  
**400,000**  
health & security workers

**LOST IN THE PAST 25 YEARS:**

  
**500,000**  
secretaries

  
**400,000**  
labourers

  
**250,000**  
tradies

  
**100,000**  
machinery workers

**LOST IN THE PAST 25 YEARS:**

  
**33%+**  
manufacturing exports down in past 20 years

**GLOBALISATION:**

**11%**

of our service jobs could be provided remotely from abroad

**GAINED IN THE PAST 25 YEARS:**

  
**SERVICES FROM ABROAD**  
finance, IT, technical & professional



**COLLABORATION:**

**30%**

of Australian workers are already participating in flexible working arrangements, involving multiple jobs / employers

The Generators cluster comprises jobs that require a high level of interpersonal interaction in retail, sales, hospitality and entertainment.

The Coordinators cluster comprises jobs that involve repetitive administrative and behind-the-scenes process or service tasks.

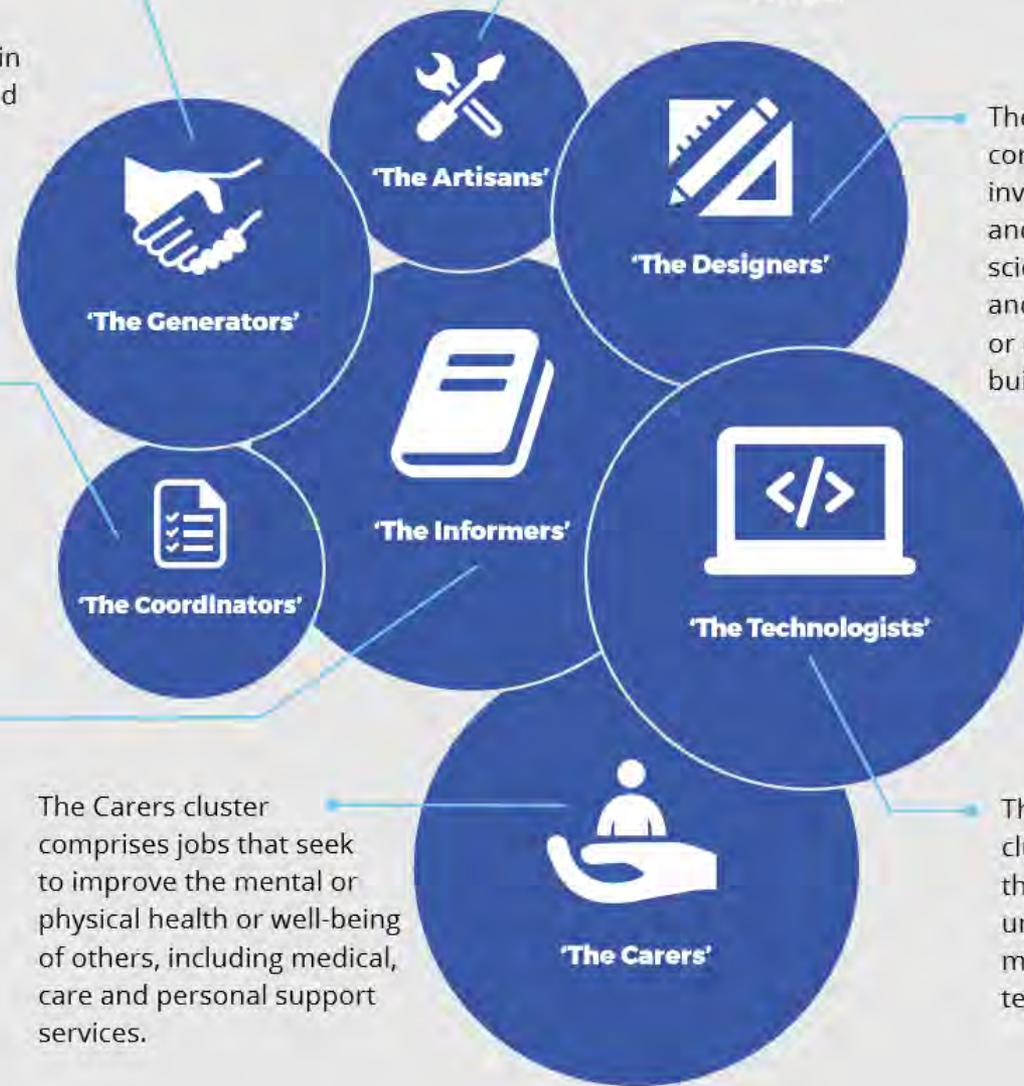
The Informers cluster comprises jobs that involve professionals providing information, education or business services.

The Carers cluster comprises jobs that seek to improve the mental or physical health or well-being of others, including medical, care and personal support services.

The Artisans cluster comprises jobs that require skill in manual tasks related to construction, production, maintenance or technical customer service.

The Designers cluster comprises jobs that involve deploying skills and knowledge of science, mathematics and design to construct or engineer products or buildings.

The Technologists cluster comprises jobs that require skilled understanding and manipulation of digital technology.



# YOUNG PEOPLE NEED SKILLS AND EXPERIENCE FOR JOBS OF THE FUTURE, NOT THE PAST

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# 70%

of young people currently enter the workforce  
in jobs that will be radically affected by

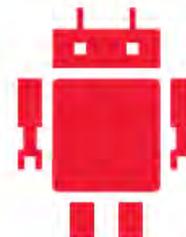
## AUTOMATION

### OCCUPATIONS:

## ENTRY LEVEL

roles for young people are

## DISAPPEARING



### TRAINING:

# 60%

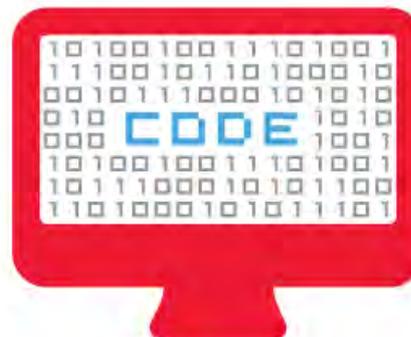
of students are being trained  
in jobs that will be radically

## CHANGED BY AUTOMATION

### DIGITAL LITERACY:

# MORE THAN HALF

of Australian workers will need to be  
able to use, configure or build digital  
systems in the next 2-3 years





**Source:** Foundation for Young Australians & AlphaBeta (2015) "New Work Order: Ensuring young Australians have skills and experience for the jobs of the future, not the past"

# Enterprise skills

are **transferable skills** required in many jobs. They include:



Problem solving



Communications



Financial literacy



Critical thinking



Creativity



Teamwork



Digital literacy



Presentation skills

## Foundational skills

- ✓ Literacy
- ✓ Language
- ✓ Numeracy

## Skills that help young people be enterprising

- Confidence & agency
- Creativity & innovation
- Enthusiasm for ongoing learning
- Ability to critically assess information
- Working with others
- Communication
- Project management
- Financial literacy
- Digital literacy
- Global enthusiasm/citizenship

## Career management skills

- Self-awareness
- Decision-making to build career
- Job-seeking
- Use of career services/information
- Lifelong learning
- Work-life balance



## Technical skills

Related to disciplines (e.g. science, technology, humanities, engineering, business studies)

Source: [fya.org.au/unlimitedpotential](http://fya.org.au/unlimitedpotential)

A decade  
into the  
21<sup>st</sup> Century

we still have  
our head in  
the sand



# UNESCO: : the Treasure Within

## Four essential pillars of learning

- Learning to know
- Learning to do
- Learning to be
- Learning to live together

Pedagogy (Engaged Learning)

Andragogy (Self-Directed Learning)

Heutagogy (Self-Determined Learning)

# What students want

- School to be more like my life
- Teachers know me and act as if you do
- Understand my behaviors and my learning
- Respond as if they know about me
- Personalise my environment and my resources
- Use technologies simply and well



# Take a photo of where you love to learn



# Every Idea!!!!

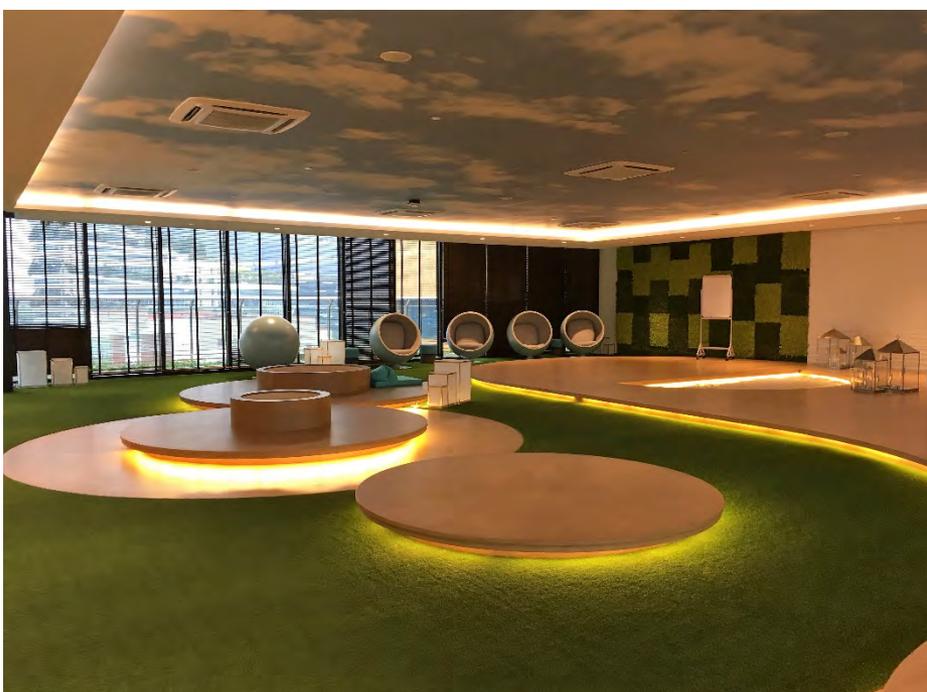


# Holland Street Market









# Context of Immanuel College

Immanuel College has a proud heritage of providing education in the tradition of Lutheran schools.

Third oldest independent co-ed boarding school in Australia

The College currently has an enrolment of 972 day and boarding students from Years 7 – 12.

171 Boarders

Students currently enrolled at the College are from Adelaide, country areas of South Australia, Western Australia, Northern Territory, New South Wales and Victoria.

International students are currently enrolled from PR China including Hong Kong, Taiwan, Japan, Thailand, Germany, and Malaysia.

Indigenous Youth Leadership program



*For the heart of education is  
the education of the heart.*

# The key for us

**Self-esteem**

'I am worthy'

**Competence**

'I am capable'

**Autonomy**

'I am in control'

**Relatedness**

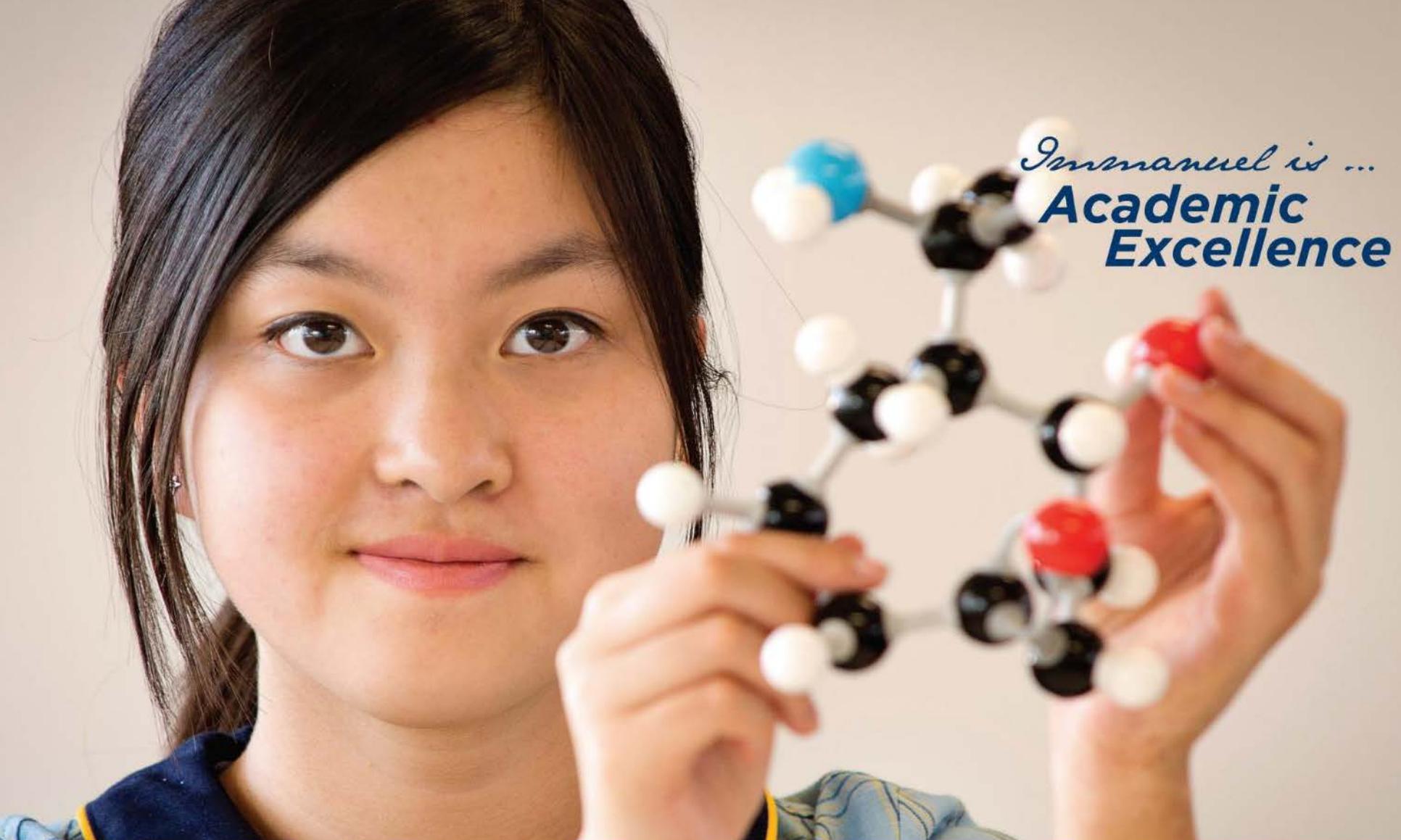
'I matter to others'

# I want my students to be

- 1.Strong, resilient and successful
- 2.Academically surpass their own expectations
- 3.Strong sense of community both relating and caring for others
- 4.Understand right and wrong
- 5.They recognise the best in themselves and others

# ***“ASPIRING TO BE EXTRAORDINARY”***





*Immanuel is ...*  
**Academic  
Excellence**

**Academic Excellence**

**Academic Care**

*Immanuel is ...*  
**Health &  
Fitness**

A group of young women in a gymnasium, all wearing blue and white striped polo shirts. One woman in the center is smiling broadly while holding a white soccer ball with green and yellow accents. The ball has the words 'SKILL' and 'IC PE' printed on it. To her right, another woman is high-fiving her. In the background, other women are visible, some clapping. The scene is set against a blue wall.

**Student Wellbeing**



# Service Learning at Immanuel College



# To serve is to be transformed

"EVERYBODY CAN BE GREAT  
BECAUSE ANYBODY CAN SERVE."

- MARTIN LUTHER KING JR.



# Service Learning @ Immanuel

*... is the deep learning that occurs through critical thinking and reflection in action and relationship with, to and for others.*



# The core principles of Service Learning at Immanuel College applies three virtues:

- ✦ ***Presence*** – to look, listen, engage and be an active participant in what is happening.
- ✦ ***Authenticity*** – be yourself, share your story and your time with people who are in need of you.
- ✦ ***Responsibility*** – Respecting another, see to understand, benefit from and participate in the learning process.



# IMMANUEL COLLEGE SERVICE LEARNING MODEL



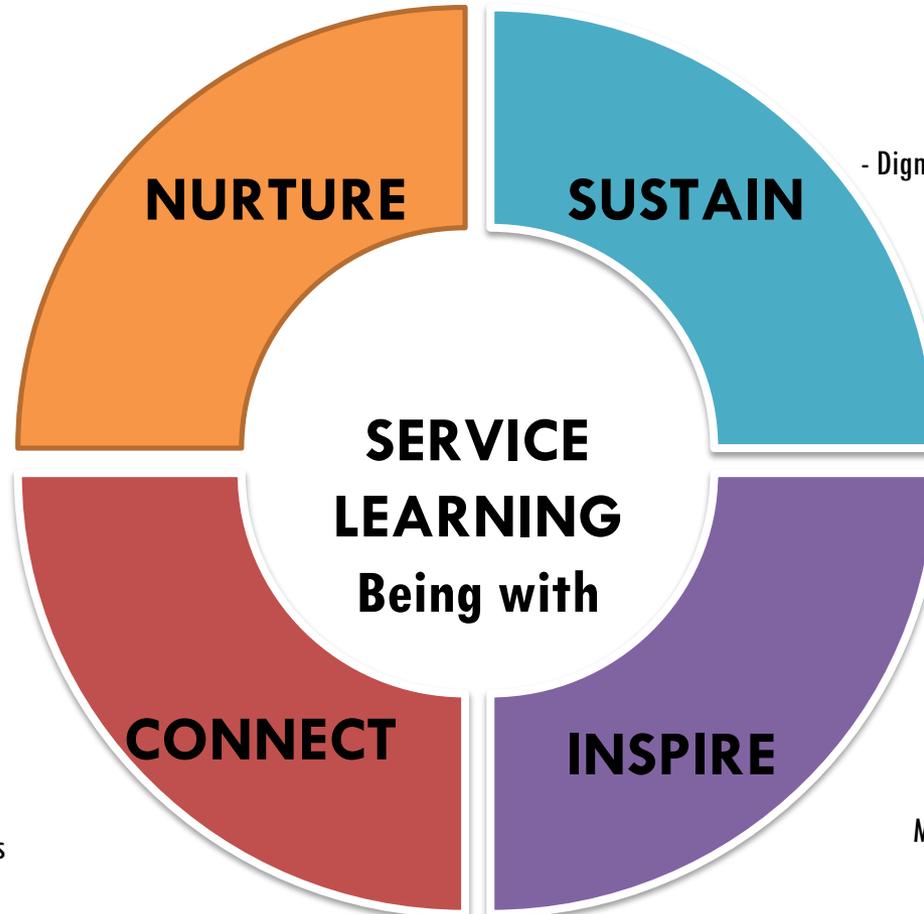
Nourish & Support

Local programs

- Elderly
- Displaced
- Disabled-

Promote Balance

- Whole Person
- Community
- Environment
- Dignity of the Person



Facilitate Links

- ALWS
- Families
- Socially Dislocated
- Distant communities

Motivation Towards  
Action

- Positive Psy
- Justice Leadership
- Story Telling
- Advocacy

Transformative Nature of Service by Head, Hands & Heart

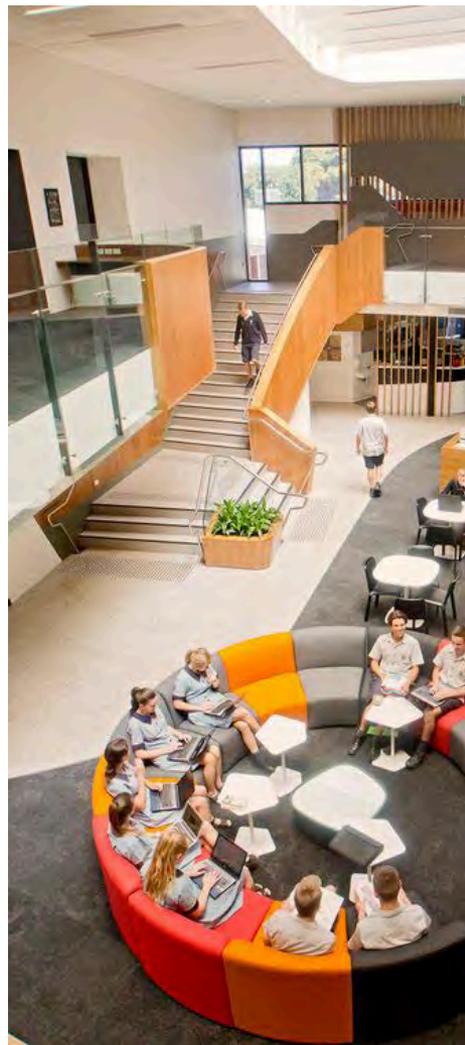
# Conquering the Six Cs...

- **Courage:** going where others dare not and overcoming self-interested opposition.  
Overcome a personal fear, Share you life story with the class
- **Commitment:** doing what must be done and sticking at it.  
Give up something for a week, Run a City to Bay
- **Collaboration:** working with others; doing your bit for the team.  
Complete the Aikido Challenge, Teach someone to juggle
- **Consideration:** Being considerate means listening to and responding to the opinions and views of others.  
How can you show consideration within your family unit?
- **Compassionate:** responding with empathy and love to the needs of others.  
Completing Journey Service Activities, Taking on an independent service
- **Camp:** *Complete a variety of challenges on Y9 camp*  
Responsibility, Organisation, Manners, Cooperation, Persistence.

# 7 stages of the 'Immanuel Journey'

- The Calling – Waterfall Gully
- The Departure – Parent/student evening
- The Following – Mentoring/Guides
- The Challenges
- The Abyss – Solo Experience
- The Return – Celebration Evening
- Coming Home – end of year 9





# STUDENT REFLECTION ON IMMANUEL COLLEGE

Presented by the 2015 Prefects



## Teachers

- Passionate and motivational
- Positive impact on student learning
- Strong student relationships
- Knowledgeable and specialized teachers
- Summary

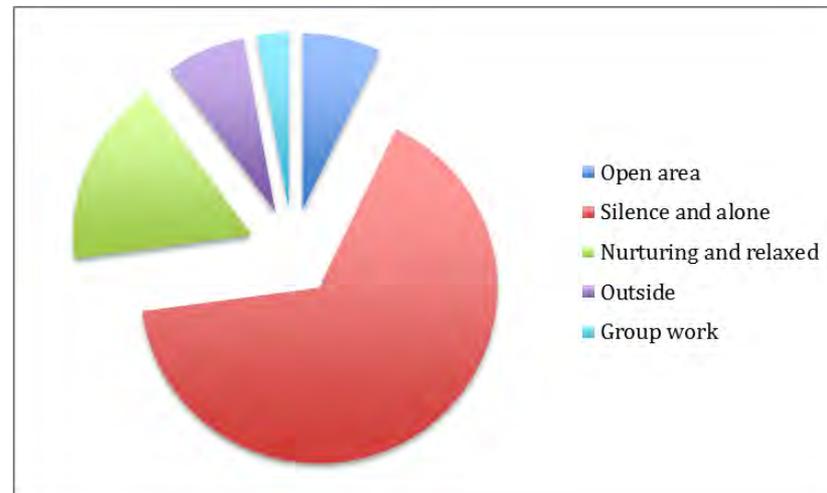
*“The best teachers are those who show you where to look, but don’t tell you what to see.”*

## Communication

- 87% of surveyed students preferred working with others
  - 41% of these favoured 1 on 1 interactions
  - 44% of these favoured working in large groups
  - 13% of these favoured working in small groups or partners
- 13% of surveyed students preferred to work alone
- Teachers must be able to cater to these individual learning styles in order to benefit students

# Environment

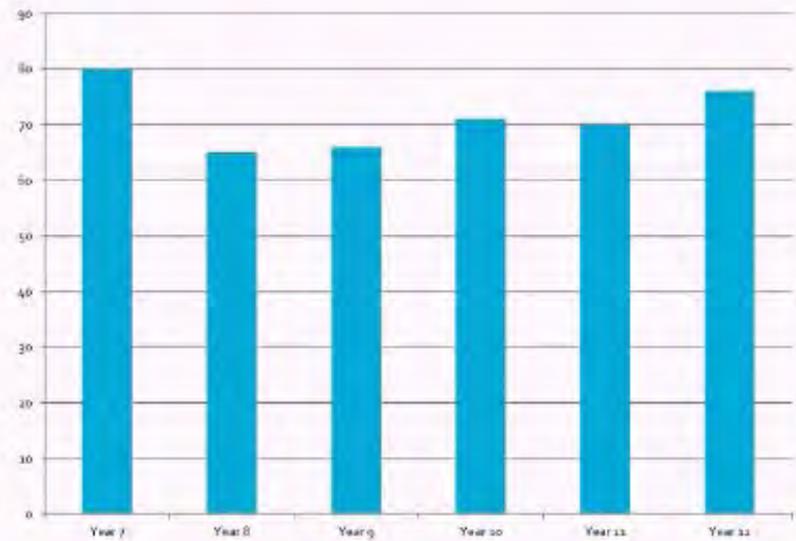
- The environment plays a crucial role in how students learn and study
- Survey results for preferred environment



- The class room environment should be
  - Quiet or silent
  - Spread out for those who want to work alone
  - Small area for group work
  - Spread outside the classroom for private study

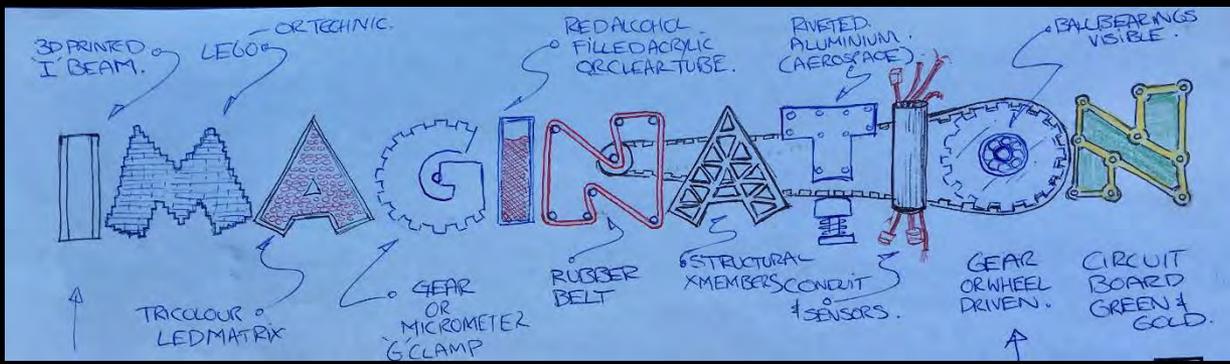


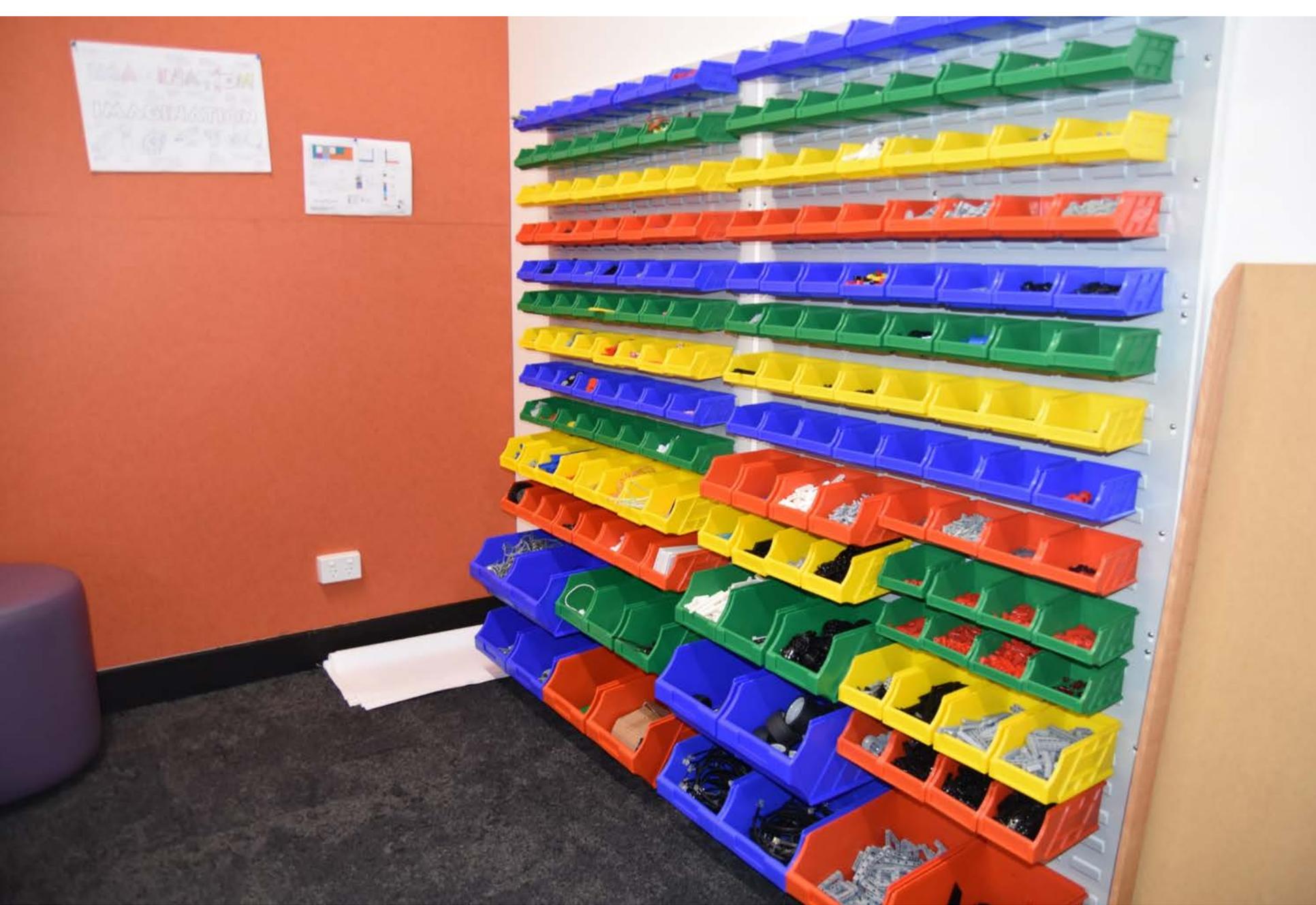
# STUDENT JUDGEMENT OF THEIR EFFECTIVE TEACHERS





# Imagination Centre









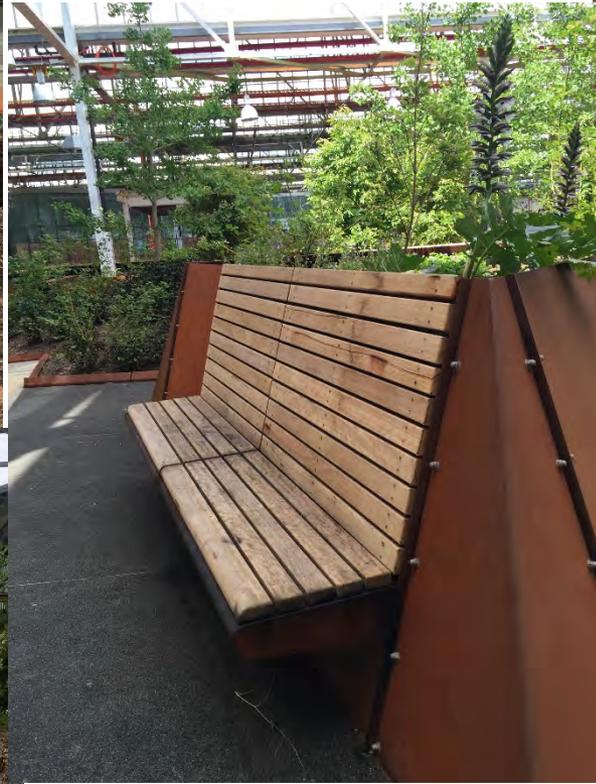
# Rock Farm

# Build your own classroom



## Year 7







SENIOR  
SCHOOL

SENIOR



# Concept

- **Flexible** – to accommodate both current and evolving pedagogies
- **Future-proofed** – to enable space to be re-allocated and reconfigured
- **Bold** – to look beyond tried and tested technologies and pedagogies
- **Creative** – to energise and inspire learners and tutors
- **Supportive** – to develop the potential of all learners
- **Enterprising** – to make each space capable of supporting different purposes
- **A building that is an education** – ESD initiatives
- **Virtual Space-** the Senior School is not just the building

# Environmental



Air Quality

Light level

eg no LED

Water

Energy

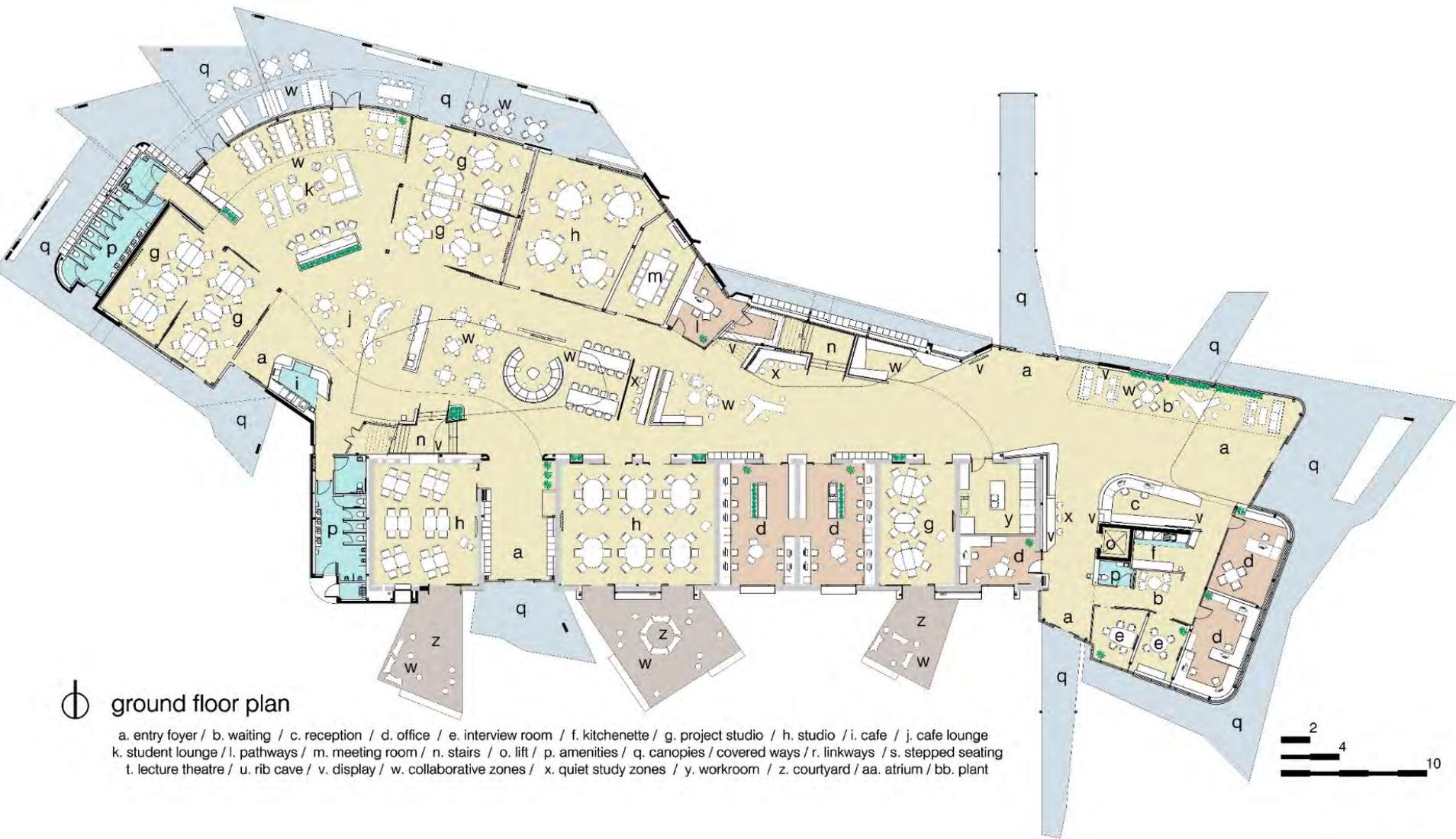
CO<sub>2</sub> Detector  
Bluetooth 4.0 Series(Bluetooth Low Energy)





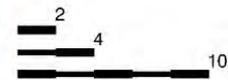
# Margaret Ames Centre

## Senior School



⊕ ground floor plan

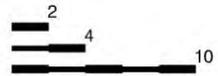
a. entry foyer / b. waiting / c. reception / d. office / e. interview room / f. kitchenette / g. project studio / h. studio / i. cafe / j. cafe lounge  
 k. student lounge / l. pathways / m. meeting room / n. stairs / o. lift / p. amenities / q. canopies / covered ways / r. linkways / s. stepped seating  
 t. lecture theatre / u. rib cave / v. display / w. collaborative zones / x. quiet study zones / y. workroom / z. courtyard / aa. atrium / bb. plant





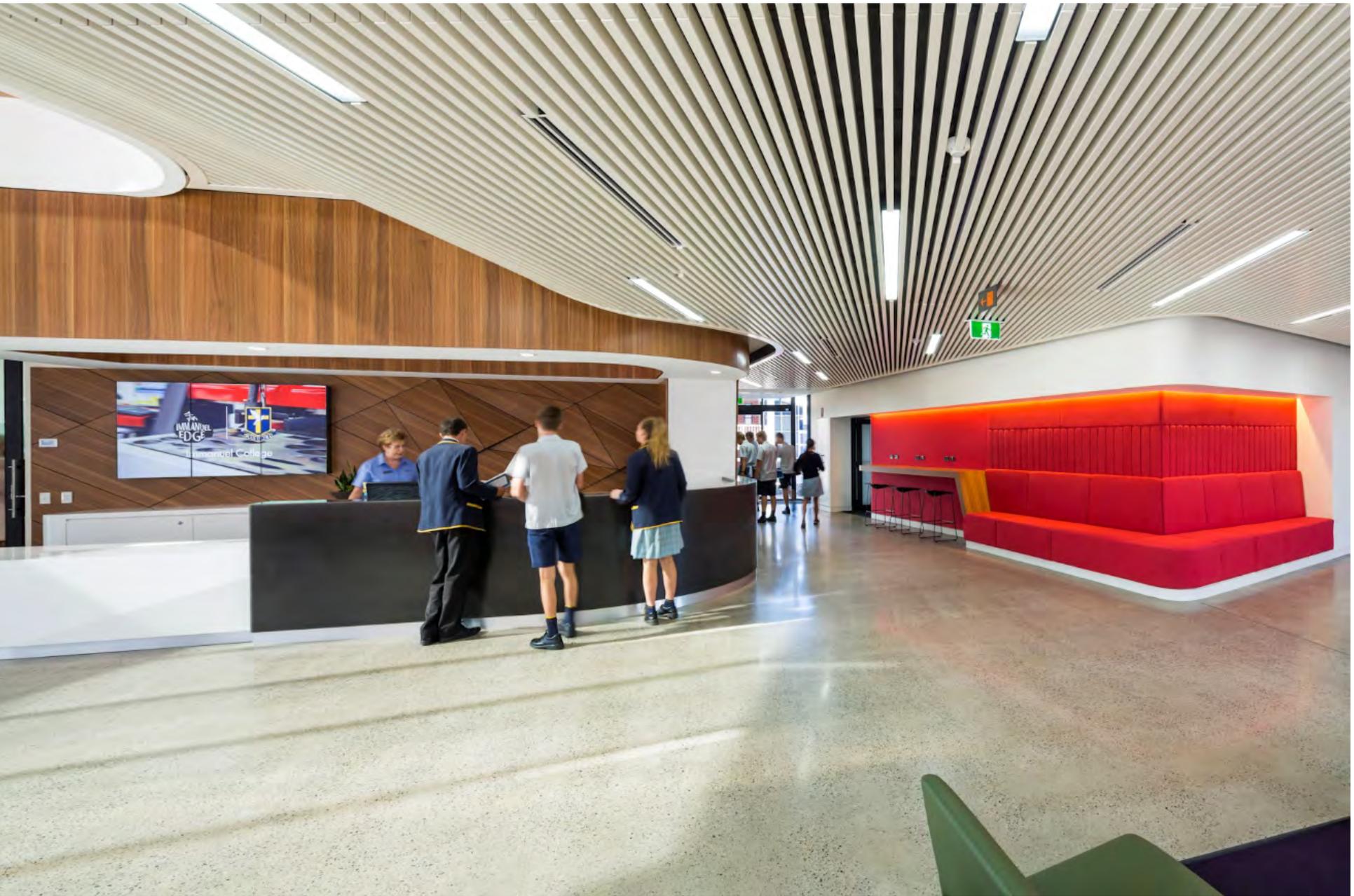
⊕ first floor plan

- a. entry foyer / b. waiting / c. reception / d. office / e. interview room / f. kitchenette / g. project studio / h. studio / i. cafe / j. cafe lounge
- k. student lounge / l. pathways / m. meeting room / n. stairs / o. lift / p. amenities / q. canopies / covered ways / r. linkways / s. stepped seating
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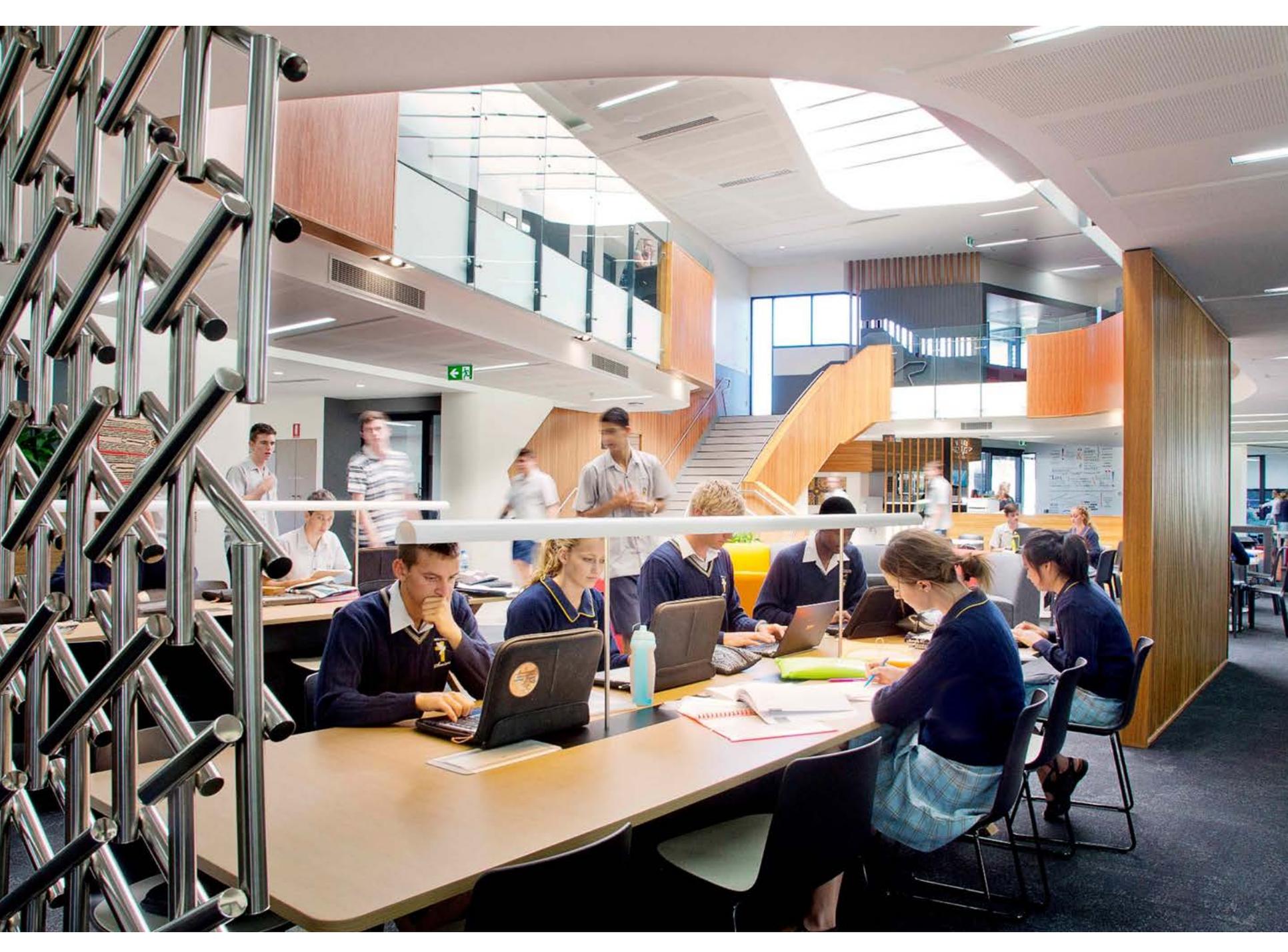








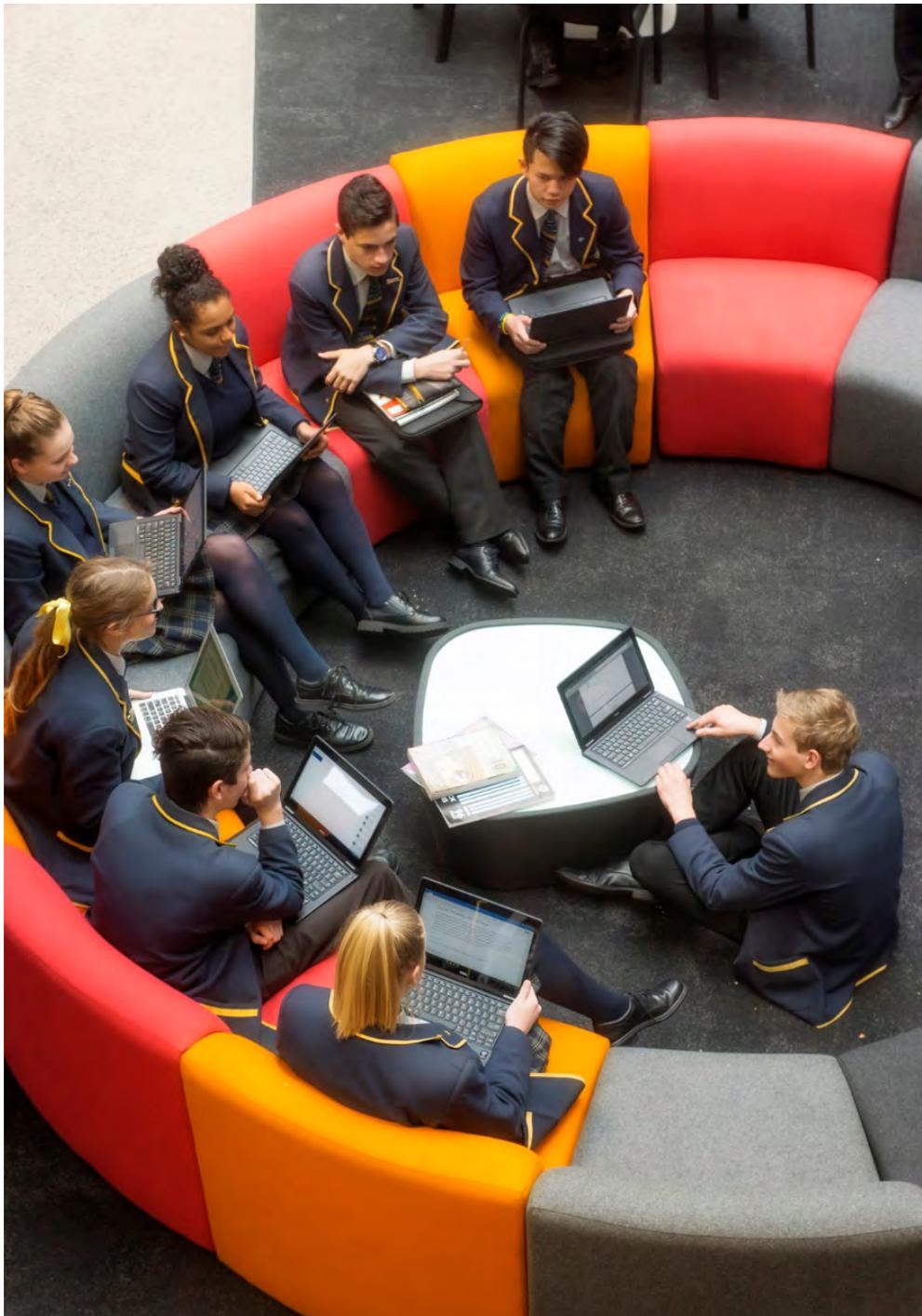






Our senior officials will  
advise us about what exactly we







"To have a friend,  
you have  
to be a  
friend"

- Lilliane Carson



"The **ONLY** thing standing between you & your goal is the **STORY** you keep telling yourself as to why you can't achieve it!"

- Jordan Belfort



"I felt **SORRY** for myself because I had **NO SHOES**, until I met a man who had **NO FEET**"

- Jewish Proverb

"**EDUCATION** is the most **POWERFUL WEAPON** which you can use to **CHANGE THE WORLD**"

- Nelson Mandela

"*WE ARE WHAT WE REPEATEDLY DO.*  
**EXCELLENCE,**  
THEN, IS NOT AN **ACT,** IT IS A **HABIT**"

- Aristotle



"**LIFE**  
BEGINS AT THE  
END OF YOUR  
**COMFORT ZONE**"

- Neale Donald Wals

"What lies **behind** us  
& what lies **before** us  
are tiny matters compared to  
what lies **within** us"

- Henry Stanley Haskins

"There is no elevator to **SUCCESS.**  
You have to  
take the stairs"

- Michael Phelps



"A PERSON WHO NEVER MADE A MISTAKE NEVER TRIED ANYTHING NEW"

- Albert Einstein

"Two roads diverged in a forest,  
and I took the road **less** travelled And that has made **all** the difference"

- Robert Frost

"**RISK**  
comes from  
**NOT knowing**  
what you're  
doing"

- Warren Buffett

"Whether you say,  
'I can' or 'I can't',  
you're **right** either way"

- Jordan Belfort

"The **future** belongs to  
those who **believe**  
in the **beauty**  
of their **dream**"

- Eleanor Roosevelt

"The whole purpose of  
education is to turn  
mirrors  
into  
windows"

- Sydney J. Harris

"You have enemies?  
**GOOD.**  
That means you've  
stood up for  
**something,**  
**sometime**  
in your life."

- Winston Churchill



"You don't choose your  
**FAMILY.**  
They are God's gift to you, as you are to them"

- Desmond Tutu

"The heart of  
**EDUCATION**  
is the  
**EDUCATION**  
of the heart"

- Kevin Richardson

"**BE** #  
the change  
you **desire**"

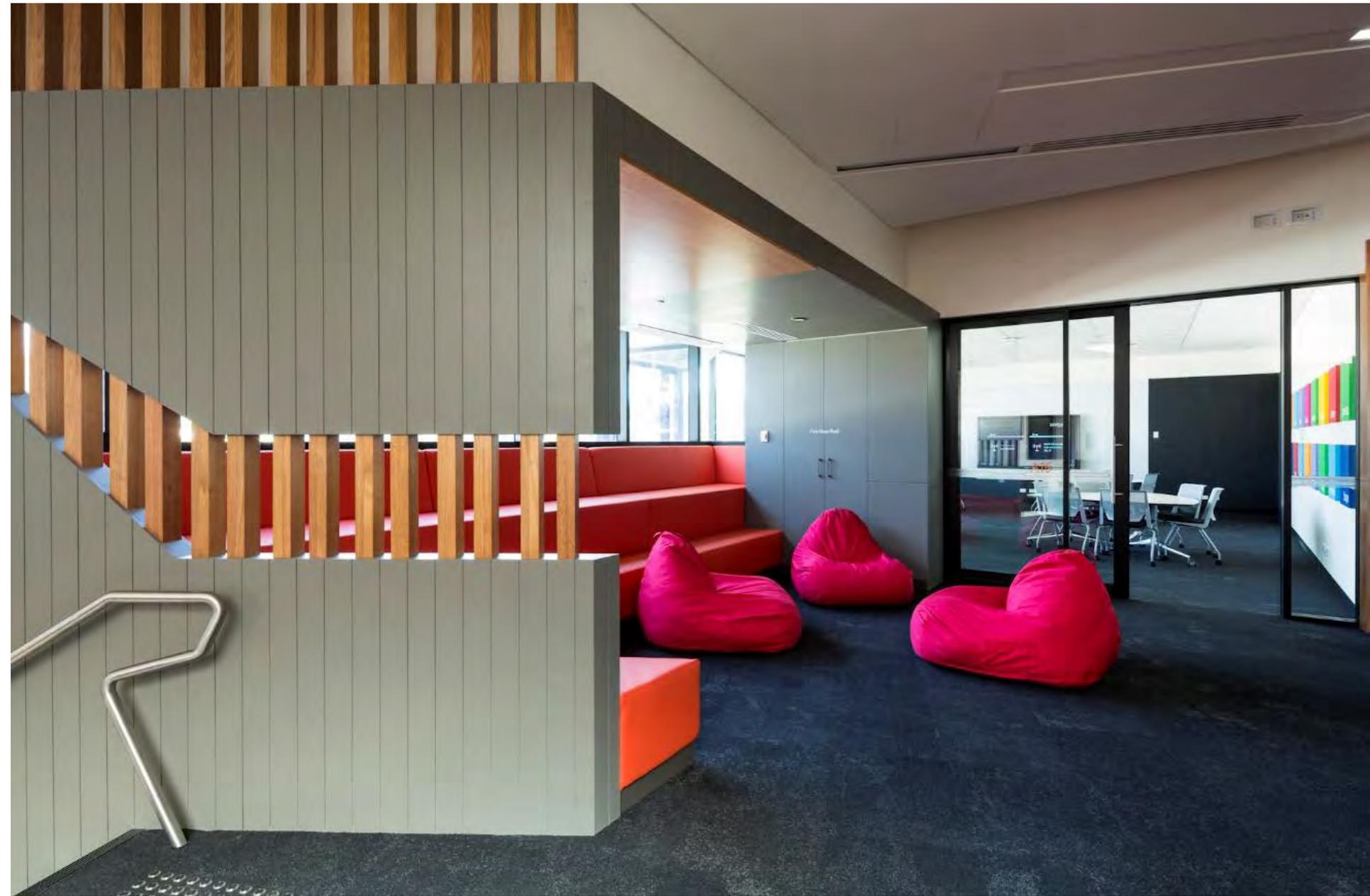
- Gandhi

"We don't  
get the building  
but at least  
we get a wall"

- Jono, 2014









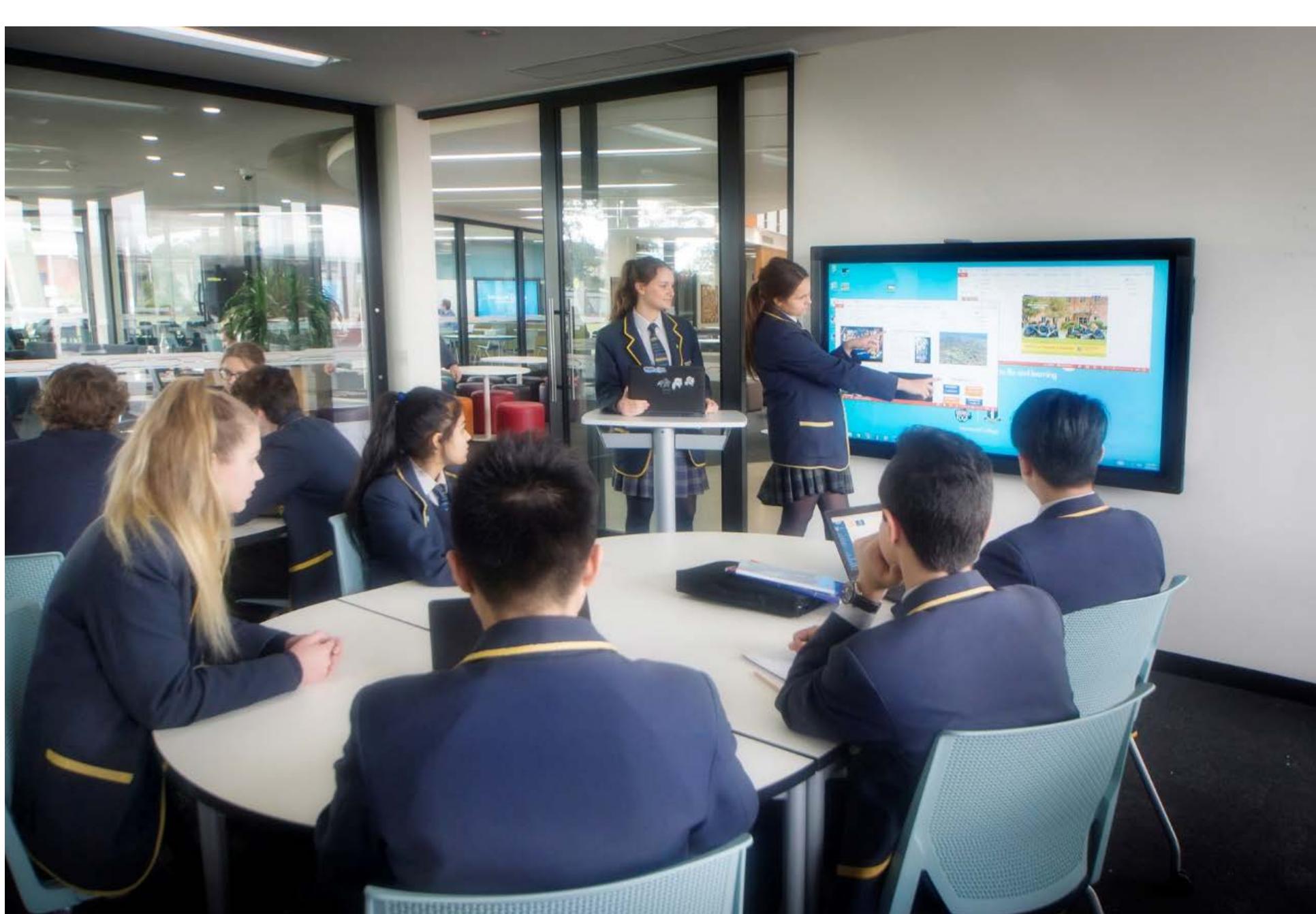














# Immanuel College

You'll like Immanuel's approach to life and learning



On a browser, visit:  
<http://10.1.64.158>



Launch Solstice on your  
device and connect to  
A4a\_65



A4a\_65

Prowise



# Channel 7 and ABC News

PRESENTED BY LIAM LOADER

Pro wise

## Steps to writing a Feature Article

- 1. Brainstorm ideas
- 2. What's the purpose? Decide upon your aim for the article (to inform and entertain)
- 3. Research your topic
- 4. Plan your paragraphs (intro, body, conclusion)
- 5. Plan graphics (images, colour choice, font)
- 6. Grab the reader's attention
- 7. Keep that attention
- 8. Leave an impression

Suggested headlines  
Genuinely Sorry?  
Lord gets judged again

GENUINELY SORRY



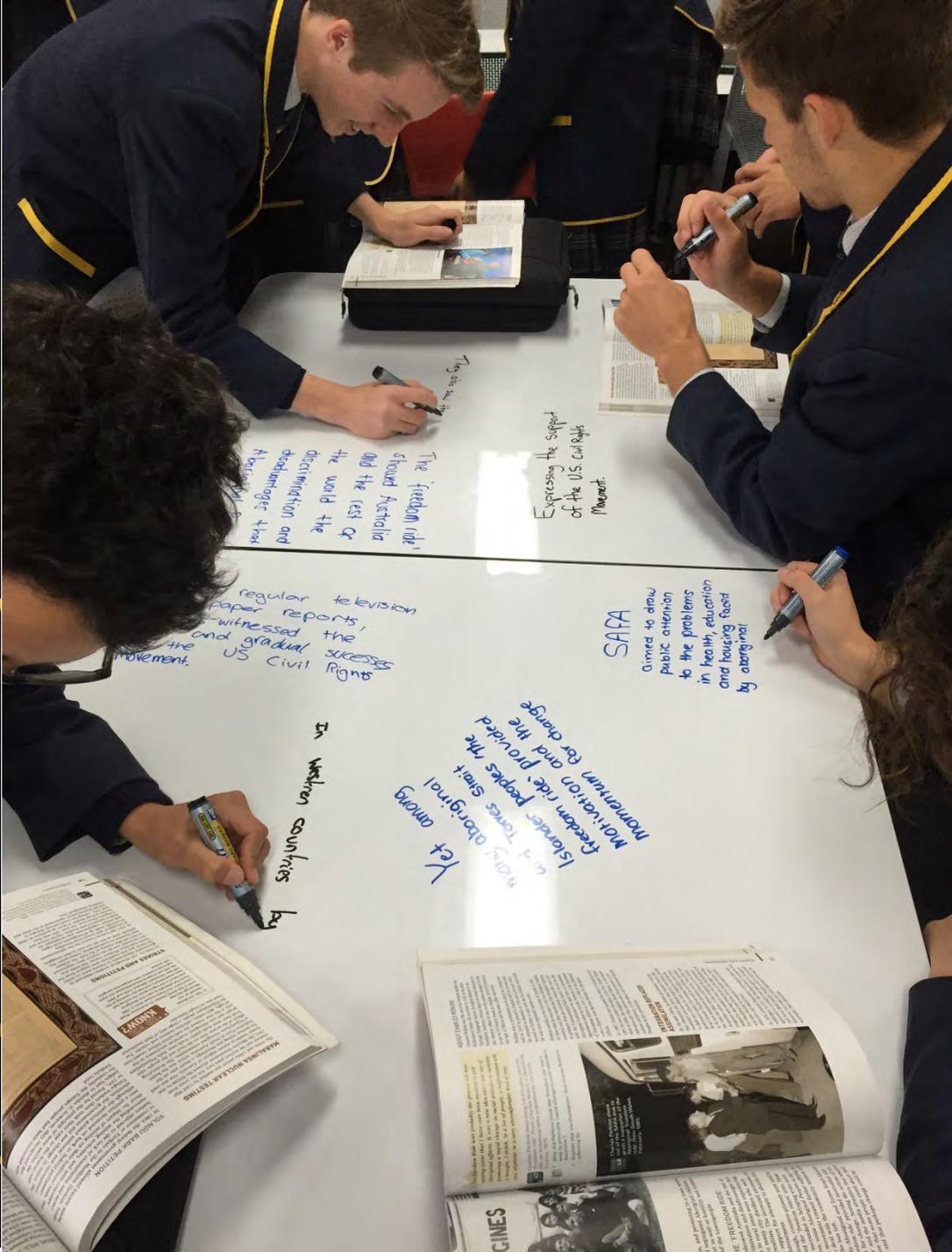


Some

Both Allied victory  
was achieved early 1945  
by a long offensive  
by the Allies - mostly  
(see map p. 92)  
Allied 14 Points for  
Peace (Jan 1918)  
↳ German's demand  
for peace had been  
of treaty.

REASONS FOR ALLIED  
VICTORY

Quote  
German → do  
low food → hea  
↳ Blockade.  
German isolate  
↳ its allies  
→ Bulgaria  
(11 May)  
& surrender  
O44  
A-H



*“I feel so much smarter in this building”*

*“ I feel more mature and the teachers treat us in a more mature way  
I believe the design and style of the building contributes to this.”*

student survey - 2015

# Café culture



“To have a friend, you have to be a friend”  
- Lilliane Carson

! **GOD HAS GIVEN US 2 HANDS, ONE TO RECEIVE WITH & THE OTHER TO GIVE WITH**  
- Billy Graham

“I felt SORRY for myself because I had NO SHOES, until I met a man who had NO FEET”  
- Jewish Proverb

“EDUCATION is the most POWERFUL WEAPON which you can use to CHANGE THE WORLD”  
- Nelson Mandela

“WE ARE WHAT WE REPEATEDLY DO. EXCELLENCE, THEN, IS NOT AN ACT. IT IS A HABIT”  
- Aristotle

# “There is no elevator to SUCCESS. You have to take the stairs”  
- Marshall Phelps

“LIFE BEGINS AT THE END OF YOUR COMFORT ZONE”  
- Neale Donald Wals

“What lies behind us & what lies before us are tiny matters compared to what lies within us”  
- Henry Stanley Haskins

“A PERSON WHO NEVER MADE A MISTAKE NEVER TRIED ANYTHING NEW”  
- Albert Einstein

“The whole purpose of education is to turn mirrors into windows”  
- Sydney J. Harris

“The future belongs to those who believe in the beauty of their dream”  
- Eleanor Roosevelt

“You don't choose your FAMILY. They are God's gift to you, as you are to them”  
- Desmond Tutu

“BE the change you desire”  
- Gandhi

“We don't get the buildings, but at least we get a wall”  
- John Schepker 2014

“You have enemies? GOOD. That means you've stood up for something, sometime in your life.”  
- Winston Churchill

“Further you say, 'I can't', you're right either way”  
- Henry Ford

“I diverged in a forest and I took the road less travelled And that has made all the difference”  
- Robert Frost

# Extended hours

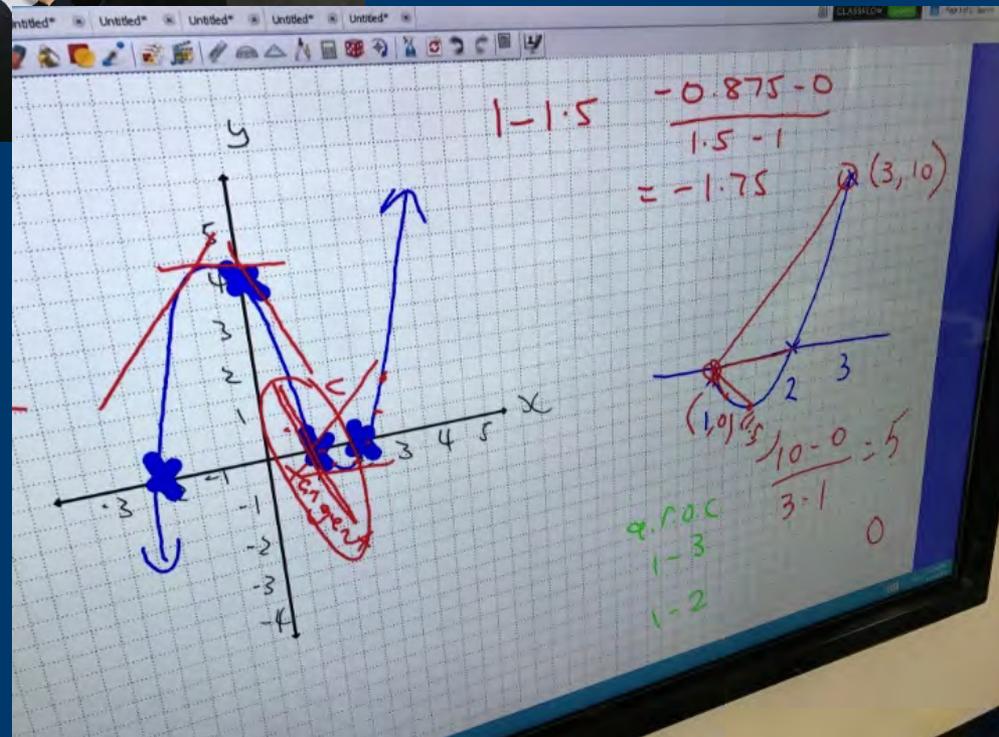


# Different learning environments





# Advanced Technology



# Independence



ActivInspire - Sl

File Edit View Insert Tools Help Untitled\*

① a) gradient =  $\lim_{h \rightarrow 0} \frac{f(2+h) - f(2)}{h}$   
 at  $x=2$   
 of  $f(x) = x^2 + x$

Formula =  $\lim_{h \rightarrow 0} \frac{f(a+h) - f(a)}{h}$   
 of gradient at  $x=a$

$$= \lim_{h \rightarrow 0} \frac{(2+h)^2 + (2+h) - 6}{h}$$

$$= \lim_{h \rightarrow 0} \frac{4 + 4h + h^2 + 2 + h - 6}{h}$$

$$= \lim_{h \rightarrow 0} \frac{5h + h^2}{h} = \lim_{h \rightarrow 0} 5 + h \quad (h \neq 0)$$

$$= 5$$

② c) gradient of  $f(x) = \frac{4}{x}$  at  $x=2$  =  $\lim_{h \rightarrow 0} \frac{f(2+h) - f(2)}{h}$

$$= \lim_{h \rightarrow 0} \frac{\frac{4}{2+h} - \frac{4}{2}}{\frac{2+h}{2+h}}$$

$$= \lim_{h \rightarrow 0} \frac{\frac{4 - 4(2+h)}{2(2+h)}}{\frac{2+h}{2+h}}$$

$$= \lim_{h \rightarrow 0} \frac{4 - 8 - 4h}{2(2+h)}$$

$$= \lim_{h \rightarrow 0} \frac{-4 - 4h}{2(2+h)}$$

$$= \lim_{h \rightarrow 0} \frac{-4(1+h)}{2(2+h)}$$

$$= \frac{-4}{2 \times 2} = -1$$

Pro wise

active Education





## Good Morning Shane

DAY 3

Module 1 8:50am-9:40am Module 2 9:40am-10:25am Module 3 10:30am-11:35am Module 4 11:35am-12:20pm Module 5 12:25pm-1:10pm Lunch 1:10pm-1:55pm Module 6 1:55pm-2:40pm Module 7 2:40pm-3:25pm

8 Science (8SCI1c) 35  
Attendance

8 Science (8SCI1c) 35  
Attendance

- Ms Tonja DeFavari updated the event Swing into Swot Vac 8 hours ago
- Ms Tonja DeFavari updated the event SACE Music Performance Assessments | Day 1 | Various Students 8 hours ago
- Ms Tonja DeFavari renamed the event MindChange to MindChange Selected Middle School Students 8 hours ago
- immi updated the event Staff Briefing then Staff Meeting 8 days ago

WEATHER IN ADELAIDE



Mr Shane Schoff

IMMI

Schoolbox Administration

Resources

Synergetic

Parent Home

Staff Home

Student Home

Resource Centre

Links and Resources

Weather Forecast

Manage Groups

Change Password



Mr Shane Schoff

IMMI

Schoolbox Administration

Resources

Synergetic

Parent Home

Staff Home

Student Home

Resource Centre

Links and Resources

Weather Forecast

Manage Groups

Change Password

## 8 Science (8SCI1c)

Tiles



+ Add Tile Modify Layout

### Course Outline

Year 8 Science Course

- Unit - Forms of Energy  
This unit closed 3 months ago
- Unit - Matter and Chemical Change  
This unit closed 2 months ago
- IDU - Otzi  
This unit closed 3 months ago
- Unit - 3 Cells & Systems of Organs

### Padlet Reflection - Cells and ...

padlet

REMAKE SHARE



### 8Sci Reflection - Cells and Systems of Organs

I used to think... Now I think...

You

# Engagement



- Submissions
- Timetable
- Calendar
- News
- Webmail
- Courses
- ePortfolio
- My Files

Mr Shane Schoff

- Schoolbox Administration
- Resources
- Synergetic
- Parent Home
- Staff Home
- Student Home

Image Gallery



## 8 Science (8SCI1c)

Tiles



+ Add Tile   Modify Layout

Course Outline

Image Slideshow



20/20 students completed

- ☑ BIG IDEAS Textbook P158-169 Intro to the Periodic Table  
*1/20 students completed*
- ☑ Introduction to the Periodic Table  
*1/20 students completed*
- ☑ Periodic Table of Elements - Section A, B, C, D  
*0/20 students completed*
- ☑ What are molecules?  
*1/20 students completed*
- ☑ Compounds & Mixtures  
*1/20 students completed*
- ☑ Compounds & Mixtures weblink  
*1/20 students completed*
- ☑ TEST - Matter & Chemical Change  
*0/20 students completed*

MODIFY



Select an image or drag and drop multiple onto this component

### My Social Stream

⚙️ ⬆️ ✕

Share something

📎 Click or drag here to share a file    🔗 Link

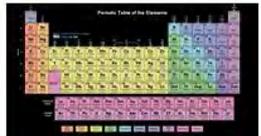
**Post**



Mr Shane Schoff  
*Posted 1 hour ago*

🗑️ ➡️

Tue 23 May  
Complete Section A, B, C & D from the Periodic table of Elements (handout)



### Padlet - Intro to Energy

⚙️ ⬆️ ✕

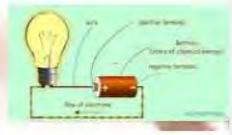
S Schoff · 2mo    ❤️    ➡️ SHARE    🗒️

 **2017 8SciENERGY**  
Love learning and not afraid to ask questions

**Grace**  
How do solar panels convert the sun's light to energy



**Ethan**  
How is energy stored



**The other Nick**

# Extra-Curricular Activities

## Breadcrumbs

[Departments](#) [Community Relations](#) [Parent Home Page](#) [Extra-Curricular Activities](#)

## Tiles



Instrumental &  
Vocal Studies



Music  
Ensembles



Engineers  
Club



Technicians  
Games Group



Media  
Club



Future  
Problem Solving



Tournament  
of Minds



Debating



Public  
Speaking



Writers  
Club



Chess  
Club



Science  
Club



Model United  
Nations Club



Readers  
Club



Duke of  
Edinburgh



Art  
Club

## UPCOMING DUE WORK

### 'Drive On' Essay

*8 Science (8SCI1a) Essay*

*Due Mar 2, 2017*

### Construct a coloured mind map on the physical properties of matter

*8 Science (8SCI1a) Class Work*

*Due Apr 3, 2017*

### Diffusion Investigation - Design

*8 Science (8SCI1a) Assessment Task*

*Due May 8, 2017*

### Criteria A: Before You Go

*8 Home Economics (8HEC1a) Assessment Task*

*Due May 12, 2017*

### Diffusion Investigation - Report

*8 Science (8SCI1a) Assessment Task*

*Due last Thursday*

### Shakespeare Analysis Task

*8 English (8ENG1a) Assessment Task*

*Due last Friday*

### Criteria B: Designing Suitable Meal Options

*8 Home Economics (8HEC1a) Assessment Task*

*Due Friday (3 days remaining)*

### Create a Sonnet with accompanying multimedia presentation

*8 English (8ENG1a) Assessment Task*

*Due Jun 1, 2017*



Miss Elise Sandland  
Posted 22 hours ago



Homework Task Monday, Week 7:

How does the director, Tim Burton present Edward's life in Ashton (at the beginning of the film) as a tall tale? Explain how and why this scene/tall tale introduces Edward to the audience?

Answer in your books or on a word file. If you would like to post on here please do so :)  
Use the [directEnhanceTV.com](https://directEnhanceTV.com) link to watch along from 18:30 minutes/seconds...



Mr James Rawlings  
Posted 15 hours ago



Hi Ms Sandland,  
I've finished the homework here it is.



Introducing Edward Bloom.docx



Miss Elise Sandland  
Posted 1 week ago



A tall tale is a story with unbelievable elements, related as if it were true and factual. Some stories such as these are exaggerations of actual events, for example fish stories ("the fish that got away") such as, "That fish was so big, why I tell ya', it nearly sank the boat when I pulled it in!"

Quick Write:

Write a paragraph or one liner that is a quick go at a tall tale...



Mr Fikry Aljawhari  
Posted 2 weeks ago



Hey guys, does anyone know when the Immanuel spelling bee is?

# 4

*"Thank you for submitting your draft science essay. Please consider the following feedback as you prepare your final essay:*

- 1. Your draft addresses the criteria and provides a good basis for you to develop your essay. The dot points in paragraphs 3 & 4 will need to be written in sentences.*
- 2. Your essay needs referencing to clearly show what is your thinking and what has been sourced elsewhere from your research. See the guidelines on the front of the task sheet for in-text referencing and how to format the reference list at the end of the essay.*
- 3. Paragraph five can be enhanced by including how the use of solar energy will impact the economy*



MY GROUPS

2016 German Study Tour

Camden

College Council

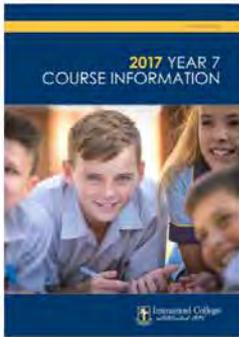
Humanities Abroad Programme:  
Western Front Tour 2016

Parent Home Page

Project Immi

MY LINKS

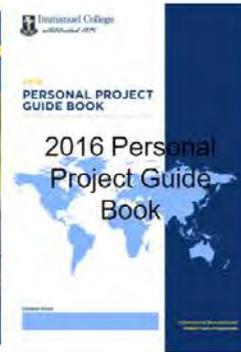
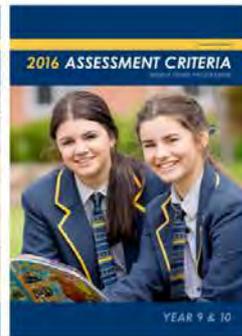
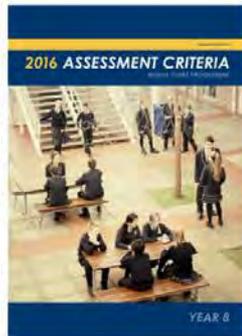
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IB MYP Information

⚙️ ^ ✕



Senior School Information Evening (4 Aug 16) Documents



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Web Preferences for 2017



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Text Box



[Click here for further IB MYP Information](#)

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SACE Information

# South Australian Certificate of Education

[Click here for SACE Information](#)

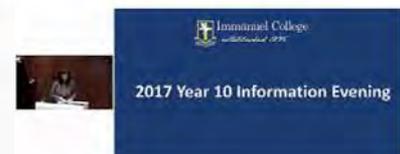
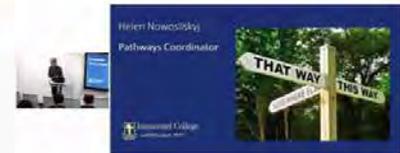
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Stage 1 Subject Information 2017

Stage 1 Music 2017	Stage 1 Tech and IT 2017	Stage 1 Art & Design 2017	Stage 1 Drama 2017	Stage 1 Home Economics 2017
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## Senior School Information Evening Video Presentations



Day 1	Day 2	Day 3	Day 4	Day 5
BCottell (8Cottell) CHA Ms Day	BCottell (8Cottell) N13 Miss Cottell	BCottell (8Cottell) N13 Miss Cottell	BCottell (8Cottell) CHA Miss Cottell	BCottell (8Cottell) N13 Miss Cottell
8 Mathematics (8MAT1a) N13 Mr Fraser	8 Christian Living (8CL1a) N13 Mrs Goessling	8 Humanities (8HUI1a) N13 Miss Cottell	8 Home Economics (8HEC1a) 27 Ms Tapp	8 Humanities (8HUI1a) N13 Miss Cottell
8 Science (8SCI1a) 34 Mr Schoff	8 German Phase 2 (8GER21a) N12 Mrs Heynemann	8 German Phase 2 (8GER21a) N12 Mrs Heynemann	8 Home Economics (8HEC1a) 27 Ms Tapp	8 Mathematics (8MAT1a) N13 Mr Fraser
8 Christian Living (8CL1a) N13 Mrs Goessling	8 English (8ENG1a) N13 Miss Cottell	8 English (8ENG1a) N13 Miss Cottell	8 Humanities (8HUI1a) N13 Miss Cottell	8 Drama (8DRA1c) 81 Miss Roxby
8 German Phase 2 (8GER21a) N12 Mrs Heynemann	8 English (8ENG1a) N13 Miss Cottell	8 Mathematics (8MAT1a) N13 Mr Fraser	8 Science (8SCI1a) 34 Mr Schoff	8 Drama (8DRA1c) 81 Miss Roxby
8 Drama (8DRA1c) 81 Miss Roxby	8 Humanities (8HUI1a) N13 Miss Cottell	8 Physical Education (8PED1b) N13 Ms MacMurray	8 Science (8SCI1a) 34 Mr Schoff	8 English (8ENG1a) N13 Miss Cottell
8 Physical Education (8PED1b) 91 Ms MacMurray	8 Science (8SCI1a) 34 Mr Schoff	BCottell (8Cottell) N13 Miss Cottell	8 English (8ENG1a) N13 Miss Cottell	8 Home Economics (8HEC1a) 27 Ms Tapp
8 Physical Education (8PED1b) 91 Ms MacMurray	8 Mathematics (8MAT1a) N13 Mr Fraser	BCottell (8Cottell) N13 Miss Cottell	8 Mathematics (8MAT1a) N13 Mr Fraser	8 German Phase 2 (8GER21a) N12 Mrs Heynemann

# Upcoming work for Mr Harrison Edwards

< Today >

April 2017

Mon 27/3	Tue 28/3	Wed 29/3	Thu 30/3	Fri 31/3	Sat 1/4
27	28	29	30	31	1
		9 English (9ENG1a) Spelling Test 4 9GER31E (9GER31Ea) Chapter 1 and 2 test		9HEC1 (9NHEC1c) Criteria C: Planning and Preparing Meal 1:10pm 9 Science (9SCI1e) Excretory System Sequential Explanation	9 Humanities (9HUM1e) Industrial Revolution Source Analysis 9 Humanities (9HUM1e) Time to Think - Summative
3	4	5	6	7	8
9 English (9ENG1a) Poetry Commentary Analysis Task 1	Mr Borchardt's Year 9 Mathematics (9MAT1d) Coordinate Geometry Test			9HEC1 (9NHEC1c) Criteria D: Evaluating Learning Outcomes Mr Borchardt's Year 9 Mathematics (9MAT1d) Probability Test	
10	11	12	13	14	15
	9 Science (9SCI1e) Test background	9 English (9ENG1a) Spelling Test 5	9 English (9ENG1a) Original Poem Task 2	Mr Borchardt's Year 9 Mathematics (9MAT1d) Compound events - 15G Mr Borchardt's Year 9 Mathematics (9MAT1d) Experimental Probability - 15A	



# Opportunities...

- Café buzz
- Extended hours
- Variety of learning spaces
- Ubiquitous technology
  - Engagement
  - Collaboration
  - Independence



"We are not in Kansas anymore"



Care more than others think is wise

Risk more than others think is safe

Expect more than others think is possible

Dream more than others think is practical

