



Term: Two | Issue 1 | Date: 5 July, 2019

WELCOME

Welcome to our new newsletter. Each term, your Peninsula schools will be providing an update on learning on the Peninsula at:

- Balmain Public School
- Birchgrove Public School
- Orange Grove Public School
- Nicholson Street Public School
- Rozelle Public School
- Sydney Secondary College Balmain Campus

Look out for our new logo for upcoming Peninsula events.



PROUDLY PUBLIC
ON THE PENINSULA

DIRECTOR EDUCATIONAL LEADERSHIP

It is my great pleasure to be able to introduce to the Balmain, Birchgrove, Rozelle and Orange Grove communities the "Schools on the Peninsular" Newsletter. This initiative is the result of a collaboration between the Public Schools on the Balmain Peninsula wanting to share with their community the great things that can be achieved when schools work together to meet the needs of all students.

As the Director Educational Leadership for Iron Cove Network I get to see first-hand the hard work and dedication of staff in my schools on a daily basis. I also get a great insight into the wealth of talent and expertise that exists in teaching staff across all schools. The schools included in "Schools on the Peninsula" are focused on providing the best education to students and building a strong community that supports the work they do as part of the NSW Department of Education.

I personally have a strong belief that the strengths of the public school system in NSW are the standards and expectations that are incumbent on all of our settings to meet. Our schools may vary in size, physical appearance, the programs they run and the personalities of the principal and staff, but they all work within the parameters of the Department of Education accessing resources and support provided to all schools and drawing on the collective expertise of over 2200 schools and the largest educational support system in Australia.

I thank our principals Ms Sue Ross, Ms Maria Lambos, Ms Tracy Gray, Ms Julianne Beek, Ms Stephanie Searle and Ms Kasey Henness for their commitment to work together to promote the strength of Public Education within the local community. These dedicated principals have been meeting each term to discuss their schools, share expertise, learn from each other and develop authentic opportunities for their schools to work together across a range of areas.

This newsletter is just one of the initiatives that the schools are working on. It will become the conduit for how the schools share with the wider community the work they are undertaking and their achievements as a community of schools.

I trust that you will enjoy reading about the great things that are going on in all of the schools across the Balmain Peninsula and I know that the schools are looking forward to being able to share with you how they as a community of schools are working to provide high quality education to every student, every day, in every school.

Rod Megahey, Director Educational Leadership Iron Cove Network

KINDERGARTEN MASTERCLASS

Orange Grove Public School is leading a StemShare community initiative in the Inner West. Recently, our Assistant Principal Kate Jones was asked to take 5 of her Kindergarten students to present a MasterClass at the EduTech Conference.

After learning how to use the Ozobots the students were asked to illustrate and sequence the main events from a story learned in class using the Ozobots. They used the markers and Ozobots to describe the story of Who Sank the Boat, teaching adults at the conference about their learning.

Miss Tinslay, our preschool teacher has also used the Ozobots to explore digestion as our preschoolers were interested in how the body works.

We are aware that as future focused teachers and learners we need to be aware of the workforce our students will enter into. They will need to feel confident in the dispositions of being creative, collaborative and communicating their ideas while thinking critically. Using learning tools such as Ozobots will help our young students learn about and build confidence in being able to configure, use and build digital systems.



INVESTIGATIONS@BALMAIN PUBLIC



Every teacher knows that student engagement is inextricably linked to student learning, and that engagement is most powerful when linked to student interests. With the Department's Future Focused Learning and Teaching initiative in mind, staff at Balmain Public School have been working to embed individualised, interest-based learning at the core of our programs.

Investigative learning starts with the students. Teachers build a profile of each student's strengths, background and readiness. The traditional classroom set up of a desk for each student is replaced with 'stations' – construction, sensory play, STEM, writing, numeracy or any topic that aligns with our current program. Stations display 'provocations' – activities or materials that invite students to engage in a learning activity.

A flexible learning environment is crucial to our program, as our resources and class layout change constantly in accordance with student interests. Visiting teachers are often amazed that our areas remain set up throughout the day and that the children complete standard classwork surrounded by fish, shells, LEGO and paint – without touching it constantly! We have found the structure of our learning routine encourages students to be extremely responsible in the care of this special environment.

Play-based curriculum delivery doesn't change the what of a curriculum. It is about how that curriculum is taught and learned.



BIRCHGROVE PUBLIC SCHOOL PARLIAMENT



In our Parliament we have 2 Prime Ministers and Deputy Prime Ministers and 4 ministers. They are voted in by the children from Years 1 – 5 during Term 4 the year before, 8 people in total.

Our Parliament Routine

Every three weeks the whole Year Six and the chosen class reps come into our school hall and sit in their seats to get ready for parliament. We start off with the Prime Ministers asking us to repeat after them the Parliamentary pledge. After the pledge the secretary reports to the Parliament on the last Parliament meeting and the minutes. Once that is finished the treasurer gives us information about how much money we have raised since our last meeting. The class reps report from their classes if they want anything to add to the school and any problems or issues happening. Then the ministers report from their ministries any upcoming plans, ideas and bills. Around that time the class reps ask questions about events coming up. Our Sergeant at Arms controls the Birchgrove Parliament Meetings.

Ministries

We have eight ministries for eight different reasons

- 1) The Social functions – run fun events.
- 2) Charities – run events that raise money for charities.
- 3) Treasury – collect and count all money raised.
- 4) Technology – control music / microphones for assemblies and run events to do with technology.
- 5) Environment – help keep the school clean and promote environmental issues.
- 6) Magazine – writing the school newspaper once a term
- 7) Sport – any events that involve sport.
- 8) Education – run things that are educational like lunch time quizzes, raising and lowering the flag.

Polly P & Cecilia J-W



iSTEM@UTS - BALMAIN CAMPUS



In 2019 at Sydney Secondary College Balmain Campus, the Year 10 STEM classes have had many visits to one of the UTS buildings in the city. We have been able to use the classrooms and learning spaces there to enhance our STEM experience. A makerspace on the 4th floor is where we have done most of our work this year. The classroom features bean bags, rocking chairs, an Xbox, a Play Station, two TV's and much much more! The makerspace gives all the STEM students a comfortable space in which to complete projects and communicate with others in the class with ease. Our experience at UTS has been incredible overall and we are lucky to have the opportunity to visit the university every week. During our visits at UTS and lessons at school, the Year 10 students have created many awesome projects. Two of these that come to mind are the Makey-Makey and mechatronics projects.

The Makey-Makey project consisted of students creating video game controllers, more specifically giving the users a better experience than a normal controller while they play. In the beginning we spent time just putting down ideas until we had an abundance to choose from. After this we filtered out options until we had only a few left. One group decided to create a steering wheel and pedals so that they could enhance their experience while playing racing games. The final product was made using a Makey-Makey and any other appropriate materials around us such as cardboard, aluminium foil and elastic bands.

Next we moved on to mechatronics. Mechatronics is a multidisciplinary branch of engineering that focuses on the engineering of both electrical and mechanical systems. The students used arduinos and small plastic pan tilt towers equipped with small motors to create their end of term projects. Their job was to create a purpose for the small towers in everyday life. A notable project was a rotating camera that was attached to bike handles. This allowed the rider to be able to take images or record videos while they ride without stopping. The camera was able to look in all directions, all under control of the rider due to the complex wiring inside that incorporated the Makey-Makey.

A new, long - term project that we are starting at the moment is F1 in schools. This is a competition where students race cars that they have made and try to be the fastest. Sounds simple enough, but gets more complicated when you get into the details. Each of the members of the group must complete their own tasks in order for the project to run smoothly. The Year 10 STEM students will continue working on F1 in schools in Term 3. We have a lot of work ahead of us. However, this is yet another project that UTS can help us out with. We will be using their 3D printers, drills and laser cutters to make the car and its components.

Leon C and Anthony D, Year 10

YEARS 3-6 WHAT'S HAPPENING AT NICHOLSON STREET



Term 2 at Nicholson Street Public School has seen so many rich and impactful learning experiences for all of our students in Years 3 to 6. Our students have been engaged in rigorous learning in all curriculum areas but we wanted to ask the students what they have found most exciting about the learning in their classrooms this term.

In 3/4P

In 3/4P we have loved learning about developing our own goals, as they give us guidance about the content of what we need to learn and the skills we need to develop. Goals also show us the success criteria and the learning we need to do so that we can accomplish our goals. We have also been learning about robotics and coding which is so challenging and fun. We have been building and coding our own robots made entirely out of Lego, apart from the motion sensors and intricate machinery that we have been using to control and function our robots to move, based on commands and codes coming from us.

3/4P student

In 4/5M

This term in 4/5M we have been learning about myths and legends, such as how Maui slowed down the sun. We used our knowledge to create our own fictional characters and write stories about these characters. We focused on developing a dynamic character that had many layers to entice our readers. We also created some artworks based on these myths and legends, using dye to create depth and effect in our work. I think we have all been really engaged in the learning because we have been interested and challenged.

4/5M student

In 5/6N

In 5/6N we have been mastering our maths skills such as order of operations, algebra and fractions. We have been stretched in our maths learning but we love being in the learning pit and learning together! We also hosted the Sorry Day Assembly where we prepared artworks and poems to share with the school which showcased some of the learning we have been doing in our creative writing. We have loved our Science learning about creators and destroyers around the world. The highlight of this was creating our own erupting volcanoes on our parent open classroom morning. We have really been engaged and captivated with our geography topic: A Diverse and Connected World, learning about our Asian neighbours. Our final task was to design and organise a holiday with a budget to a country or countries in Asia. We now all really want to go on our holidays to Asia!

Remi and Maya 5/6N

GAMILARAAY LANGUAGE FOR ABORIGINAL STUDENTS

Gamilaraay Language for Aboriginal and Torres Strait Islander Students at Orange Grove PS.

Gamilaraay language has been taught to our Aboriginal and Torres Strait Islander students for 18 months at Orange Grove Public school.

This initiative has been driven by our Aboriginal parents and led by Ms Frederiksen, Ms Keane and Ms Comino.

From our students:

'Gamilaraay language classes are held two afternoons a week for an hour. The students learn language and culture through speaking, songs and dance. We share their learning at whole school assemblies.

'Gamilaraay language has been a great opportunity to get closer to our Aboriginal culture. Our teachers Ms Walford and Mr Leslie have taught us how to speak Gamilaraay, how to dance to show our culture and how to dance traditionally'.

'We have danced at school and our preschoolers really enjoyed it. We presented a Through the Window story for Play School. We were the big emus and we showed the little emus what happens when you go to school. The Elders and Uncles came to visit and Uncle Terry played the didgeridoo'.

Recently we were filmed by the State Library. We love sharing our culture with others.

Levi and Flynn W, Year 4

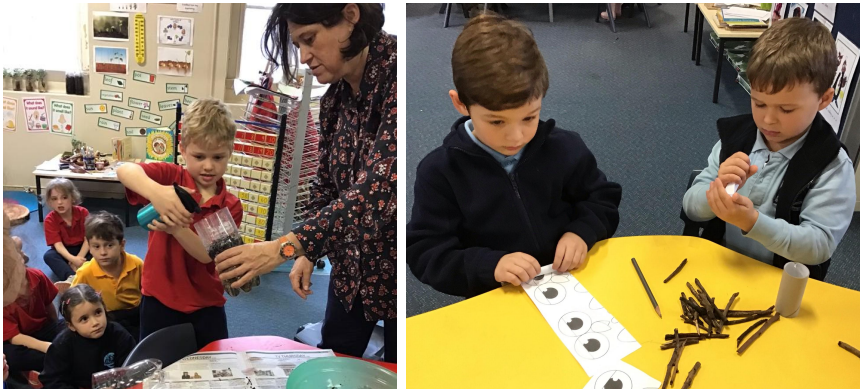


SUSTAINABILITY EDUCATION AT ROZELLE PUBLIC SCHOOL

Rozelle Public School's Green Team takes very seriously our aim for students to have a strong sense of connection to and responsibility for the natural environment and their role in leading sustainability initiatives across the school to reduce the school's environmental footprint. The Green Team is a formidable team of 52 students, two elected representatives from each of our 26 classes. They are led by the elected school leaders who are Ministers for the Environment, supported by teachers. They meet weekly to plan initiatives to be rolled out across the school. They are also developing their own understanding of sustainability. They recently participated in a workshop on three ways to grow plants in your kitchen.

SUSTAINABILITY AT ROZELLE CONTINUED...

Sustainability is also becoming an increasingly important part of our students' learning across the curriculum. Kindergarten classes have been learning about life cycles and the big concept of "Change". Students in classes Gamilaraay and Eora have been exploring the role of insects in our environment and the important role they play in sustainability. To extend this learning the students were engaged in two sustainability-focused activities whereby they made their own worm farm and a bee hotel. They are now using the worm farms in the classroom to compost their fruit and vegetable scraps from their crunch and sip. The students love observing the worms and understanding how they work. The bee hotels were made out of recycled materials and sticks they collected from our woodlands play area. They will be hanging their bee hotels close to our garden to help encourage bee activity which will in turn help our veggies to grow.



SSC IMP MUSIC CAMP

On the first day of the Sydney Secondary College Instrumental Music Program (IMP) camp, 244 students arrived at the Collaroy Centre. Everyone there was very excited. When we arrived, we headed to the camp's amphitheatre, where we learnt how to find our way around and enjoyed morning tea.

On both nights, we had an IMP Talent Show. It was very exciting and there was a huge variety of performers. Brave students (and a teacher's band!) stepped up in front of the whole of the IMP.

Each night at IMP camp, we enjoyed an activity after our talent show. The first night, we played some fun team games. The second night was a choice of a disco or a movie. The movie was Garfield, but most people went to the disco. The music was great and everyone enjoyed it. We also played some Music Trivia, with four parts. All activities were very fun.

Band camp was great, but you can't beat making music! Everyone had an Ensemble A (their main band) and an Ensemble B (a secondary one). If someone was in only one band, they'd join the choir. Ensemble A had sectionals where each section would focus on their own parts.

IMP camp was a fun and worthwhile experience that enhanced the friendships and musical skills of the college. Everyone who went are very grateful for the experience. Many thanks to all the teachers and camp staff involved. We're excited to go again next year!

Esme P, Luana E & Ella H, Year 7 Balmain Campus



FREEDOM TO LEARN

Freedom to Learn, or F2L as it is referred to at Balmain PS, is a program designed to implement a project approach to learning and engage specific student interest. As interests vary across our school, we ground individualised learning by a main theme. In Semester 1, our theme aligned closely to language, as it is currently the International Year of Indigenous Languages, identified by the United Nations.

F2L tasks are designed to differentiate the curriculum, to ensure that learning is accessible for all students. This program links directly to The Maker Model, whereby the differentiation of content, the learning process, end product and learning environment are all considered.

We develop tasks by aligning activities with how we define engagement; ensuring students are engaged operatively, cognitively and affectively. When these domains coincide, we see students tap into self directed learning and engage in new learning experiences. Here is an example of a Freedom to Learn task:

Task: Aboriginal Fishing Methods – Explore the different types of fish traps and other technologies for catching fish from around Australia. Investigate how fish traps utilise the natural ebbs and flows of the water bodies.

Investigate other technologies for catching fish in your heritage and/or around the world. What are some of the similarities and differences? Indigenous groups around Australia have intricate understandings about their environment. Reflect on the different locations, physical environments such as coastal or river country, styles, designs and materials used in their fish traps.



POSITIVITY POD



Rozelle Public School's Wellbeing Framework is made up of four components:

- An explicit Wellbeing Framework which incorporates Restorative Practices, Circle Solutions and the Bounce Back program and underpins student wellbeing across the school
- Whole school programs for establishing clear expectations and building positive relationships
- A focus on intrinsic motivation and positive teacher-student relationships to engage students and celebrate success
- School rules with clear and consistent consequences when things go wrong

One of the initiatives we have introduced is the Positivity Pod. In the words of some of our school leaders:

“The Positivity Pod is for students who have a positive impact on others and the school. It’s a way to celebrate great people at our school.

Teachers can nominate students for the Positivity Pod to acknowledge them for a positive attitude to their learning and for their care for others.

Each week in our whole-school assembly a video episode is shown.

School leaders

interview students in the Positivity Pod about why they have been nominated, how it makes them feel and what advice they have for other students about being a positive influence at school”.

Miranda, Sophia, Alice and Ashleigh

K-2 WHAT'S HAPPENING

K-2 "What's Happening" – Nicholson Street Public School

In Term 2 all K-2 classes at Nicholson Street Public School have participated in weekly drama workshops in partnership with the Sydney Theatre Company (STC). The Sydney Theatre Company partnered our K-2 teachers with a STC Teaching Artist for the school term. Together they explored how drama strategies can be integrated into any area of English and literacy, such as inferential comprehension, confidence in oracy, descriptive language or imaginative writing.



The Sydney Theatre Company Drama Workshops are in their 10th year of operation in schools. Intensive research indicates the positive impact this program has on students' literacy progress. Over the last seven weeks the Teaching Artists have been team teaching the program with each of our K-2 teachers. The weekly sessions have been a highlight for all students.

This program has resulted in the following for all students:

- Increased student academic achievement in literacy and English
- Improved student confidence
- Increased student engagement and motivation
- Significant improvements in class collaboration
- Positive shifts in empathy

It has been a wonderful experience for both our K-2 students and our K-2 teachers.

BIRCHGROVE CANBERRA

It was a rainy and wet way to start the trip. The rain poured down on us as we were saying our sweet good-byes to our parents and getting suitcases on the coaches. After a looong time, we arrived at Parliament House, one of the major stops on our trip. I thought the outside was really beautiful – and massive! We went into the green House of Representatives and the red Senate. We learnt some interesting facts and figures, like the 2700 clocks in the building! The new Parliament House was built in 1988 and took 7 years to be completed. We role played and all performed parts of a parliamentary meeting.

Afterwards we drove across to the war memorial which was very sombre and sad. We saw aircraft and tanks they used in wars and learnt different stories about wars and the people. We toured the Old Parliament House Museum and saw that it was much smaller than the current Parliament House. The whole reason a new one was built was that the previous one was becoming too small for the growing numbers of people in it. We got to sit in the seats of the Senate, which we weren't allowed to do in the new building. We then headed to the National Museum of Australia and saw lots of artefacts. My favourite part was the embassies! Even though we just got to drive around, I liked the look of them and found that each and every one was different. My favourite was the Chinese embassy as it was very big and colourful.

Sarah W

