



Term: Three | Issue 2 | Date: 27 September, 2019

WELCOME

Welcome to our Peninsula 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

Welcome to the second edition of Schools on the Peninsula, a newsletter celebrating the achievements of our fantastic public schools serving the Balmain Peninsula and Orange Grove.

The strategic goals for the NSW Department of Education include that every student is known, valued and cared for. It goes without saying that the priority of every school are the students that we are charged with supporting and providing quality education to every day.

Our peninsula schools set the bar very high when it comes to providing quality learning environments for all students. The Department's Literacy and Numeracy Strategy 2017 – 2020 outlines five ways to improve literacy and numeracy outcomes:

- a continued focus on intervention in the early years of schooling
- clear guidance on explicit teaching and better, faster diagnostic assessments
- more support for literacy and numeracy in secondary schools
- quality training for teacher education students in literacy and numeracy
- rigorous evaluation to focus investment and effort on what works

Our peninsula schools are all focused on implementing quality Literacy and Numeracy programs to meet the specific learning needs of every student. Each school has a school plan that has focus on improving the literacy and numeracy skills of all students.

In addition to this our Peninsula schools also implement teaching and learning programs that promote the skills of creative and critical thinking, personal and social capability, ethical understanding, ICT competency and intercultural understanding. These are the skills considered crucial for our young people to achieve and thrive throughout their lives.

Positive Behaviour for Learning, a program that promotes students understanding of self-regulating, making good decisions, building resilience and empathy, has been a focus at Nicholson Street Public School this year.

Balmain Public School has earned a widespread reputation for its innovative approach to developing the critical and creative thinking skills of students through fostering independent and inquisitive learners with the introduction of developmental play and problem based approaches to learning.

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DIRECTOR MESSAGE

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Birchgrove Public School has also introduced the play-based philosophy across all classes in Kindergarten to year two and problem based learning programs into Stage 2 and 3.

Rozelle Public School has initiated a very different initiative this year. The school's Global Awareness Program has established a connection with two schools in Africa with the aim being to share cultural understanding and collaboration that will benefit the students, staff and communities of all the schools involved.

Orange Grove Public School has been changing learning spaces to promote collaboration between teachers and amongst students. The school has also introduced a very successful Aboriginal Language program that has established a strong connection with the local Aboriginal community.

Sydney Secondary College Balmain has been busy talking to its students and community about what they believe effective learning and assessment looks like for our middle year's students. This is in line with their work on a school middle schooling model. The campus has also embarked on a range of programs to build strong connections with the other peninsula schools and extend the learning opportunities for our primary students.

With so much talk about future focused learning it is great to know that your local schools have embraced both the core learning areas of Literacy and Numeracy as well as providing a challenging curriculum that builds a depth of skills and knowledge that will indeed equip our students to be better prepared for what their future holds.

Rod Megahey
Director Educational Leadership
Iron Cove Network



PLAY BASED LEARNING @ NICHOLSON ST

A learning approach adopted by our Kindergarten teacher, Ms Ashleigh Williams, in the KW classroom this year is play-based learning. Play-based learning is, essentially, to learn while at play. Research shows play-based learning enhances children's academic and developmental learning outcomes. It can also set the student up for success in the 21st century by teaching them relevant skills.

Ms Williams and the School Learning Support Officers (SLSOs) have taken an active role in guiding the KW students' interactions in their play. The students are supported in developing social skills such as cooperation, sharing and responding to ideas, negotiating, and resolving conflicts. Ms Williams has used the children's motivation and interest in subjects such as dinosaurs, unicorns, fairy tales, nursery rhymes, the environment and Star Wars to explore concepts and ideas. In this way, the KW students acquire and practise important academic skills and learning in a playful context.

Some of the play-based activities that the KW children have participated in this year are: construction activities, dress-ups, role plays, art/design, table top games, outdoor discovery, craft activities, the use of digital technology and imaginative play. All activities have been closely linked to key learning outcomes from the Early Stage 1 curriculum to ensure that strong foundations in early literacy and numeracy skills are consolidated for all students.

In the example in these photos, the students are studying a procedural text through play – building a marble run tower, constructing origami fish and pretending to be hairdressers learning how to plait!

Sue Ross, Principal and Ashleigh Williams, Kindergarten Teacher



ORANGE GROVE DANCE SPORTS



42 students in Years 5 and 6 proudly represented Orange Grove Public School at the DanceSport Challenge Gala on Wednesday 11 September, held at the Quay Centre, Sydney Olympic Park. With 46 schools from the Metropolitan South and Regional South Directorates participating in the program, Team Orange Grove wowed the judges and audience; dancing the cha-cha, tango, salsa, jive and samba under dazzling lights in a sea of colour and movement!

We congratulate the Orange Grove school finalists, Ally and Zane (Cha Cha), Serena and Phillip (Tango), Josey and Ben (Salsa) and Nellie and Cooper (Jive) who did the school proud! Under the tough scrutiny of professional judges, these 8 children went head to head in the competition phase of the evening and performed with class, energy and sheer joy! Orange Grove Public School were semi-finalists in both Cha Cha and Salsa, and were

awarded 1st place in both Tango and Jive. This fantastic effort from our school finalists, and all our dancers, saw Orange Grove Public School announced as the 3rd place overall school for 2019.

The DanceSport Challenge Gala began in 2006 and promotes respectful relationships through dance, particularly between the genders. Although the medium is ballroom dancing, the program centres around student wellbeing and ensures that all participating students are known, valued and cared for. Orange Grove Public School has proudly taken part in the program since 2016 and holds a very strong reputation of dance amongst all of the participating schools. We congratulate everyone involved!

Mr Christopher Tan, Stage 3 Assistant Principal
DanceSport Challenge Gala Mentor



ROZELLE SISTER SCHOOL PROJECT



Earlier this year Rozelle PS was very excited to launch our Sister Schools Global Awareness project. We have chosen two organisations to partner with who will help us to link with school communities in Africa.

Representatives from School for Life joined us at a school assembly to share the work they are doing to build a school community in Katuuso in Uganda. They talked to us about the life of the children in the school community we will be supporting and what has been achieved so far.

The other organisation we are working with is So They Can which has linked us with Kwaara, a school community in Tanzania.

The aim of the project with the two communities is to promote the similarities in life between the two student communities, with a focus on storytelling and the sharing of information through photos, videos, artefacts and written material.

Students are learning that whilst the contextual environment of life may be different, the core of what each community enjoys and engages in on a day-to-day basis is the same. In turn Rozelle Public School will share information about our lives, celebrate the many things we have in common and explore some of our differences.

Our school community is able to see how our contribution is making a difference to the lives and education of their sister school communities. Funds have been used in Katuuso this year to support the complete education of a class of students—helping to provide the teacher, classroom resources, school uniforms and three meals a day for students for the entire school year. In Kwaara, funds are creating a grain store and staffroom, thus freeing up space to create a new classroom space.



BIRCHGROVE PUBLIC SCHOOL ART SHOW



This term the Birchgrove Public School community was treated to an exhibition of a wide array of fantastic artworks at the BPS Art Show.

The Art Show displayed works from all the children, preschool to Year 6, and included many individual art pieces as well as some larger collaborative works. The teachers and students participated in experiences to learn new skills and explore different mediums, through working with visiting artists and the CAPA staff at Sydney Secondary College Balmain. This was inspiring and gave us the confidence to produce a wide range of different artworks including delicate watercolour paintings, bold oil pastel designs, multimedia, photography and digital works as well as ceramic sculptures and woollen or recycled object art installations.

Our school hall was transformed into a professional looking gallery but the artworks extended beyond this as well, into our playground, where more artworks were on display, such as the fabulous and colourful rainbow serpent in a tree. We were also delighted to have included the beautiful painted stones which were decorated by the students during NAIDOC week activities. These have been incorporated into a permanent artwork consisting of 6 separate panels that represent the connection from the coast country across the mountains to the bush country.

Jo Copping, CAPA Coordinator



SSC BALMAIN PENINSULA ENGAGEMENT PROGRAM (PEP)

On September 11 & 12, 150 eager primary students gathered at the quadrangle of Balmain Campus to participate in the annual Peninsula Engagement Program (PEP). They participated in a range of their favourite subjects and activities including PDHPE, Science, Robotics, Japanese and Drama, History and Mathematics. In these lessons they learnt how to work in a community-oriented environment, developing teamwork and relationship building skills to address the theme 'Working together in your community'. Each elective contained activities that related to their subject with the help of some Year 9 students and teachers from Balmain and local primary schools.

In English, the students read two short stories- "The Nameless Holiday" by Shaun Tan and "Falling Boy" by Paul Jennings. They developed techniques in magic realism and then began to plan their own short stories.

In PDHPE, the students took part in designing their own workouts and focused on perfecting specific exercises. These exercises were then turned into GIFs to be used to encourage physical activity.

In EV3 Lego Robotics, students built robots out of lego, which were then coded to move on a set path. They were programmed to focus on certain movements to create symmetrical designs. At recess and lunch, some students were lucky enough to race some of the iSTEM cars.

History went on an excursion to Callan Park to learn about our community's history. They then came back to the classroom to work on projects to do with early Australia.

In Science, chemical experiments were performed and analysed. Students then explored and defined different types of chemical reactions and the science reasoning behind them.

Mascot Design combined Japanese culture and drama, focusing on the history of puppetry. Students created bunraku puppets.

Mathematics learnt about gradient, angles and area, and memorised equations that determined specific answers. They put these calculations to the test around the school- measuring the area, distance and gradient of structures on the premises.

It was great to see over 150 primary students involved in these challenging learning activities at Balmain Campus. A thank you to all the teachers who programmed and taught these electives and the Year 9 student leaders in each elective who were great role models for the primary school students. Overall, PEP was a fun filled, productive two days. The PEP Showcase evening on Thursday September 19 was a great celebration of student achievement.

Areti, Evie, Josh and Felix, PEP Student Coordinators, Year 9.



ROZELLE PUBLIC SCHOOL ART SHOW

Rozelle Public School's Education Week Art Show was certainly a rich visual feast for our community.

Each class from Preschool to Year 6 contributed an artwork or series of artworks for display in our school library. Students very proudly showed their parents and other family members not only their own artwork but also that of their classmates and other classes. There was a wonderful balance of different artistic forms including painting, collage, sculpture, mixed media and weaving.

Some classes chose to pay tribute to well-known artists such as James Rizzi, Keith Haring and Caroline South whilst other classes chose the themes of sustainability, sports and the seasons as inspiration. Students also enjoyed adding their dreams to the dream jar and reading dreams they had written previously.



YOUNG CREATORS @ OGPS

Off the back of our huge success at the EDUTech Conference earlier this year, Orange Grove Public School's Kindergarten cohort have once again been recognised for the incredible learning happening in their classrooms!

On Friday 16 August, I was thrilled to be involved with our Kindergarten students presenting at the Young Creator's Conference. An event specifically designed for schools to participate in the Sydney Science Festival, the Young Creator's Conference is the perfect platform for learners to demonstrate their creativity, communication and leadership skills and for schools to showcase excellence in inventing, designing, coding and making. The conference forms part of the Museum of Applied Arts and Sciences Sydney Science Festival.

Orange Grove Public School's students were the youngest presenters at the conference and represented our school with respect, pride and dignity. We are so proud of our Kindergarten students with how well they explained what they have been learning in class to various members of the public, fellow students at the conference and other teachers. We look forward to seeing what our fabulous Kindergarten students come up with next!

Miss Kate Jones - Assistant Principal ES1 and Preschool



BALMAIN PUBLIC SCHOOL CATALYST LAB

In April, we were nominated by our Principal and attended the Catalyst Lab [CL] Problem Definition workshop at Fishburners; a flexible startup space in the CBD. We collaborated with small business owners, DoE staff, students, academics and other stakeholders, each with something to voice about the current state of education in this perpetually shifting AI world. The day was invigorating and we felt as though we had harvested new ideas in what sometimes seems a barren landscape. Before long, we received an email outlining the Problem Statement that CL wanted to tackle:

How might we embed critical thinking and ethical reasoning as the pervasive pedagogy so that students have the skills necessary to make informed decisions in an AI world?

Not an easy task, but something of great importance. So, we put our minds to work and developed a proposal that built on our understanding of integrating digital technologies into student-centred skills from the lens of a teacher. The initial concept was successful and after a 3-day Bootcamp at the DoE Parramatta Offices and a 5-day Design Sprint at Russell Lea PS, we managed to refine it into a marketable application that could be rolled out across NSW primary schools.

The CL process was captivating, challenging and absolutely worthwhile. As much as we were pushed, we always recognised the large scale impact our design would have on students across NSW. Sign us up for 2020!

Amelia Cooper, Stage 1 Teacher and Kate Tamplin, STEAM Coordinator



LENDLEASE SCIENCE DAY

Thank you to Seamus McCartney and his 30+ team of volunteers from Lendlease who helped with our Lendlease Science Day on Thursday 12 September 2019. The Nicho students learnt about our biological, chemical, geological, physical and technological world. They actively developed skills in planning and conducting investigations, recording and analysing data, and problem solving. Students explored real world phenomena and developed solutions to authentic problems through participating in activities such as Lego Robotics, Ozobots, soap making, designing roller coasters, balloon rockets, designing and making paper planes and designing a compost bin for the school garden.

The students were also very fortunate to listen to a guest speaker, Nat, who spoke about her work as a social psychologist and how the design of buildings and other structures make people feel.

Huge thanks to Peter Gordon and his team from Cobden & Hayson Balmain who provided the sponsorship money for our school to purchase the Lego robotics equipment. The Nicholson Street Public School community is very appreciative of your kindness and we loved having you in the classrooms as our special guests.

Finally, a very special thanks to the Nicho staff for organising the activities for Science Day. All Nicho students were engaged, enthusiastic and motivated throughout the day. We certainly have lots of budding scientists, engineers, designers and environmentalists amongst our students!

Ms Sue Ross, Principal



PROJECTNEST @ BALMAIN PUBLIC

This year, BPS launched its first ProjectNEST experience. The concept of ProjectNEST is authentic learning journeys. It is grounded by a driving question and a macro concept. In Semester 2, the driving question has been, "Is there power in diversity?" with the macro concept of "differences and diversity". Students explored aspects of China: its history, culture and geography. Ethical and moral dilemmas were also explored from the perspective of key characters in the core texts studied within this unit. The unit is structured with "mini outcomes"; there are a total of three mini outcomes with one final outcome. Each mini outcome encompasses cross-curricular objectives to create an integrated and holistic approach to learning. Student engagement is activated by providing opportunities for students to share their end products with a real-world audience. For example, mini outcome 1 requires students to plan for, design and publish nursery rhyme picture books, to be shared with a buddy class in K-2. Through observation, since the implementation of ProjectNEST, students consistently experience the sensation of being "in task"; it is attributed to the "REAL" (Rigorous, Engaging, Authentic Learning) principles which enable innovation to flourish.

Ms Nancy Ferguson, Stage 3 Teacher



BIRCHGROVE TECHNOLOGY

This year at Birchgrove we have been piloting a team-taught technology program to deliver the digital technologies component of the revised Science and Technology syllabus. All classes from Preschool through to Year 6 have participated in weekly technology lessons.

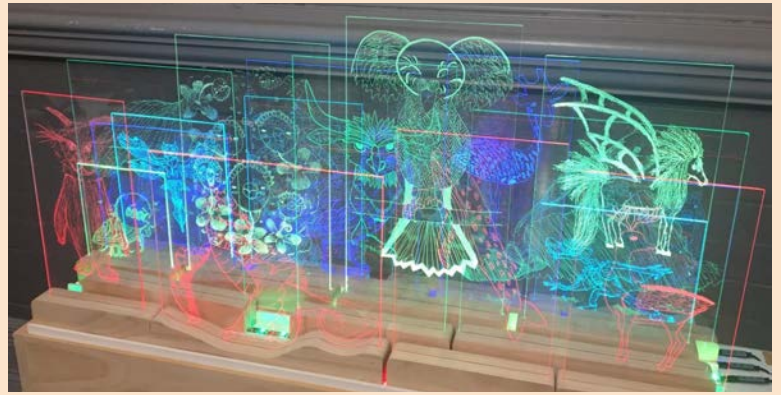
Our main focus has been the “5 C’s of problem solving”: creativity; collaboration; confidence; critical thinking and computational thinking. Many teachers have reported a greater level of engagement in learning and have also further embedded technology into their daily practice as a result. Students have the opportunity to develop skills in teamwork, coding, robotics and other applications including presentations, word processing, spreadsheets and digital art.

Technology lessons are delivered in an experiential format and are linked to classroom learning in mathematics, science and literacy. We are very fortunate and appreciative to have the support of our school executive and P and C who have helped resource our program with the purchase of chromebooks, LEGO robotics kits; DASH robots and Cubetto kits to allow us to deliver a developmentally differentiated program across the whole school. The program has also increased opportunities for peer teaching as our senior students support Preschool, Early Stage One and Stage One during some of their lessons. We are looking forward to further developing the program to provide more opportunities for our students to lead their learning.

Rebecca Boyle, Technology Teacher



YEAR 7 CREATIVITY CLASS @ BALMAIN



This year we have been having fun, engaged in a lot of activities Year 7 do not normally get to do. Firstly, we went on a great excursion, where we went behind the stage of the Sydney Opera House. We had a full tour and then after, we went backstage and had a drama master class where we played drama games with professional actors. Following this we completed a collage which was then printed to take back to school for future lessons.

The best part about being in the creativity class is the freedom we are given to be true creativity students that experiment, explore and solve problems via group work and individual projects. Assessment tasks are really exciting because they are based on really interesting and challenging concepts and ideas. Photograms in the photography darkroom, animations and music compositions for videos are all extensions that are super exciting. Photography is an area that I personally cannot wait to do more of in the creativity class. The most recent assessment task was to design and produce werewolf puppets for a puppet show. This has been a real highlight. The puppets were made using carving and stencilling – which at times was hard to figure out.

Collaborating with my friends to make a narrative to be a part of the Grease musical has been super exciting. I am also in the ensemble for the musical and have thrived learning with the older students and more experienced singers and dancers.

I loved it when our art projects were displayed at the College art show - I think it was really cool because I don't think that normally year 7 get to do that. I was so proud of our contribution to the college. The light boxes now on display in the office were really fun to plan and create – basing concepts on hibernations, legends and Australian animals.

Marienna, Year 7 Creativity

