



# PIGEON POST

Learn ~ Live ~ Lead

## MARCH

- Tues 6 ~ District Swimming Carnival
- Tues 6 ~ Paul Kelly Cup
- Wed 7 ~ P&C Meeting ~ 7pm
- Fri 9 ~ P&C Welcome Evening ~ 7pm
- Tues 20 ~ Regional Swimming Carnival
- Wed 21 ~ **HARMONY DAY**
- Tues 27 & Wed 28 ~ School Photos
- Fri 30 ~ GOOD FRIDAY ~ no school

## APRIL

- Mon 2 ~ EASTER MONDAY ~ no school
- Wed 4 ~ P&C Meeting
- Wed 11 & Thurs 12 ~ State Swimming Carnival
- Fri 13 Last day of Term One



## A cracker of a morning...

### **No evil spirits at Balmain PS...**

they were scared away on Tuesday morning, with our very own (safer) version of firecrackers - aka djembes!!!

And then along came the all dragons...in Chinese culture, the dragon represents wisdom, power and wealth.

It is believed that performing the dragon dance scares away the evil spirits and bad luck, bringing in good luck and wealth instead!

*Maria Lambos* ~ Principal

# LEARN LIVE LEAD

# YOU CAN DO IT!

## Awards



## Awards

### K Crabs

Shalina H - self-motivated and beautifully neat sentence construction

### K Dugong

Annie P - blending two sounds to make a word

### K Pufferfish

Harrison K - excellent writing

### 1/2 Clams

Benjamin C - independently drawing and labelling a diagram showing the three states of water

### 1/2 Galapagos

Marco M - responding calmly and working well with others during group work

### 1/2 Megaladons

Arkie E-M - outstanding citizenship

### 1/2 Seahorse

Josephine A - being a caring, respectful, responsible and hard-working student

### 3/4 Flameback

Lachlan R - well-written sentences, great use of paragraphs and an overall outstanding effort in journal writing

### 3/4 Krill

Alesha S-D - showing great persistence when doing the jump strategy for subtraction

### 3/4 Turtles

Jude M - presenting beautiful neat handwriting that compliments his interesting and action 'Sizzling Starts' in writing for success

### 5/6 Coelacanth

Laila R - posing probing questions and making enthusiastic contributions to discussions in class

### 5/6 Lasseter's

Sofia H - thoughtful contribution in class discussions

### 5/6 Spoggiá

Leah S-D - an excellent presentation on animals which live in reefs

### 5/6 Wahoo

Joel S - using his creativity in a collaborative manner

### 5/6 Yabby

Cassia D - her creative and engaging public speaking presentations

### K Crabs

Niamh F - self-motivated and beautifully neat sentence construction

### K Dugong

Emily L - being a kind and supportive friend

### K Pufferfish

Eva K - taking turns and sharing

### 1/2 Clams

Saxon F - working collaboratively with some classmates to build a Bay Blade stadium, and listening to their ideas and suggestions

### 1/2 Galapagos

Elise G - her well-prepared and interesting presentation about the olympics

### 1/2 Megaladon

Imogen R - working sensibly in class

### 1/2 Seahorse

Ashton W - being a positive, caring and helpful role model

### 3/4 Flameback

Matilda R - showing true bravery and trust in your classmates during our whole class discussion on Friday

### 3/4 Krill

Alex T - showing great teamwork during a building challenge

### 3/4 Turtles

Santi S - being an encouraging and friendly teammate during our YCDI! 'Getting Along' session

### 5/6 Coelacanth

Toby C - being a selfless and smiling friend to his classmates

### 5/6 Lasseter's

Brian N - being considerate and a positive role model to his Kindy buddy

### 5/6 Spoggiá

Sam O'B-A - a seamless transition into 5/6S

### 5/6 Wahoo

Ingrid L - leading by example, particularly in buddy time

### 5/6 Yabby

Matilde L - quickly settling into a new school by forming many different friendships

## STAFFING

Earlier this week, the parents and carers of 1/2C and 1/2G were notified of some changes as of Term 2. Our aim is to minimise disruption to classes and learning as much as possible. Of course, at times, we are unable to foresee changes and need to do the best we can.

As mentioned in an earlier newsletter, Mr Sean Baumann, a permanent staff member who has been on leave since 2017, is returning to his position next term. Ms Camila Morris has been replacing Mr Baumann whilst on leave. He will be on 1/2C as of next term.

Mrs Lauren Goodridge is taking two terms leave, as her husband will be working overseas. Understandably, she will be travelling with him. Ms Morris will be teaching 1/2G during Terms 2 and 3. Mrs Goodridge will be returning to her position at the beginning of Term 4. She assures her that she already has her return ticket to Sydney! As communicated to both classes, both Ms Morris and Mrs Goodridge will be ensuring a smooth transition, by providing records of assessments and observations, as well as give a handover of routines and essential information to the new teachers on class.

The good news is that we will have a male staff member again AND we get to keep Ms Morris longer!

## PARENT-TEACHER MEETINGS

At the Parent Information evenings, it was mentioned that there would be goal-setting meetings in the next few weeks.

Previously, this was the chance for a 3-way meeting - child, parent, teacher - to decide on mutual goals for each child; usually a literacy, numeracy and social goal.

This time, the teacher will have the initial goal-setting session with each child during class time, as it's important your child has an active input into their learning.

At the actual meeting, your child is not required to be in attendance. This allows for you, as the parent/carer, as well as the teacher, to be able to openly discuss your child's learning needs and progress, as well as to touch on the goals.

Please look out for the Skoolbag notification next week - a link will be provided to make an appointment to speak with your child's teacher.

## ONLINE MATHS PROGRAMS

This year, Stage One will be using 'Mathletics', whilst Years 3-6 will be using 'Mathspace'. This product does not cater for K-2.

Unfortunately, there is an obvious discrepancy in cost between both products. 'Mathspace' will cost \$15 (we are receiving Term 1 for free) per student. However, 'Mathletics', will cost \$34.50 per student. The reason this is the case, is that the school is being charged an overall amount, which is only slightly lower than paying for a whole school subscription. This amount has then been divided by the number of students in Stage One.

***NB: These online products DO NOT replace the explicit teaching of mathematics.***

# The KLAs

Although each stage focused on 'Keeping it REAL' for the beginning part of the Parent Information Evenings, these various programs only constitute a small part of our week. As mentioned at the sessions, as well as in last week's newsletter, it is **MANDATORY** to cover the six key learning areas (KLAs) and their outcomes, regardless of educational system. These KLAs are:

- English
- Mathematics
- Science & Technology
- Human Society & Its Environment (HSIE) - History and Geography
- Personal Development, Health & Physical Education (PDHPE)
- Creative Arts

All syllabuses can be accessed online: [NSW EDUCATION STANDARDS AUTHORITY](https://www.nes.nsw.edu.au/)

## Time allocation for Key Learning Areas

The NSW Education Standards Authority (NESA) recommends spending the following time on teaching each of the K-6 KLAs:

As a guide, 6%-10% is approximately 1.5 to 2.5 hours in a typical teaching week.

The 'additional activities' might include scripture, school sport or debating. You may also use this time to expand on work being done with the core curriculum. As a guide, 6%-10% is approximately 1.5 to 2.5 hours in a typical teaching week.

[Stage Statements & Time Allocation](#)



## Sample timetables across the school

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:55 a.m. - 10:30 a.m.	Swearington Learning	Swearington Learning	Swearington Learning	Swearington Learning	Swearington Learning
10:30 a.m. - 11:30 a.m.	Literacy	Literacy	Literacy	Literacy	Scripture
11:30 a.m. - 12:30 p.m.	Swearington Learning	Swearington Learning	Swearington Learning	Swearington Learning	Swearington Learning
12:30 p.m. - 1:30 p.m.	Maths	Maths	Maths	Maths	Maths
1:30 p.m. - 2:30 p.m.	Maths	Maths	Maths	Maths	Maths
2:30 p.m. - 3:30 p.m.	Maths	Maths	Maths	Maths	Maths

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 - 10:30	Library	Library	Library	Library	Library
10:30 - 11:10	Library	Library	Library	Library	Library
11:10 - 11:50	Library	Library	Library	Library	Library
11:50 - 12:30	Library	Library	Library	Library	Library
12:30 - 1:30	Library	Library	Library	Library	Library
2:00 - 3:00	Library	Library	Library	Library	Library

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 - 10:30	Library	Library	Library	Library	Library
10:30 - 11:10	Library	Library	Library	Library	Library
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11:50 - 12:30	Library	Library	Library	Library	Library
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2:00 - 3:00	Library	Library	Library	Library	Library

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11:50 - 12:30	Library	Library	Library	Library	Library
12:30 - 1:30	Library	Library	Library	Library	Library
2:00 - 3:00	Library	Library	Library	Library	Library

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 - 10:30	Library	Library	Library	Library	Library
10:30 - 11:10	Library	Library	Library	Library	Library
11:10 - 11:50	Library	Library	Library	Library	Library
11:50 - 12:30	Library	Library	Library	Library	Library
12:30 - 1:30	Library	Library	Library	Library	Library
2:00 - 3:00	Library	Library	Library	Library	Library

The 6 KLAs constitute the majority of the learning, with 'Keeping it REAL' programs only making up a small portion of the weekly timetable.

# The 'nuts & bolts' of teaching & learning...

## What are the 3 R's?

Reading, wRiting and aRithmetic

## Does my child learn the 3 R's?

Of course your child learns the 3 R's (and more...)

## How does my child learn the 3 R's?

Literacy and numeracy is explicitly taught throughout a regular school week. This may be done within the class, or via ability-based groups across a stage, or a combination of both. Concepts may be taught as a class and then differentiated, to suit the learning needs of students. Concepts are stage-based, however, a teacher will access stage outcomes and content below or above current stage, as required. Again, this differentiation allows all students' learning needs to be catered for.

NB: These explicit lessons are NOT taught through our 'Keeping it REAL' programs.

ENGLISH [ENGLISH SYLLABUS](#) MATHEMATICS [MATHEMATICS SYLLABUS](#)

## What will my child learn in English and mathematics?

### English

- Students develop their language skills through activities involving speaking and listening, reading and writing, and viewing and representing.
- They learn about language and literature through working with a wide range of print, spoken, visual, media, multimedia and digital texts.
- They interpret and express their views on what they hear, see and read.
- They create written and digital texts, and deliver formal and informal presentations.
- For the first time, there will be a requirement that students experience a range of texts, including Australian works, multiculturalism, Aboriginality and Australian identity, and Asian perspectives.
- There is an increased emphasis on grammar and the teaching of quality literature.

### Mathematics

- Students develop their mathematical knowledge, skills and understanding through a range of learning experiences across:
  - Number and Algebra, eg whole numbers and fractions and decimals
  - Measurement and Geometry, eg length, area and time
  - Statistics and Probability, eg data and chance.
- They develop their problem-solving skills and mathematical reasoning and communication.
- Students in Stage 3 develop a deeper understanding of Statistics and Probability.

[What will my child learn at school?](#)





**Parents &  
Citizens  
Association**

## **On behalf of Balmain P&C, welcome to our school for 2018!**

Our P&C is an incorporated association whose members are parents, carers and citizens. We work together to organise events for the BPS community, raise money to help provide facilities and equipment for the school, and assist and cooperate with the teaching staff.

Our voluntary executive team (President, Vice Presidents, Treasurer and Secretary) and various other subcommittee members are elected at our AGM each year, which for 2018 will be held on April 4.

We meet on the first Wednesday of each month, at 7pm in the staffroom. At our monthly meetings, we:

- Hear an update from our principal, Ms Lambos
- Hear from our treasurer about our financial position
- Vote together on funding decisions
- Discuss future P&C events, such as social events, fundraising initiatives, or working bees
- Hear from our subcommittees, like OOSH and canteen
- Raise school community issues for discussion (NB: School issues relating to the classroom, school routine or staffing should be directed to your child's teacher or a member of the teaching executive)

**Our next meeting is on Wednesday 7<sup>th</sup> March.**

**All are welcome! We hope to see you there!**

If you have an issue you would like to raise, or an idea you would like to coordinate, please email [lyndalrutgers@gmail.com](mailto:lyndalrutgers@gmail.com) to add it to the agenda. You can also request to be added to the P+C mailing list.



These boys, from Ms Karstrom's maths group, were so excited to show me what they had achieved on Friday afternoon! They were even more excited when I told them I'd put them in the newsletter!

The boys learnt how to add two 4-digit numbers - not as a regular algorithm as I was taught in school, nor a calculator - they used the 'split strategy'.

**SPLIT STRATEGY** - a mental computation method, where numbers are 'split' into their place value to make it easier to add them.

eg.  $3825 + 4172 = ?$

working:

$$3000 + 4000 = 7000$$

$$800 + 100 = 900$$

$$20 + 70 = 90$$

$$5 + 2 = 7$$

$$7000 + 900 + 90 + 7 = 7997$$

so,  $3825 + 4172 = 7997$



# Mathematics - a sample concept across the stages

## Number and Algebra - Multiplication & Division

*focusing on multiplication...only sections of relevant syllabus content has been included*

Students:

- develop efficient strategies for numerical calculation, recognise patterns, describe relationships and apply algebraic techniques and generalisation

### Early Stage One

groups, shares and counts collections of objects, describes using everyday language, and records using informal methods (MAe-6NA)

Students:

- Investigate and model equal groups
- use the term 'group' to describe a collection of objects
- use the term 'sharing' to describe the distribution of a collection of objects
- model equal groups
- recognise groups that are not equal in size
- group and share concrete materials to solve problems
- explain or demonstrate how an answer was obtained (Communicating, Reasoning)
- Record grouping and sharing using informal methods
- label the number of objects in a group
- record grouping and sharing informally using pictures, words and numerals

### Background Information

All activities should involve students manipulating concrete materials. The emphasis is on modelling groups of the same size and describing them. Students need to acquire the concept that fair sharing means all shares are equal. After students have shared objects equally, the process can be reversed to begin to develop the link between multiplication and division. This can be done by students first sharing a group of objects and then putting back together all of the shared objects to form one collection.

There are two forms of division:

- Sharing (partitive) – How many in each group?

eg 'If 12 marbles are shared between three students, how many does each get?'

- Grouping (quotitive) – How many groups are there?

eg 'If I have 12 marbles and each child is to get four, how many children will get marbles?'

While the total number of objects that have been shared or grouped can be found incidentally, strategies for doing this are addressed in Stage 1.

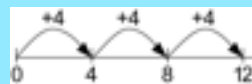
Multiplication and division should be taught in conjunction with each other as the foundation for conceptual understanding of their inverse relationship.

### Stage One


uses a range of mental strategies and concrete materials for multiplication and division (MA1-6NA)

Students:

- Skip count by twos, fives and tens starting from zero (ACMNA012)
- count by twos, fives and tens using rhythmic counting and skip counting from zero
- use patterns on a number chart to assist in counting by twos, fives or tens (Communicating)
- Model and use equal groups of objects as a strategy for multiplication
- model and describe collections of objects as 'groups of', eg
- recognise the importance of having groups of equal size (Reasoning)
- determine and distinguish between the 'number of groups' and the 'number in each group' when describing collections of objects (Communicating)
- find the total number of objects using skip counting
- Recognise and represent multiplication as repeated addition, groups and arrays (ACMNA031)
- model multiplication as repeated addition, eg 3 groups of 4 is the same as  $4 + 4 + 4$
- find the total number of objects by placing them into equal-sized groups and using repeated addition (Problem Solving)
- use empty number lines and number charts to record repeated addition, e.g. (Communicating)





- explore the use of repeated addition to count in practical situations, eg counting stock on a farm (Problem Solving)
- recognise when items have been arranged into groups, eg 'I can see two groups of three pencils'
- use concrete materials to model multiplication as equal 'groups' and by forming an array of equal 'rows' or equal 'columns', eg 
- describe collections of objects as 'groups of', 'rows of' and 'columns of' (Communicating)
- determine and distinguish between the 'number of rows/columns' and the 'number in each row/column' when describing collections of objects (Communicating)
- recognise practical examples of arrays, such as seedling trays or vegetable gardens (Reasoning)
- model the commutative property of multiplication, eg '3 groups of 2 is the same as 2 groups of 3'

### Background Information

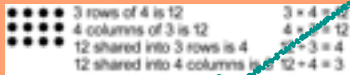
An array is one of several different arrangements that can be used to model multiplicative situations involving whole numbers. It is made by arranging a set of objects, such as counters, into columns and rows. Each column must contain the same number of objects as the other columns, and each row must contain the same number of objects as the other rows.

Formal writing of number sentences for multiplication and division, including the use of the symbols  $\times$  and  $\div$ , is not introduced until Stage 2.

## Stage Two

uses mental and informal written strategies for multiplication and division (MA2-6NA)

Students:

- Recall multiplication facts of two, three, five and ten and related division facts (ACMNA056) ← times tables
- count by twos, threes, fives or tens using skip counting
- use mental strategies to recall multiplication facts for multiples of two, three, five and ten
- relate 'doubling' to multiplication facts for multiples of two, eg 'Double three is six' (Reasoning)
- recognise and use the symbols for multiplied by ( $\times$ ), divided by ( $\div$ ) and equals ( $=$ )
- link multiplication and division facts using groups or arrays, eg 
- Recall multiplication facts up to  $10 \times 10$  and related division facts (ACMNA075) ←
- count by fours, sixes, sevens, eights and nines using skip counting
- use the term 'product' to describe the result of multiplying two or more numbers, eg 'The product of 5 and 6 is 30'
- use mental strategies to build multiplication facts to at least  $10 \times 10$ , including:
  - using the commutative property of multiplication, eg  $7 \times 9 = 9 \times 7$
  - using known facts to work out unknown facts, eg  $5 \times 7$  is 35, so  $6 \times 7$  is 7 more, which is 42
  - using doubling and repeated doubling as a strategy to multiply by 2, 4 and 8, eg  $7 \times 8$  is double 7, double again and then double again
- using the relationship between multiplication facts, eg the multiplication facts for 6 are double the multiplication facts for 3
- factorising one number, eg  $5 \times 8$  is the same as  $5 \times 2 \times 4$ , which becomes  $10 \times 4$
- recall multiplication facts up to  $10 \times 10$ , including zero facts, with automaticity
- find 'multiples' for a given whole number, eg the multiples of 4 are 4, 8, 12, 16, ...
- relate multiplication facts to their inverse division facts, eg  $6 \times 4 = 24$ , so  $24 \div 6 = 4$  and  $24 \div 4 = 6$
- determine 'factors' for a given whole number, eg the factors of 12 are 1, 2, 3, 4, 6, 12
- use the equals sign to record equivalent number relationships involving multiplication, and to mean 'is the same as', rather than to mean to perform an operation, eg  $4 \times 3 = 6 \times 2$
- connect number relationships involving multiplication to factors of a number, eg 'Since  $4 \times 3 = 6 \times 2$ , then 4, 3, 2 and 6 are factors of 12' (Communicating, Reasoning)
- check number sentences to determine if they are true or false and explain why, eg 'Is  $7 \times 5 = 8 \times 4$  true? Why or why not?' (Communicating, Reasoning)

### Background Information

In Stage 2, the emphasis in multiplication and division is on students developing mental strategies and using their own (informal) methods for recording their strategies. Comparing their own method of solution with the methods of other students will lead to the identification of efficient mental and written strategies. One problem may have several acceptable methods of solution.

Students could extend their recall of number facts beyond the multiplication facts to  $10 \times 10$  by also memorising multiples of numbers such as 11, 12, 15, 20 and 25.

An inverse operation is an operation that reverses the effect of the original operation. Addition and subtraction are inverse operations; multiplication and division are inverse operations.

Linking multiplication and division is an important understanding for students in Stage 2. They should come to realise that division 'undoes' multiplication and multiplication 'undoes' division. Students should be encouraged to check the answer to a division question by multiplying their answer by the divisor. To divide, students may recall division facts or transform the division into a multiplication and use multiplication facts, eg  $35 \div 7$  is the same as  $\square \times 7 = 35$ .

The use of digital technologies includes the use of calculators.

When beginning to build and read multiplication facts aloud, it is best to use a language pattern of words that relates back to concrete materials such as arrays. As students become more confident with recalling multiplication facts, they may use less language. For example, 'five rows (or groups) of three' becomes 'five threes' with the 'rows of' or 'groups of' implied. This then leads to 'one three is three', 'two threes are six', 'three threes are nine', and so on.

## Stage Three

selects and applies appropriate strategies for multiplication and division, and applies the order of operations to calculations involving more than one operation (MA3-6NA)

Students:

- Solve problems involving multiplication of large numbers by one- or two-digit numbers using efficient mental and written strategies and appropriate digital technologies (ACMNA100)
- use mental and written strategies to multiply three- and four-digit numbers by one-digit numbers, including:
- multiplying the thousands, then the hundreds, then the tens and then the ones, eg

$$\begin{aligned} 673 \times 4 &= (600 \times 4) + (70 \times 4) + (3 \times 4) \\ &= 2400 + 280 + 12 \\ &= 2692 \end{aligned}$$



- using an area model, eg  $684 \times 5$

- using the formal algorithm, eg  $432 \times 5$

$$\begin{array}{r} 432 \times \\ 5 \\ \hline 2160 \end{array}$$

- use mental and written strategies to multiply two- and three-digit numbers by two-digit numbers, including:

- using an area model for two-digit by two-digit multiplication, eg  $25 \times 26$



- factorising the numbers, eg  $12 \times 25 = 3 \times 4 \times 25 = 3 \times 100 = 300$
- using the extended form (long multiplication) of the formal algorithm, eg

$$\begin{array}{r} 521 \times \\ 22 \\ \hline 1042 \\ 10420 \\ \hline 11462 \end{array}$$

- use digital technologies to multiply numbers of up to four digits

Explore the use of brackets and the order of operations to write number sentences (ACMNA134)

- use the term 'operations' to describe collectively the processes of addition, subtraction, multiplication and division
- investigate and establish the order of operations using real-life contexts, eg 'I buy six goldfish costing \$10 each and two water plants costing \$4 each. What is the total cost?'; this can be represented by the number sentence  $6 \times 10 + 2 \times 4$  but, to obtain the total cost, multiplication must be performed before addition
- write number sentences to represent real-life situations (Communicating, Problem Solving)
- recognise that the grouping symbols () and [] are used in number sentences to indicate operations that must be performed first
- recognise that if more than one pair of grouping symbols are used, the operation within the innermost grouping symbols is performed first
- perform calculations involving grouping symbols without the use of digital technologies,

$$\begin{aligned} \text{e.g. } 5 + (2 \times 3) &= 5 + 6 \\ &= 11 \end{aligned}$$

$$\begin{aligned} (2 + 3) \times (16 - 9) &= 5 \times 7 \\ &= 35 \end{aligned}$$

$$\begin{aligned} 3 + [20 \div (9 - 5)] &= 3 + [20 \div 4] \\ &= 3 + 5 \\ &= 8 \end{aligned}$$

- apply the order of operations to perform calculations involving mixed operations and grouping symbols, without the use of digital technologies

### Background Information

Students could extend their recall of number facts beyond the multiplication facts to  $10 \times 10$  by memorising multiples of numbers such as 11, 12, 15, 20 and 25. They could also utilise mental strategies, eg '14  $\times$  6 is 10 sixes plus 4 sixes'.

More information to come in next week's issue of Pigeon Post...



Sue Taubman has been doing an amazing job, organising vouchers for the Silent Auction!

A HUGE THANK YOU to all the following businesses:

[Royal Oak Hotel](#)  
[The London Hotel](#)  
[Kafeine](#)  
[Brays Books](#)  
[The Village Sport](#)  
[Locks Hair Salon](#)  
[Cafe Berlin](#)  
[Bertoni](#)  
[Woolworths](#)  
[Nature's Energy](#)  
[The Riverview Hotel](#)  
[East Village Hotel](#)  
[Our Place](#)  
[Body Ethos](#)  
[Kazbah Balmain](#)  
[Hungry Bull Co. Balmain](#)

[Dogue Balmain](#)  
[KX Pilates Balmain](#)  
[One Ford Street](#)  
[Papa Joe and Co.](#)  
[Gelatissimo](#)  
[Zjoosh](#)  
[The Lodge Bar](#)  
[Katoomba Scenic World](#)  
[QT Sydney](#)  
[The Cottage Bar and Kitchen](#)  
[Balmain Community Pharmacy](#)  
[Seed](#)  
[Cat and Fiddle Hotel](#)  
[Claire's Gallery](#)  
[Belle Fleur](#)  
[Euforia](#)  
[Lin and Barrett](#)  
[Salon Tallow](#)  
[Le Caf  ier](#)  
[The Balmain](#)  
[Strelitzia](#)  
[Pace Athletic](#)  
[Aesop](#)  
[Hill of Content](#)  
[Quirkee Birds](#)  
[Endota Spa](#)  
[The Provincial](#)  
[3 Weeds](#)  
[The Hardware Store](#)  
[Cappello Ristorante Pizzeria](#)  
[Darlingreen](#)  
[Wilhelmina's](#)  
[Fundamental](#)  
[Victoire Boulangerie](#)  
[Charlotte Cafe](#)  
[Balmain Wine Collective](#)  
[Cantina Bar](#)  
[Balmain Clearskincare](#)  
[QE Foodstore](#)  
[Lightweight Traveller](#)  
[Taronga Zoo](#)  
[Orangetheory fitness](#)



# BIG TICKET ITEMS for the SILENT AUCTION

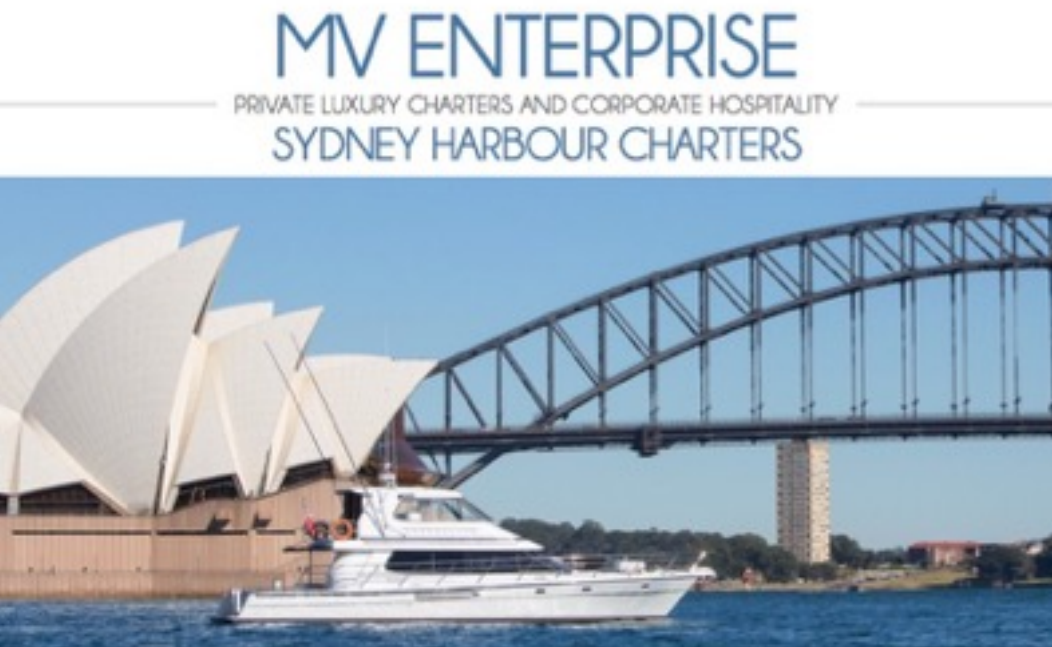
Final Ticket Sales for next Friday are available online now at [Flexischools.com.au](http://Flexischools.com.au). Please purchase now to help finalise catering.

In addition to over 60 vouchers to local Balmain businesses, we have these three sensational **BIG TICKET ITEMS** included in the silent auction on the night.

**ITEM ONE - Luxury Boat Charter for 20 people** on Sydney Harbour. Ideal for a 40th or 50th, or just because you can.

**ITEM TWO** - The hotly contested **Byron Bay Beach house** is back, this time with the addition of your own heated private pool.

**ITEM THREE** - Or how about **a week in a ski Chalet in Italian Alps**, Dates available into 2020 and able to take a family of 5.



## PRIVATE LUXURY BOAT CHARTER ON SYDNEY HARBOUR VALUED AT \$3840

- Private luxury boat charter for up to 20 People
- On board MV Enterprise, a newly refurbished luxury 65ft Salthouse Motor Yacht
- Charter departs from and returns to Rose Bay Marina (alternate wharves available at additional cost)
- Bareboat charter with captain and crew, allowing for BYO catering and beverages. (Full catering services and beverage packages available on request at additional cost).
- Valid for a 4 hour charter until 31 October 2018

MV Enterprise is a luxurious 65ft motor vessel, newly refurbished for the 2018 summer season with an expansive new teak deck, fully enclosed fly bridge, indoor and outdoor seating, leather interiors and luxury finishes.

An afternoon on the harbour is an impressive and memorable experience ideal for entertaining corporate clients, rewarding staff or gathering a group of friends to simply spoil yourselves as you sip champagne and sail in style. Enjoy a different side of spectacular harbour sites, anchor by secluded beaches for lunch and a swim, or simply set sail enjoying the scenery and the understated elegance of the vessel. A booking is recommended for an afternoon (12pm-4pm) or a sunset cruise (3pm-7pm) during Vivid Sydney to see the amazing lights on the Sydney Opera House and along the water's edge.

More information about the vessel, experiences and packages are available online at [mventerprise.com.au](http://mventerprise.com.au) or call Kelli on 92673100. Please note conditions apply to bookings.





## 3 Nights at Byron Bay House "Belletide"



Heated Pool

Available for 3 nights any time outside of School Holidays **after 1 May** and excluding "Splendour in the Grass" Festival weekend 20-22 July.

Sleeps 6  
3 Bedroom  
2 Bathroom  
New Heated Pool



**GREAT Location walking distance between Tallows Beach and Byron Town Centre (750m either way)**

## Accommodation in Bormio, Italy



**ONE WEEK accommodation** in a self catering one bedroom apartment

(max 5 guests\*) at Chalet Tania, Bormio, Italy

Value: from \$950

Periods: 26 May – 30 Jun 2018; 8 Sept – 6 Oct 2018; 9 – 22 Dec 2018; 6 – 26 Jan 2019; 30 Mar – 21 Apr 2019; 25 May – 29 June 2019; 7 Sept – 5 Oct 2019; 8 – 21 Dec 2019; 7 – 25 Jan 2020

Conditions: subject to availability at time of booking.

**Bormio** (1225m) is a village in the heart of the Italian Alps, 3 hours north of Milan. It lies in a wide, open valley surrounded by beautiful mountains. It has a history going back to Ancient Rome and gets mentioned in one of Leonardo da Vinci's documents, (he was a fan!). Famous worldwide for its skiing facilities, thermal baths, mountain bike trails and Il Giro climbs.

The family owned **Chalet Tania** is located only a short walk from the historic town centre, shops and restaurants and the Bormio ski area. Surrounded by a large well maintained garden, it offers various accommodation options in typical alpine style.

(\*) Upgrade to 2 bedroom apt available (fee applicable)

**SkiItaly.com.au**





**EATON STREET CENTRE INC.**  
**PLAY. DISCOVER. GROW**

**These parents are thrilled there is a Before and After School Care (Eaton St. Centre) for Balmain Public Kids!**



*The London Hotel in the 1970s*

# **Calling for a VOLUNTEER Human Resources Manager for EATON ST. CENTRE**

Eaton Street Centre Before and After School Care is a Not For Profit Parent Committee Run Organisation.

If you want to contribute to the school email Katrina Johnston (President) on [k\\_aked@yahoo.com.au](mailto:k_aked@yahoo.com.au) or call her on 0412 938 727 or Isabelle Kim (Centre Manager) on [isabellek@eatonstreetcentre.com.au](mailto:isabellek@eatonstreetcentre.com.au)

Responsibilities include 2 meetings a term.





# BPS CANTEEN

**BPS** Parents & Citizens Association



[www.flexischools.com.au](http://www.flexischools.com.au)

**DON'T FORGET TO GET YOUR ORDERS IN  
BY THURSDAY 9AM!**

## TERM 1 MENU

Feb 9	Dumplings		→	Mar 9	Pork & Rice	
Feb 16	Butter Chicken & Rice			Mar 16	Penne Napoletana	
Feb 23	Beef & Rice			Mar 23	Butter Chicken	
Mar 2	Spaghetti Meatballs			Apr 6	Dumplings	

# 2nd Chance Uniform Stall

The second chance uniform stall will be running every **FRIDAY** morning from **8:30-9am**.





# SUPPORT OUR SCHOOL AND GET COLLECTING



We would love your help collecting Coles Sports for Schools for our school. Tell your friends and family to get involved as well, because the more vouchers we collect, the more sports gear our school will receive.

**coles**

## SSC BALMAIN ENRICHMENT CHANGES

There are some exciting changes to the enrichment program at Balmain for Year 7 2019. The changes have been implemented following feedback from our community and are designed to better cater for the wide range of talents of our comprehensive students. The main changes are:

- Academic Enrichment:** We will be continuing with our academic enrichment class from previous years, but have made two changes.  
(a) **One application due date, 6 April 2018.** Previously we took applications in both the beginning and end of the year.  
(b) **Academic testing day** for applicants of this program. This will be held on **7 May**.
- Creativity Enrichment:** We are adding a creativity enrichment class for students who are talented in creative and performing arts. Students will form the class when they have lessons in visual arts, drama, music, technology, etc. They will also have access to the numerous creative and performing arts opportunities at Balmain and through the arts unit. **The submission date for this program is also 6 April.**
- Talented Athlete Program:** This is a similar program to that which has successfully run at Balmain for a number of years for students who are talented in sport/s and who have performed at representative level. **We are bringing the application process in line with the other two classes, 6 April.**

For all three programs, we will be holding interviews/auditions/sporting trials with students commencing in the week of 21 May.

This is the link to the new application process: <http://www.balmain-h.schools.nsw.edu.au/our-school/enrolment/enrichment-enrolment>

**Open Night**

Dulwich High School  
of Visual Arts & Design

**Wednesday,  
March 7, 2018  
5:30pm - 7:00pm**

Visit our website for more information:  
[www.dulwich-h.schools.nsw.edu.au](http://www.dulwich-h.schools.nsw.edu.au)  
Ph: 9540 7299



**Confident  
Independent & Creative  
Young Women**

*Open Day*

Thursday 8th March, 2018 3:00 - 5:00pm PRINCIPAL'S OFFICIAL WELCOME 4:30PM  
EXHIBITIONS | ACTIVITIES | GUIDED TOURS | GELATO | SAUSAGE SIZZLE

**RIVERSIDE  
GIRLS HIGH SCHOOL**

Huntleys Point, Gladstone  
Ph: 9816 4264  
[www.riversideghs.com.au](http://www.riversideghs.com.au)





# COME 'N TRY AFL + SEASON LAUNCH

GET A JUMP ON THE SEASON & INVITE YOUR  
FRIENDS TO COME 'N TRY AFL WITH  
DRUMMOYNE POWER

11am: Intra-club games for U5-U11  
12:30pm: Free AFL clinic + fun zone +  
sausage sizzle + gear pickup

Recruiting now for boys & girls aged 5-17

[drummoynepower.com](http://drummoynepower.com)  
[facebook.com/dpjaf1](https://facebook.com/dpjaf1)  
Email: [info@drummoynepower.com](mailto:info@drummoynepower.com)

**TAPLIN OVAL**  
**SUN 18 MARCH**







## AUDITIONS

### Year 7 and Year 11 2019

#### Dance, Drama and Music Selection Procedures

To the Principal

Students currently in Year 6 or Year 10 2018 enrolled in public or non-government schools who are seeking entrance into Year 7 or Year 11 in 2019 in Dance, Drama or Music at Newtown High School of the Performing Arts, must participate in audition workshops.

Auditions will be held between Monday 25<sup>th</sup> June to Friday 6<sup>th</sup> July 2018.

**Please Note:** To be eligible to apply, candidates must be Australian Citizens or holders of a visa granting permanent resident status in Australia on the day of their audition.

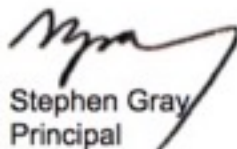
Initial registration for an audition is required online via our website

[www.nhspa.nsw.edu.au](http://www.nhspa.nsw.edu.au)

Closing date for registration is 1<sup>st</sup> May 2018

Newtown High School of the Performing Arts provides specialist education at the highest level to students having outstanding potential and/or achievement in, and commitment to, Dance, Drama or Music.

Yours sincerely



Stephen Gray  
Principal

#### Conditions:

Each audition is assessed on its own merits. The examiner's decision is final and no appeal can be made except on procedure. Information on individual student's performance in their audition will not be given. The purpose of the auditions is for the school to select the top students as assessed by the examiners. These are the conditions under which students and parents/carers must agree to when applying to audition.