



PIGEON POST

Learn ~ Live ~ Lead

JUNE

- Mon 11 ~ QUEEN'S BIRTHDAY ~ PUBLIC HOLIDAY
- Wed 13 ~ ICAS Spelling ~ 7:30am
- Thurs 14 ~ ICAS Writing ~ 8am
- Mon 18 ~ FOIM
- Wed 20 ~ 8 yrs + Field Athletics Carnival (shot put, discus, long jump)
- Mon 25 ~ Stage SPELLING BEE Finals
- Mon 25 ~ Music evening
- Thurs 28 ~ 8 yrs + Track Athletics Carnival
- Fri 29 ~ DISCO

JULY

- Wed 4 ~ P&C meeting ~ 7pm
- Fri 6 ~ LAST DAY OF TERM 2



Until next time, BPS...

Our Stage Three students spent a fabulous few days at Aussie Bush Camp's Tea Gardens!

A special thanks to Miss Stanley for organising camp this year, as well as to all Stage Three teachers, Miss Weston, Miss Yau, Miss Weaver and Miss Tamplin for accompanying and making sure everyone had fun!

Thanks also to Denise and Andrew, the parents who also joined us! More pics inside...

Maria Lambos ~ Principal

LEARN LIVE LEAD

Awards



YOU CAN DO IT!

Awards

K Crabs

Genevieve P - showing persistence during a tricky task

K Dugong

Evie S-W - using an analog clock and show a given time on the hour

K Pufferfish

Anna D-W - excellent work in every key learning area

1/2 Blue Dragon

Rohan C - leadership qualities in his approach to his learning

1/2 Galapagos

Madeleine C - leading her friends in constructing a house during investigations

1/2 Megalodon

Billy T - excellent work during reading groups

1/2 Seahorse

Alexander B - his impressive and very convincing persuasive writing in class

3/4 Flameback

Laila C - her pure enjoyment to learn and embrace new challenges!

3/4 Krill

Kenzi L - always being a positive and happy member of 3/4 Krill

3/4 Turtles

Maxi F - his positive attitude towards his writing and growing confidence with all new activities

5/6 Coelacanth

Lucius S - speeding his way up the sand dune before the rest of Stage 3 could even blink!

5/6 Lasseter's

Katrina C - giving all camp activities a confident go!

5/6 Spoggiá

Lachlan W - being an enthusiastic and helpful team member at camp!

5/6 Wahoo

Caitlin Y - demonstrating an outstanding attitude and resilient nature at Stage 3 camp

5/6 Yabby

Thomas G - demonstrating team-work and providing assistance to others during camp activities

OTHER

Nia S, Waima-Lee A - showing pride and confidence at Sorry Day assembly presenting the Acknowledgement of Country to the school!

K Crabs

Gabriela B-S - always being ready to learn

K Dugong

Odin S - remembering to organise his belongings and put them into his schoolbag!

K Pufferfish

Harrison K - displaying leadership skills when working in a group

1/2 Blue Dragon

Astrid C - improved organisational skills during investigations

1/2 Galapagos

Nico S - using 21st century skills to stay organised

1/2 Megalodon

Vivienne T - working hard on her organisational skills

1/2 Seahorse

Francesca H - always prepared, organised and ready for learning

3/4 Flameback

Monique G - always managing her learning time wisely!

3/4 Krill

Luca D - always being prepared to learn

3/4 Turtles

Eleanor C - gaining the confidence to stand up at assembly and proudly read your speech. Great work, Eleanor!

5/6 Coelacanth

Max K - his positive attitude and willingness to help and encourage others at camp

5/6 Lasseter's

Sebastian S - being an active listener and getting involved at camp!

5/6 Spoggiá

Oscar J - coping well with the organisational mishap of a lost bag

5/6 Wahoo

Kalani C-V - being organised and ready to learn about all activities at camp

5/6 Yabby

Charlie H - being helpful, organised and enthusiastic during all camp activities



**2 WEEK'S WORTH
OF POSITIVE
PETE AWARDS
NEXT WEEK**

KIDS' DISCO

Friday 29th June, 2018

Disco Entry & 'Meal Deal' of Pizza & Cordial: \$10 per Child
via Flexischools.com.au

Accompanying Adult: FREE or \$5 for Pizza

SAVE THE DATE

TICKETS Available from mid-next week!

K – Yr2 Dance: 6:00-6:45PM

Pizza is Served: 6:45-7:00PM

K – Yr2 & Yr3 – Yr6 Dance Competitions with Prizes: 7:00-7:15PM

Yr3 – Yr6 Dance: 7:15-8:00PM

This is a P&C Event. All Children MUST be Accompanied by a Parent or Carer at All Times.



BPS CANTEEN



www.flexischools.com.au

BPS Parents & Citizens Association

2ND
CHANCE
UNIFORM STALL
FRIDAY
MORNINGS
8:30-9:00AM
OUTSIDE
CANTEEN

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

TERM 2 MENU

May 11 Dumplings

May 18 Chicken Napoletana

May 25 Beef & Rice

Jun 1 Spaghetti Bolognese



Jun 8 Pork & Rice

Jun 15 Penne Napoletana

Jun 22 Butter Chicken

Jun 29 Dumplings



2018 BPS P&C CONTRIBUTION



Fort Street High School welcomes all to the fun of FORT FEST



10:30am-4pm 17th June 2018

Entertainment, Food, Stalls,
Games and Talent Quest

Fort Street High School, Palace Street, Petersham

BPS P&C FUNDRAISER

ART SHOW BLUE PLANET

FRIDAY 14th SEPT 7PM
PARENT'S EVENING

SATURDAY 15th SEPT 9AM-1PM
FAMILY DAY



**I NEED
AN ADULT**



...or two...or three...

3/4T, 5/6L and 5/6W are still in need of a helper for the collaborative class artwork...are you able to spare some time to work with these classes? If so, please email contact details to balmainps@gmail.com with the class you are able to assist...thanks so much in advance!

JOIN THE BAND
MUSICIANS WANTED

BALMAIN PS JUNIOR BAND WANTS YOU!

We need more musicians for our 2018 Junior Band! A specific call out for clarinets but all instruments are welcome. Learn an instrument and have fun playing with your friends! Call our friendly DIM TEAM for more information.

ENROL NOW
(02) 9662 2211

DIRECTIONS IN music
www.directionsinmusic.com.au

Commonwealth Bank Trip

On 5th June six of our lucky Stage 3 students, including Paul (5/6W), Luca (5/6W), Henry (5/6L), Josh (5/6Y), Charlotte (5/6S) and Laila (5/6C), were invited to the Commonwealth Bank Harbourside Main Office; all to promote and learn about flexible workspaces. They were joined by Miss Weston and Mrs Lambos, who kindly volunteered to participate in our experience.

After arriving at school at 730am to catch the ferry to Pyrmont Bay, and after a long laborious walk, we arrived at the splendid CommBank Building and began our tour.

A kind mother of three children at BPS, Ms Finucane, who works at Commonwealth Bank, took us on our engaging tour. She kindly explained to us all of the different spaces that the Commonwealth Bank has in its building. After an exciting tour we settled into one of the many conference rooms and began a little workshop.

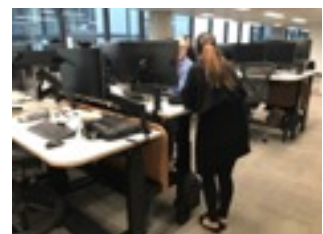
Interesting things that we noticed

- They had many plants
- They had all different types of spaces, including
 - Collaborative, in which people are encouraged to have conversation
 - Focus, a quiet place in which no one can talk or make a phone call
 - Relax, a space in which people can chill out and have a breather
 - Atrium stairs, a place designed for people to come together, brief and debrief about an ongoing project
 - Hackable, where the space can be interchanged at will, as long as it is put back in order once used
- They encourage employees to travel light and to not use physical documents, instead to use only technology
- They had 'assigned floors', where employees have no set desk
- They had lockers, which is uncommon out of primary and high school
- They had hubs on each floor, where employees can store their food or make a coffee
- All food in the CommBank canteen comes with biodegradable cutlery, cups and plastic
- Everyone in the office is responsible for the space and they are to leave it as they found it
- They are encouraged to work flexibly from home, or other locations as they need to
- They have a system that allows them to book a space for a certain time frame
- All the floors were virtually the same, because of the event that they are moved to a different floor, they are familiar with the space
- They are big on writing down their goals and celebrating completed projects
- Most furniture is portable
- Some spaces are "hackable" and had moving furnishing
- They promoted a healthy lifestyle by providing a light, bright space and healthy canteen

For the workshop, first, we were asked to think individually about why we want to change our Stage 3 classrooms into flexible learning spaces. Then we were divided in half to think of what we use our classrooms for, and who would use it. We also had to determine what we would need for a 'solo', small group, large group and classroom area and investigative learning area, stage working areas and whole school areas; including tools, physical materials and behaviours specific to the different areas/spaces. During this time we were mentored by CommBank employees.

After lunch, we set off towards the ferry wharf again, our heads full to the brim with interesting and exciting ideas. Although we missed a fair chunk of the school day, it was certainly worth it, and our classrooms have a bright future ahead of them!

By Henry Daniels, Paul Braoudakis and Luca Gillard (5/6L) and (5/6W) (The Terrific Trio)



This year was our first conducting the **NAPLAN** tests online. There were four tests for Year 5 (Writing, Reading, Language Conventions and Numeracy) and three for Year 3, as their Writing assessment is still on paper.

We ran the tests over two weeks, with a total of 27 online sessions, and 405 individual student sessions. The tests were co-ordinated by Jo Edwards and administered by Brigit Karstrom and Annabel Yau. Belinda Mikhail Gogos prepared and supported all of the technology, and two students, Caitlin and Danielle, assisted with the set up each day.

Overall, the online assessment was a success, however, we did encounter some technical difficulties and a number of platform issues, as well as a fair amount of disruption to the teaching programs for the Stage 2 and Stage 3 classes.

The main school-based issue was that we had scheduled too many sessions on each day, and the laptops' battery-power was not lasting. That is why we had to alter the schedule and extend the length of the testing period.

We did experience issues with the **NAPLAN** platform, mainly temporary freezing of the tests, and error messages when submitting the answers. For the most part, these issues were rectified during the test by calling the NESA helpline.

Aside from the issues encountered during the tests, the students appeared calm and well-prepared. They did not seem phased by participating in tests online, and were able to navigate the system relatively easily.

In preparation for next year, we will need to evaluate the number of computers used, as potentially using 60 laptops instead of 30 for each session would reduce the amount of disruption for the Stage 2 and Stage 3 classes over the testing period.



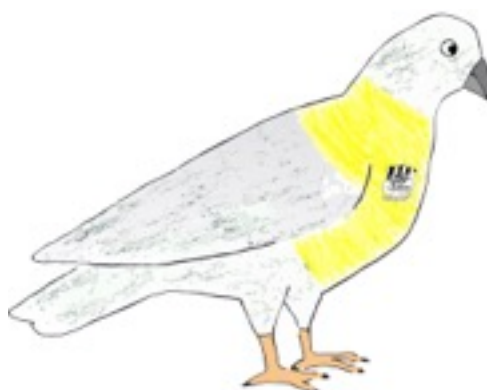
Our children have been demonstrating the **Balmain Way** with pride, in all areas of the school, as well as out on excursions, camp and the sporting field. The **Positive Pete** box is getting fuller each week as children are recognised by their teachers for being a community of **SAFE, RESPECTFUL** and **RESPONSIBLE** learners.

Sometimes, however, things can go wrong and children make choices that aren't so positive. Teachers respond to behaviour incidents in a calm, consistent, immediate and respectful manner, and often, behaviours can be redirected. If behaviours persist, or are more serious in nature, teachers follow the **Minor/Major Reminders Process**.

Minor incidents, such as disruptive behaviour, being out of bounds, misusing school property, or participating in unsafe play, will result in a **Yellow Card**. This is recorded by the teacher and an immediate consequence is given, such as time out in the classroom or in a buddy-class. The student will be asked to reflect on their behaviour.

Major incidents, such as physically hurting others, bullying, leaving the school grounds, stealing or damaging property, will result in a **Red Card**. This card is sent with the student to an Assistant Principal, who will review and determine a consequence. Red cards are recorded on the school system and parents will be contacted.

Students are always supported in restoring relationships and making positive choices following any behavioural incident. A positive approach to student behaviour is taken by all teachers, and we all know and acknowledge that children make mistakes. We are here to provide everyone with the tools and skills to be **SAFE, RESPECTFUL** and **RESPONSIBLE** learners, and to follow the **BALMAIN WAY**.



1/2 BLUE DRAGON

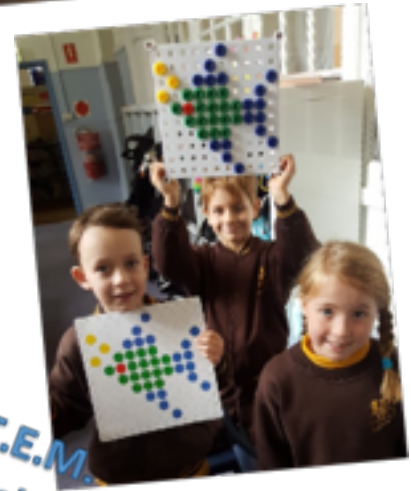
It's been an amazingly exciting and busy term with 1/2 Blue Dragon.

We've been working hard in Investigative Learning, having fun exploring science, getting our thinking caps on in mathematics, letting our creativity flow in English, getting organised in 'You Can Do It!' and exploring our surroundings in Geography.

With all this going on, it's time to reflect and what a wonderful group of students you all are. Keep up the wonderful effort!

My greatest thanks,
Mr Baumann

Exploring S.T.E.M.
(Science, Technology,
Engineering, Mathematics)



Using our writing
skills to make our
own books



Learning coding
through Bee Bots

Learning how sound
is made through
vibration and making
our own instruments

Studying 'Danny the
Champion of the
World' by Roald Dahl

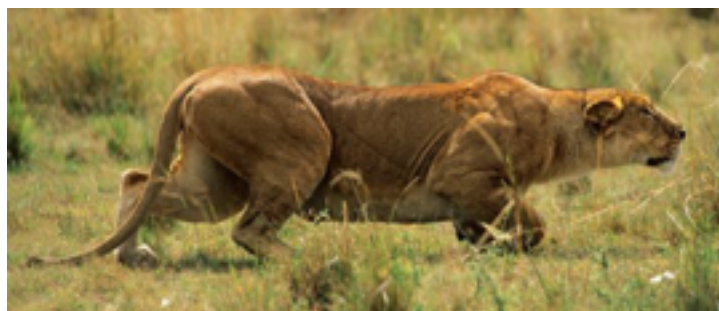


Rock & Water



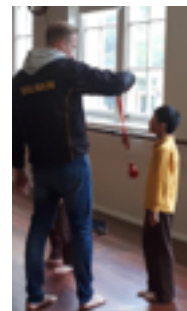
This week, during **Rock & Water**, we looked at the importance of concentration, even when we are challenged or distracted.

When it comes to difficult situations, we can choose to be either 'Rock' or 'Water' qualities. When we practise the rock attitude against teasing, we remember the story of the lioness and the fly.



When we see a lioness hunting and stalking her prey, she's focused and waiting for the perfect time to strike. If a fly comes along and lands on her nose, will she move? Will she get distracted? Will she roar and chase the fly away?

No, if she does, she'll scare off her prey as well. Instead, she stays concentrated and not distracted. We learnt to do the same.



This Week's Focus

There's a fly on your nose! – We learnt to stay focused and concentrate within ourselves, and ignore anything around us that may annoy us or distract us. Be like the lioness!

There are a number of strategies that can help maintain our concentration, they are:

- Keep our eyes focussed on one point
- Keep breathing calmly
- Keep standing or sitting firm
- Wiggle the toes
- Wiggle your fingers
- Think of something pleasant/fill your mind
- Or do the opposite, empty your mind

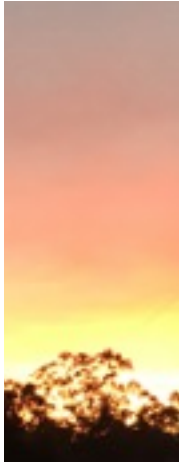
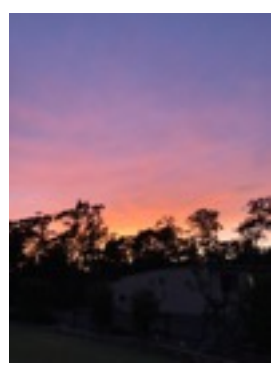


"I respect you, and I will not hurt you"

See you all next week!
Mr Baumann



STAGE THREE CAMP



The 6C's of Education for the 21st Century

"The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn and relearn." - Alvin Toffler

CRITICAL THINKING allows the individual to manage information. Information presented in a multitude of forms from a variety of media. Information that must be filtered and analysed, authenticated and processed, and eventually must be synthesised in a form that will be useful to the individual. **CRITICAL THINKING** is **PROBLEM SOLVING**, the ability to take information and put it to use to create solutions.

COMMUNICATION provides the means by which the individual can present information. Information presented in a multitude of means through a variety of media. **COMMUNICATION** must be **CLEAR** and **CONCISE**, effective and engaging, and eventually be presented in a way that is meaningful to the individual and the audience.

COLLABORATION engages the individual in the world they share through association. Association, that is created to benefit an **COMMUNITY** and as a means to conduct processes of the world we share. **COLLABORATION** that includes partnership and teamwork, leadership and assistance, and alliance that serves to benefit the whole.

CREATIVITY provides the avenue for expression. The structure means nothing without function. Therefore, the individual must be capable of **CREATING** something with the knowledge that they have worked so hard to obtain. It is in **CREATING** that the individual gains purpose.

CULTURE encourages the individual to appreciate where we have come from, who we are now and how we can move into the future. **CULTURE** associates the individual to all that surrounds them: art, drama, dance poetry, history, science, religion, written and unwritten language, technology and the individual themselves.

CONNECTIVITY places the individual in touch with their world. In today's existence that is increasingly through the technology that is rapidly changing the way they view their world. Understanding that connections are personal no matter what the means of contact and that humanity must remain in light of how the technology may change for each individual.

"Education is not the filling of a pail, but the lighting of a fire." - William Butler Yeats

Are university marks still relevant?

By Tony Featherstone ~ 15 February 2018 ~ The Age

A student works hard at university, attends every lecture, prepares well for exams and earns top grades. Then is overlooked for a job interview because a prospective employer ignores university marks when hiring graduates.

National Australia Bank is the latest to dismiss academic performance in its graduate intake. PwC Australia last year said it would no longer assess job graduates on their university grade point average (GPA). Expect more companies to do the same in the next few years.

No employer should hire graduates on GPA alone. A top student can still have weak problem-solving or teamwork skills. They might struggle to adapt, lack creativity and have low emotional intelligence. Or not have the personality to influence and lead others. Grades are not everything.

That's why smart employers look beyond a student's GPA. They want evidence of internships, student associations, part-time jobs and other extra-curricular activities that show a well-rounded graduate. They want to know the student has so-called 'soft skills', such as communication.

For the full article:

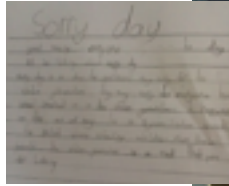
<https://amp-theage-com-au.cdn.ampproject.org/c/s/amp.theage.com.au/business/small-business/are-university-marks-still-relevant-20180213-p4z07b.html>



Cruising into Term 2 with 3/4 Twitters



Well done, Year 3's! NAPLAN over in 3T!



Morning lines – presenting 'Mr Fly' with Ms Biggins



Sorry Day 2018 theme – 'Don't Make History a Mystery'

3/4T assembly and their fantastic pieces of writing.

REAL life exploring and learning at Sydney Sea Aquarium



'Thank you to our guides, parent volunteers and the teachers.'



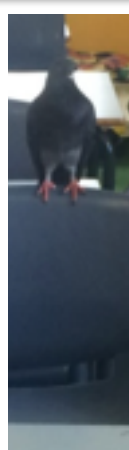
Up close and personal with the Penguins on the Raft. Under Sea Tunnel with turtles, dugongs, sharks, stingrays and fish...amazing and fun!



**Listening and writing
Investigative information onto
the Sea Aquarium worksheets.**

**Stage Two learning about
volcanoes, rocks and minerals, with
Ms Ferguson's colleague.**

**STEM challenge –
Design your own
Dinosaur Theme Park**



**PBL Coral Reef presentation –
Marine Life and Technology**

**Movie making in
Investigating
Learning**

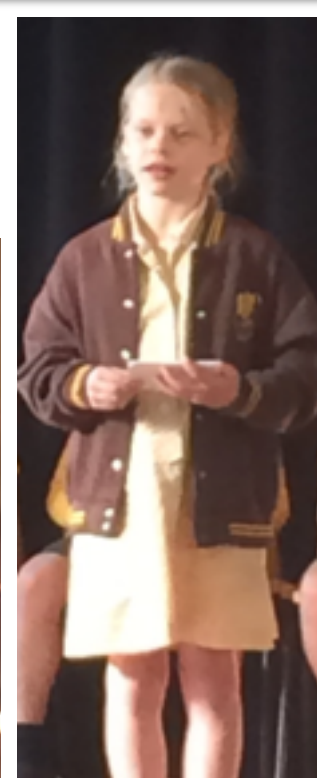
**Flexible learning is 'learning for
success'. Speaking Positive Pete...one
of 3/4T's best students!**



**Outdoor learning in science – 'Our Earth's
Environment'**



STEM challenge



**Multicultural Public Speaking Stage
Finals**

**3/4T finalists:
Chloe T and Greta R**

Well done, girls!

