



The Balgowlah Boys Campus Newsletter

Principal's Report

Week 6 Term 2 2020

This is the first newsletter post-isolation and I, along with the Balgowlah teaching staff, were glad to have the boys back in normal classes. I can only imagine the feelings of many of our parents!

The school has endeavored to implement Covid-19 health protocols with additional daily cleaning provision of sanitisers in all areas of the school and regular reminders of correct hygiene for the boys. It has been a difficult process, with one staff member describing the boys behavior upon return as similar to bear cubs at play; such was their excitement to see their friends.

Teachers have been working hard to enable students that missed work while in isolation to catch up. The school has dedicated two additional teachers in the library for learning support referrals. These teachers will be able to support boys before school and during lessons. As indicated in my last email, there will be no formal half yearly exams for years 7-10. Teachers will be assessing work that was able to be submitted online as well as work being completed now to inform the semester 1 reports, which will be available by the end of term.

The P&C have been working hard in the background to support the ongoing improvement of the school's physical environment. They successfully applied for a number of government grants. A \$50,000 state grant which was dedicated to the installation of a shade structure over the basketball courts in the lower playground. Another federal grant application was successful for the school to purchase a laser cutter (see TAS Report). While a third grant for joint funding grant was approved by the department of education. The joint venture will enable a \$600,000 budget for the upgrade of the front area of the hall. This will provide more space for students to learn and play. As well as enhancing the aesthetics of this space.

The school P&C has also been working with Infrastructure NSW to secure a scope of works that will provide an upgrade of 16 classrooms. These upgrades include removal of the vermiculite ceilings, renewal of all electrical fittings, painting and new carpet. Finally, we have begun construction of a new Science Laboratory in A Block. The new facility will see a much needed increase in practical leaning space for science. I commend this newsletter to you and hope you enjoy reading of some of the amazing activities your sons are participating.

Paul Sheather

TECHNOLOGY AND APPLIED STUDIES WHAT'S HAPPENING IN TAS?

Year 7 checking on their lush Vege-Pods after the long break.

These herbs grown by the Year 7 students will be harvested and incorporated into their upcoming food practical lessons to better understand the food process from paddock to plate.

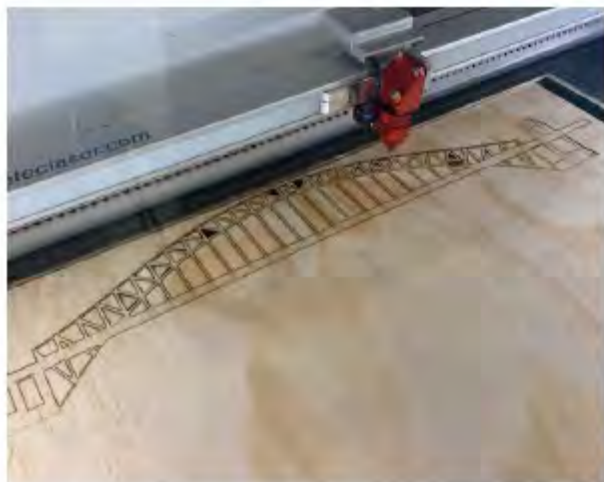


Year 7 learning about and using Computer Aided Design (CAD) to design and model a 3D Skatepark



TECHNOLOGY AND APPLIED STUDIES WHAT'S HAPPENING IN TAS?

Year 8 students getting a special lesson from Mr. Mills about our latest addition to the TAS Makerspace, a brand new LASER CUTTER

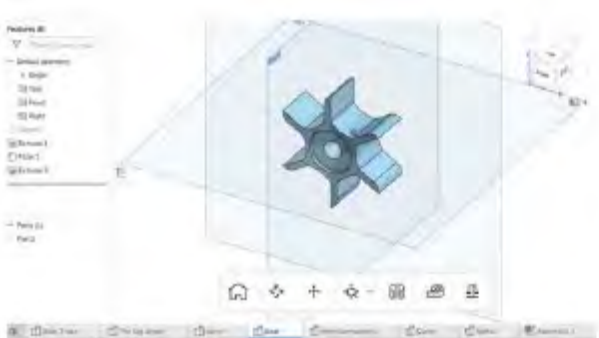
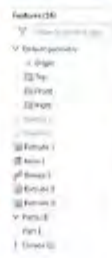


A big thanks to Mr. Mills, the Bally P&C, and the Australian Federal Government Local Schools Community Funding grant for helping secure this amazing piece of technology for the staff and students to use and learn about.

TECHNOLOGY AND APPLIED STUDIES WHAT'S HAPPENING IN TAS?

Year 8 STEM working on their new 3D printed Marble Run project

For this project students are furthering their skills with Computer Aided Design and additive manufacturing as they design, 3D print, and assemble a variety of marble run course components. Maximum points will go to students who are able to get their marble from start to finish as creatively as possible. Let the challenge begin!



TECHNOLOGY AND APPLIED STUDIES
WHAT'S HAPPENING IN TAS?

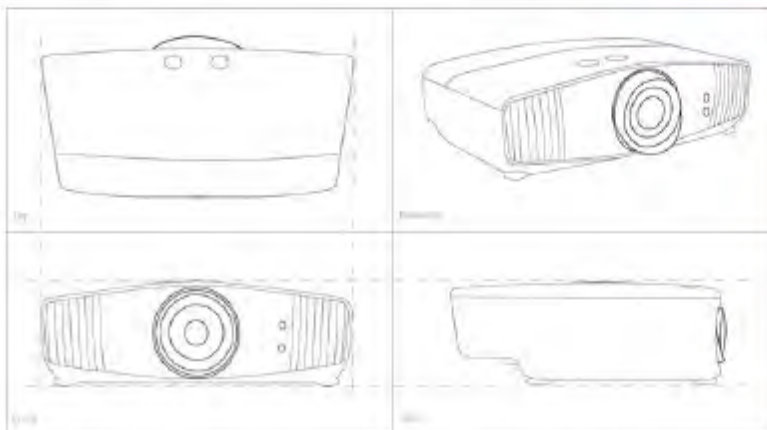
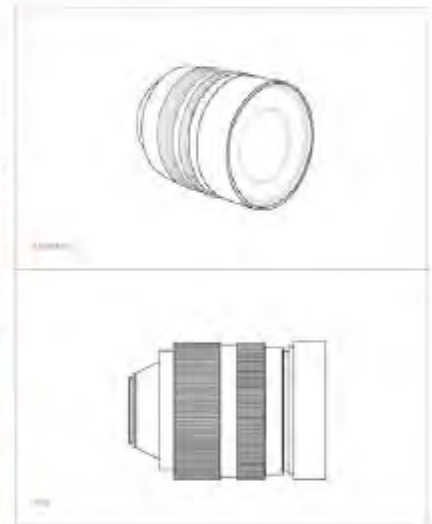
Year 9 Multimedia: Designing vector based artworks and Logos



TECHNOLOGY AND APPLIED STUDIES

WHAT'S HAPPENING IN TAS?

Year 11 Industrial Technology Multimedia: Future based product designs & Magazine Cover works



EXAMPLE TEMPLATE	Draft Development for technical. All round work on white paper, penning drawing but instead of the screen displaying the work. A point for leader line representation with a reduced 'part list' and graphics to be with an example etc.	Drawing 1:1	Zeila Ngani Lu	URGENT
Mini test projector machine		Scale: 1:1	NY 2018	



TECHNOLOGY AND APPLIED STUDIES

WHAT'S HAPPENING IN TAS?

Year 12 Industrial Technology Timber: Students working on their HSC Major projects



HSIE Report

The HSIE faculty was proud of the way students studying History, Geography and Commerce engaged with the remote learning that took place....Well done boys!

All term 2 assessment will be undertaken online in the CANVAS learning platform. We have decided to keep all past assessments open for the next couple of weeks for students that have fallen behind. Please ask your son to come and see us in the HSIE staffroom if you feel like they might need extra support in completing this. In the meantime, all HSIE teachers are available during classes to help out in any way necessary.

Below is an outline of the work that students will be doing for the rest of this term

As always please contact me if have any questions

Sebastien Hartog

(Head Teacher HSIE)







Impact of remote learning on HSIE teaching and learning strategies




If there is a silver-lining to remote learning in 2020, it is that HSIE teachers were forced into the position of revisiting our teaching and learning processes and approach it from a more student oriented standpoint. Anyone who can remember first-year University will agree that the switch from explicit to self-directed learning requires somewhat of a mental hand-brake turn. For many boys in years 7-12 (and their ever-patient parents), this potentially presented an even greater challenge and mindset.

It became clear that for the students to stay somewhat on-track, they would benefit from a structure that is simple, engaging, visually stimulating, and process oriented. For teachers, The 6-step structure allows teachers a consistent framework to break down and deliver each lesson. For students, the 'chunking' of each section of the lesson in numerical order makes it easier for students to organise and synthesise information. Supporting this layout, the icons above each task not only add an ascetic appeal but also serve as a clear visual prompt that assists with recall, reactivating focus and comprehension of expectation. With remote learning behind us for now, the new challenge is continuing to utilise this format in a face-to-face teaching environment. The simplification of lesson instruction bodes well for teachers and students alike and the breakdown of a lesson sequence provides an ongoing opportunity for pedagogical self-reflection. What can be guaranteed is that we are always looking for new and exciting ways to make learning, a more natural, manageable and, dare I say, enjoyable experience for the boys and their teachers (both in school and at home).

Mr Boyd

Below is an example of the new HSIE CANVAS learning sequence referred to by Mr Boyd

Populate or Perish		
 <p>1. LESSON GOAL</p> <p>The goal of this lesson is to understand that the Australian government, in the aftermath of WWII, was concerned that its social, political and economic security was under threat unless it considerably grew its population and what effect that had on the White Australia Policy.</p>	 <p>2. LESSON SCREENCAST</p> <p>Click through to the screencast to access the teacher directed part of this lesson.</p>	 <p>3. PRESENTATION: Populate or Perish</p> <p>If you would like to review the Populate or Perish Presentation from the screencast, click the link above. Otherwise continue to Step 4.</p>
 <p>VIDEO</p> <p>Watch the following videos during the screencast as directed or in your own time after:</p> <p>Arthur Calveil - Immigration Speech</p>	 <p>4. SUBMISSION TASK: Read & Respond</p> <p>Click link above to access the lesson activity on the White Australia Policy.</p>	 <p>6. REVIEW AND RELAX!</p> <p>Make sure that all lesson activities are complete and properly submitted!</p> <p>Thank you for your effort today gentlemen!</p>

Extension/ Additional Activities: Populate or Perish		
<p>These are not compulsory lessons for remote learning but may be used for face to face lessons. Feel free to watch these in your own time if you'd like to explore these events and issues in more depth.</p>		
 <p>Video: Immigration Nation Part 2 (18:51) - 50 minutes</p> <p>The Second World War had far reaching effects on the history of the Immigration Nation. With no Asian migrants allowed and the pool of available Brits decreasing, Australia faced a crisis. Not only were there fears that Australia couldn't defend itself, experts also believed the country would not grow economically without more people. So the nation's first ever Immigration Minister, Arthur Calveil, made a momentous decision to bring in non-British European immigrants for the first time.</p>	 <p>1945: Australian Government announces post-war immigration drive (2:46:22)</p> <p>This handbook provides in more detail the immigration drive and provides an option for an extended response at the end.</p>	 <p>Three post-WWII migrants in Tasmania offer advice to new arrivals (5:05:18)</p> <p>offer advice to new arrivals (5:05:18)</p>

Stage 4 Geography (year 7 and 8)

In Term 2, Stage 4 Geographers have launched into the topic of Place and Liveability. Over the past 5 weeks students have been investigating what makes a place liveable and looked at contemporary examples of urban design and associated principles. Students are currently examining a range of social, economic and environmental factors that influence a place's liveability. Using this knowledge, students are required to design a liveable suburb of the future based on a scenario provided that will work to meet three liveable criteria:

- Enhance social and cultural factors for residents
- Be environmentally sustainable
- Economically stable for residents

The boys have been working really well applying their newly acquired knowledge of urban design principles towards their own suburb designs. We look forward to the final products!

Stage 5 Geography (years 9 and 10)

The boys in Stage 5 Geography over the past term have done so well in demonstrating their skills in the use of geographical information systems. In particular, the boys used Google MyMaps to show how the consumption of chocolate in our society can have a profound impact upon the rainforests and lives of those living in West Africa.

Now their attention has turned to the future of food production. The boys are investigating the challenge of food security in a world where the population is expected to be 10 billion by 2050. The sustainable strategies they are exploring will be investigated at length in a simulation designed to have the boys play roles within government to strike a balance in ensuring food security in a changing global climate.

Year 9 History

Firstly, well done to year 9 History students for their engagement in the online work. During Term 2 students will be studying World War One. At home doing remote learning students studied the Gallipoli and its outcome. At the moment we are studying some of the major Western Front battles and the experiences of Australian soldiers. For the end of the term we have organised an exciting Treaty of Versailles simulation in which students will act as the major participants and decide how to negotiate the post-war peace.

Year 10 History

Year 10 History students have started a new topic this term in Migration. Students commenced learning about the patterns surrounding migration pre and post WWII and the impact it had on the world. The topic then took a more national overview as it looked at Australia's migration patterns in the 20th Century in particular on the White Australia Policy and the Vietnam War. Over the period of remote learning, students attempted two quizzes with marks going towards their half yearly reports. For the remainder of the term, students will look at contemporary migration revolving around the War In Iraq and the Syrian Civil War. Moreover, students will begin to engage in exciting and relevant simulations surrounding modern day migration.

Year 9 Commerce

Students this term are engaging in a business based simulation where they work in small groups to develop their own business ideas, which will underpin their Term 2 work. Each week students will learn about a different decision that entrepreneurs must make when establishing a business and will then decide for their own business. Students decisions will ultimately have consequences that will be revealed as the game progresses. Their justifications for their choices will also be judged on the level of investor confidence they inspire, which will also flow through to a share price for each business.

Year 10 Commerce

Students have made a stellar effort working consistently & diligently through the 'Employment Issues' topic covering 'The Workplace', 'Employment Relations' & 'Taxation & Superannuation' throughout the remote learning phase. There has been a hand-in task associated with each week's work. This term has had 5 directed research tasks to do for 50% of their half yearly assessment mark. The other 50% is coming from 3 on-line quizzes covering each part of the topic; there is a revision lesson between each quiz in weeks 5 & 6. Our next topic is 'Running a business'. It is a pleasure to have such motivated students back in class to provide more engagement in class discussions.

Creative and Performing Arts Report

Music

Samba

The Year 8 Music GATs class took part in a Samba workshop with Bally's brand new Samba Kit.



Videos of the workshop can be found on the Bally Boys Facebook page.

Music Making on Soundtrap

During Term 1, Year 10 elective students completed an EDM track as part of their unit on Music for Dance. Some of our students have kindly allowed us to share their work here and on the Bally Boys Facebook Page:

Ziv Pinco - [Walking on the Moon](#)

Vaughn Prosser - [Dunk](#)

Paul-Loup McGrath - [EDM](#)

Acts for Online Assemblies

The Music Department is after students keen to play in our weekly virtual assemblies. Students can play solo or as part of a small band, and all styles of Music are welcome. Please see the Music Teachers for more information.

Band Program

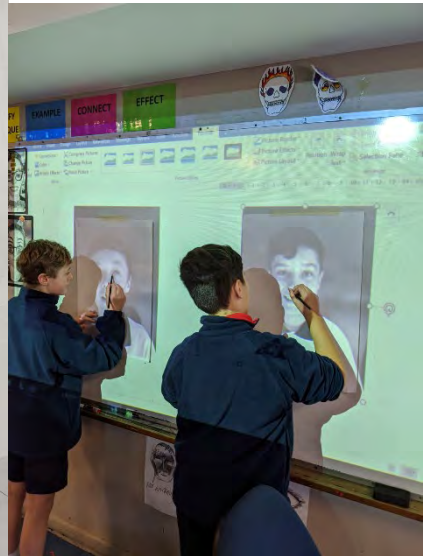
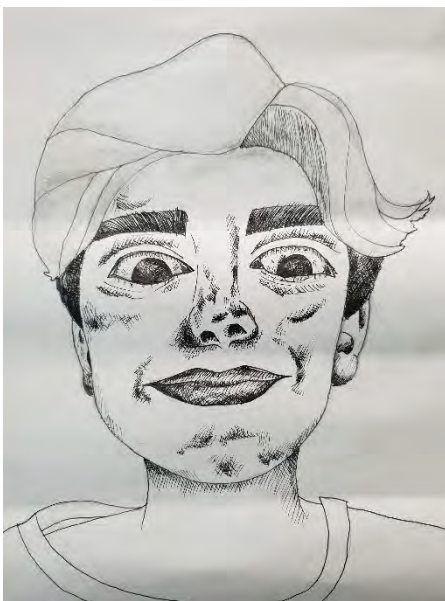
Band rehearsals are planned to return in Week 7, according to the original schedule:

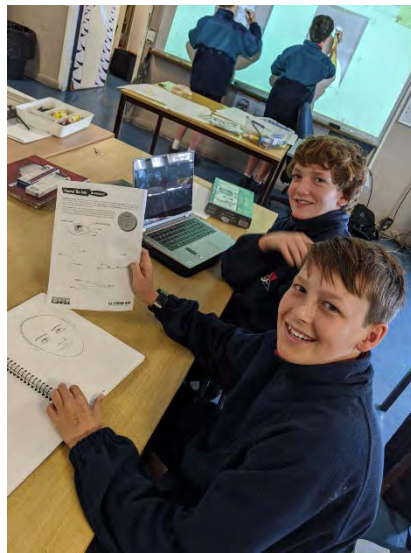
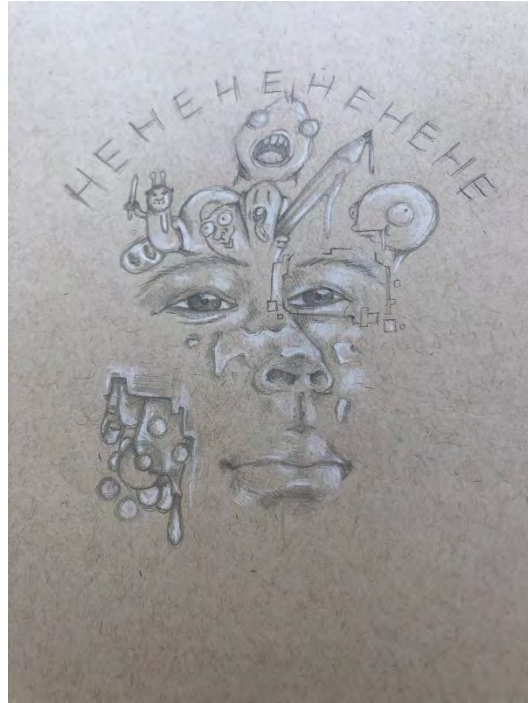
Monday 7:30am, School Hall	Senior Improvisation Ensemble
Tuesday 7:30am, School Hall	Senior Concert Band
Wednesday 7:30am, School Hall	Junior Improvisation Ensemble
Thursday 7:30am, School Hall	Stage Band
Friday 7:30am, School Hall	Junior Concert Band
Friday 7:30am, Music Studio	Jazz Orchestra

All developments regarding the Band Program will be communicated to parents by the Music Department.

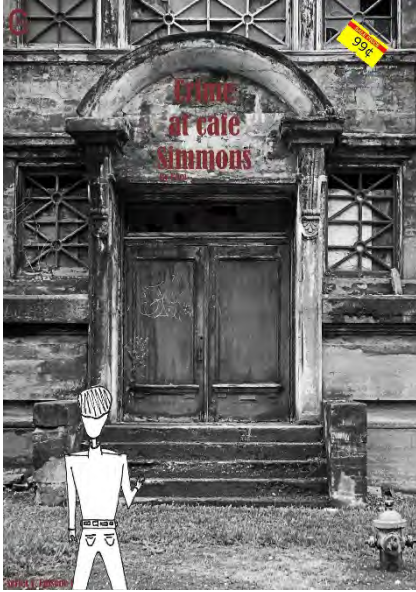
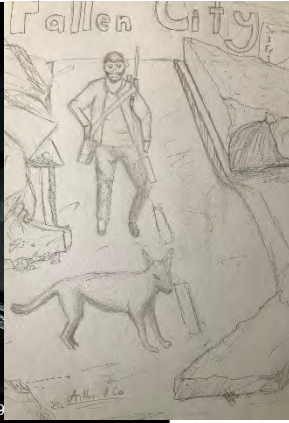
Art

Year 7 Portraits





Year 8 Metropolis Apocalypse Graphic Novels

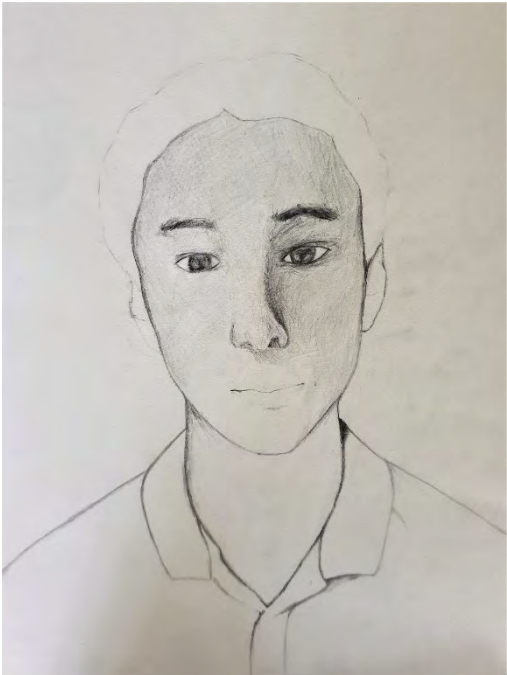


Before the apocalypse

Episode 1
by Nick Santangelo
\$23



Year 9 Portraits





Year 10 Canvas Stretching and painting





Library Lines

Welcome back! Finally, all students have access to print resources as well as the wide range of eBooks and audio books that were available during the recent 'at home' period. During that time, our 24/7 eLibrary loans increased by over 800% compared to the same period last year.

Offering our students a choice in format is our library policy and we are continually adding current releases in both print and digital format to our collection. The boys are also encouraged to join their local library and enjoy the wide range of resources available, all at no charge.

We are now almost half way through this year and it is time for Year 7 and 8 students to update their NSW Premiers Reading Challenge records. Judging by the number of electronic resources borrowed recently, there should be no problem in completing the challenge if not now, then very soon.



Library fun activity

Just to lighten the workload, I posted a library assessment-free, fun activity on Canvas Library Critical Literacy. All Year 7 students were invited to consider a list of book titles and try to make as many sentences as possible from them. The added challenge was to make as long a sentence as possible. The activity is **open until Week 7** of this term when the best answer will be published.

Library Poster Competition

Working at home has resulted in many collaborative team efforts. Ms Lepre has been working very closely with me to produce a first ever library poster competition (flyer to follow). The promotional flyer and video is located on Canvas Library Critical Literacy Assignments Library Competition Submissions.

The students are encouraged to watch and listen carefully to the video content to develop an understanding of what message the poster will deliver. Then, it is all about allowing the creativity to flow and design an eye catching poster that can be enlarged, printed and displayed. This is yet another initiative that is assessment free and totally voluntary. The rewards are 'having my poster displayed' and prizes. **Date due: 26th June 2020.**

Library Archives

Ms Dimova and Ms Donato have been working solidly on our extensive school archives. The sheer volume of the collection required a tremendous

POSTER COMPETITION

THEME: OUR LIBRARY

Your task is to design a poster that is **imaginative, original** and captures the **library's importance**.

Posters must be the creation of the entrant &

- Drawn & coloured by hand OR
- Painted OR
- Illustrated using a drawing app

Terms and Conditions:

- Posters must be A4 portrait size & sent in digital form, no later than **26/6/20**
- Go to Canvas --> Year Group --> Assignment to submit.
- Don't forget to include your full name on the file & your roll class.

1ST = \$50 BOOK VOUCHER

2ND = \$30 BOOK VOUCHER

3RD = \$20 BOOK VOUCHER

All posters become the property of the competition organisers & the entrant gives permission for the work to be displayed around the school upon entry.

Spread the word!



The Library Staff wish to locate any past students who attended

Balgowlah Boys High School in

1992 – 2001 and

NBSC Balgowlah Boys Campus

2003 – 2004 and 2009

Our school library archives hold multiple copies of school magazines for the above years.

If you know any past student who attended our school during those years and would like a copy of the school magazines to contact the school by phone or email (include your contact details).

9949 4200 – Library (Ms Dimova)

nbscbalgb-h.school@det.nsw.edu.au

Science

On behalf of the Science Department I would like to congratulate all the boys in the way they stood tall and assisted us in developing our new on-line Science platform during the year of the Corona.

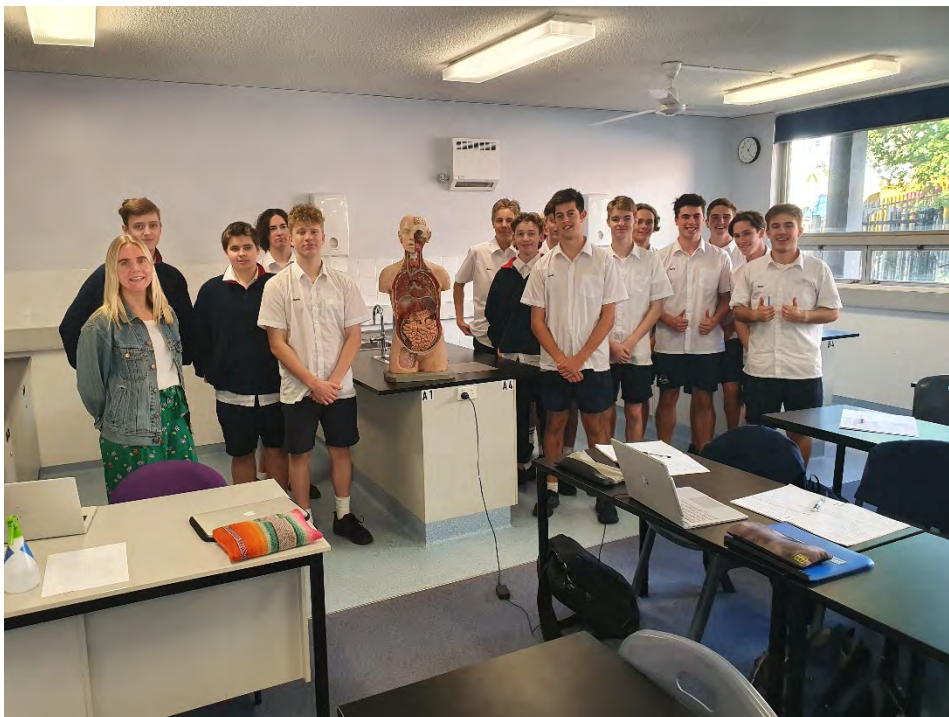
I'll be the first to put my hand up and say that Week 9 last term was an interesting time as we transitioned, in just a few days, from an off-line world to a strange new land; a land of screens and assessment tasks based around on-line Quizzes. We made mistakes, we learnt and we look forward now to implementing our new skill set into our future programs.

I would especially like to thank our Year 11 and 12 teachers who continued to mentor and coach our boys, at all hours, to ensure their preparation for the HSC went on with minimal disruption.

Over the next few weeks we begin our next cycle of units of work: Year 7 Forces, Year 8 Electricity, Year 9 Global Patterns and Year 10 Chemistry. Without a doubt the buzz talk at home and at school will be about the Science departments cool experiments and our new flame thrower. Watch this space.

To see a thousand smiling faces again back at school has been energising for the entire community.

Chris O'Neill
Head of Science



NBSC Music Report

Offbeat NBSC - Impro Program - is still up and running - ONLINE !!

This is just to let you know that if you are missing your music OR want to learn how to improvise, or develop your Impro skills, you are eligible to join the Impro Program.

You work at your own pace from beginner to advanced. Any instrument is ok.

Contact: Colin Bright colin@brightmusic.net 0419208974

Co-ordinator: Renata Grudic: Head Teacher RENATA.GRUDIC@det.nsw.edu.au



P&C Sound Bytes

Bally P&C welcomes everyone back to Term 2 2020 and hopes that despite social distancing everyone managed some rest and relaxation over the holiday break and are now returned to a mix of on line and face to face learning. The P&C has been very busy working remotely on some exciting projects which include:

- Obtaining a DOE grant to fund the Construction of a Covered Learning Area (COLA)
- Planning a major upgrade to the external area surrounding the School hall also via a grant with an equal amount to be funded by the P&C. (there will be future fund raising and ongoing activities to follow to support this)
- Running and management of school canteen and staff. This a great source of revenue for us which gets put straight back into projects to support the boys so please continue to support the use of the canteen
- The P&C has also set up a tab at a Local Coffee shop to Thank you to our wonderful teachers for their efforts. You can donate a coffee by following the link below to our website.

Full details of these projects can be viewed on our P&C website <https://www.ballyboys.org/>

We are also very keen to understand the skills and talents of our current Bally Parents who might be prepared to assist the school from time to time on a project basis. Please can we ask that parents visit this link <https://www.ballyboys.org/skills> to help us create a database of the existing talent within our wonderful parent body. We know we have architects, chefs and many more so would love to be able to leverage specific help as required. We would be really interested to hear from anyone with a Human Resource/Employment Law or Technology backgrounds and a unique opportunity exists right now for any Architects and Surveyors to get involved in the Hall upgrade please see our website for more info.

Mobile Devices in School - The P&C wants your opinion

Do you have an opinion about the use of mobile devices in and around the school? Or not? Either way, the P&C is conducting a survey into the use of mobile devices they'd really like as many parents as possible to complete the survey. It will take about 10 minutes. To find out more, head over to [ballyboys.org/mobile-devices](https://www.ballyboys.org/mobile-devices)