

# BGS

Working together to make a difference!

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# Broderick Gillawarna School

## Newsletter

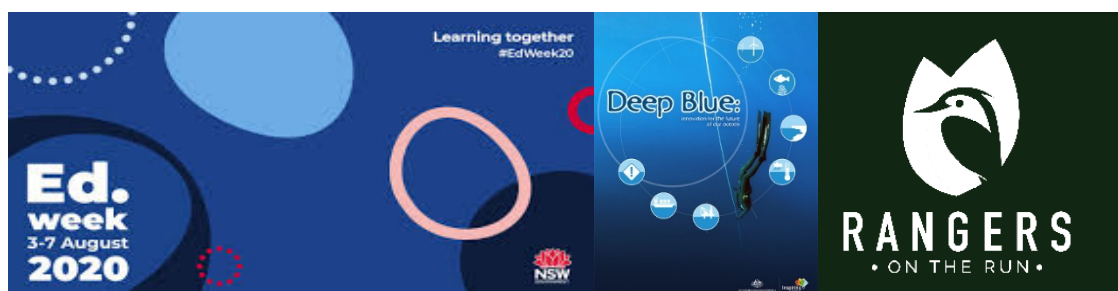
21<sup>st</sup> August, 2020 Term 3 Issue 12

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# NATIONAL SCIENCE AND EDUCATION WEEK 2020



This year, the theme for Education Week 2020 of 'Learning Together' seemed especially relevant considering all the challenges that we have risen to in our learning community this year. BGS took the opportunity to combine the events of Education Week and 'National Science Week: Deep Blue - innovations for the future of our oceans' for 2020, which led to some engaging and fun activities for our students. Unfortunately, due to current restrictions, we were unable to welcome families into the school as we usually would to join with us in celebrating the wonderful learning taking place, as students completed a round-robin of experiments, demonstrations, and of course the Rangers on the Run science show 'Under the Sea'. Through the hands-on activities, students explored concepts tied to their class program in the curriculum areas of Living, Physical and Chemical Worlds, and experiences were designed to suit each student's learning style so all could participate. A lot of fun was had by all, the teachers included!

A big thank you to Vanessa and Sean from the Rangers on the Run team, you helped the students to experience and learn about your collection of sea creatures, and it was fantastic to see the level of engagement and curiosity demonstrated by our students as they took part in the incursion. The clown fish and hermit crabs were a real favourite! Thanks also to the Science Committee for 2020 - Bhupinder, Rekha, Rebecca, Thy and Jyoteka for all the planning, resourcing and support which made the event a success.

**Renaye Daughton**









# WHEELCHAIR ROADSHOW

During Week 4 we had Brendan Talbot from Wheelchair NSW deliver a road safety talk and wheelchair basketball experience. It was wonderful to see and hear how all the students engaged throughout the day. Our students heard about how important road safety is and the dangers associated with not being safe.

Our students then participated in a 15 minute game of wheelchair basketball. Classes participated with their buddy class and a great time was had. Every student had a great time wheeling around the hall and shooting the ball. Our apologies go out to anyone who was in A Block as there was no containing the fun and excitement in the hall during the day.

We look forward to having the wheelchair roadshow back next year and possibly including a staff game for the afternoon. It was definitely a great way to complete our daily exercise and help our students participate in the Premiers Sporting Challenge which is currently running.

## Jake Christenson



*Luka getting ready from long range*



*Samir driving to the basket*



*Tanner from the logo*



*Kenny dropping dimes*



# TELL THEM FROM ME

Parents and carers – we want to hear from **YOU!**



You are invited to participate in the annual Tell Them from Me Parent Survey. This survey is an anonymous way to **have your say** about our school, systems and processes.

Your **anonymous** responses will help teachers and executive staff work to improve student outcomes and wellbeing, as well as inform school planning processed for 2021. The survey takes about **15 minutes** to complete.

To take part please log on to: <http://nsw.tellthemfromme.com/broderick>

The survey is available in English, as well as a **variety of languages** via a drop-down menu and can be completed in stages if you prefer.

For more information on the Tell Them from Me Survey, please refer to the attachment section of this week's newsletter.

If you have any questions or require any assistance accessing this survey, please contact your child's classroom teacher or the school on 9773 1255.

Thank you for helping support our students by taking part in this survey.

**Cassandra Cutuli**

A screenshot of the 'Tell Them From Me Parent Survey' landing page. It features a green header with a circular image of a teacher and student. The title 'Tell Them From Me Parent Survey' is in blue and green. Below the title is a 'Language:' dropdown menu set to 'English (Australia)'. A section titled 'Before you Begin' contains two paragraphs of text explaining the survey's purpose and confidentiality. At the bottom is a green button labeled 'Begin Survey'.

In Partnership with



Education

# CREATIVE ARTS UPDATE

Last week the Creative Arts team presented a professional learning session to the teaching staff. This session highlighted curriculum requirements, digital resources available to support engagement in the four facades; dance, drama, music and visual arts and the new music resources. The team has purchased ii-music software for the eye-gaze technology, four Skoogmusic skwitches and five Specdrums to support our students making and composing music.

## ii-music for eye-gaze

ii-Music software is a musical instrument designed to be played with your eyes using eye gaze technology. It operates using cursor position and “dwell to click”. Included are a range of high quality musical instruments to play with, sound effects and the ability to record performances.

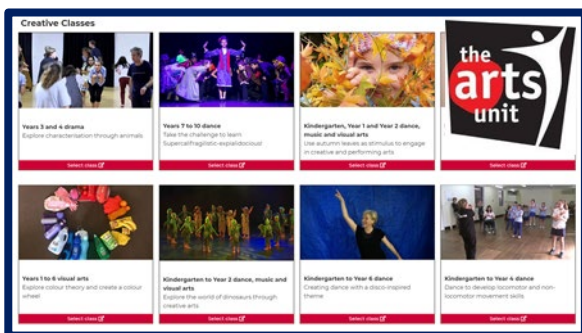
## Skwitch

The Skwitch is a clever new music-making gadget & app from Skoogmusic. It clips straight on to an iPhone and uses the onboard sensors to create a one-button musical instrument that is responsive, expressive and amazingly versatile. Just press the button to play notes. It's that easy. There are ready-made songs to play one note at a time, just by pressing the Skwitch or students can compose their own tunes.

## Specdrums

Specdrums are app-enabled musical rings that make the world your instrument by turning colours into sounds. The students hold or place the rings on their finger to tap on anything to start creating music. The sounds relate to the different colours and when tapped on, different sounds, loops, and beats are created. There are hundreds of instruments, loops, and sounds to choose from.

## Frances De Bourbon



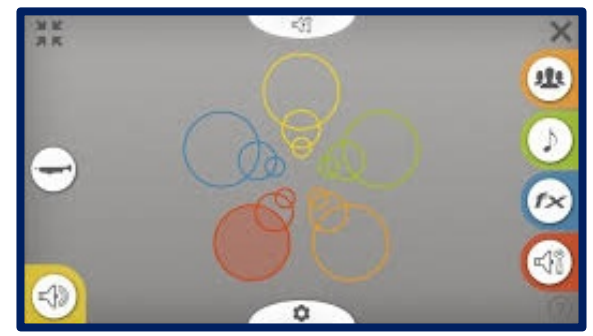
*The Arts Unit resources*



*Skoogmusic Skwitch*



*Specdrums*



*ii-music for eye-gaze*



## Principal's message

I would like to start my message with a note reaching out to our families to please complete the Tell Them from Me (TTfM) Survey. This survey is your opportunity to have a shared voice in our great school and what can make it even better. I thank the families who have already completed this survey and encourage all other families to take the time to have your voice and work in partnership with the school to make us even better. Results from the TTfM Survey will be used to inform the next strategic planning cycle of the school 2021 to 2024.

I would like to welcome to the BGS Team Candice, who is the new temporary engaged teacher on Class De-Bourban and Frank, who is the new temporary engaged teacher on Class Scalici. Alison Kell has moved to the senior school and is now the class teacher on a year 7 to year 9 group of boys, this class was previously known as Class Kirkham. Sandra, who is a regular casual SLSO, is now working on Class Scalici until the end of 2020. Olivia has joined our team as a temporary engaged SLSO each Friday.

A big thank you and congratulations to our Science Curriculum Team for making Education Week encompass the 2020 theme 'Learning Together'. The team provided wonderful science experiments for all our classes to complete and organised a very informative and interactive incursion aligning with Science Week: 'Deep Blue'.

The school has new signage at both Victoria Street and Albert Street entrances. These signs look great and highlight all the schools' contact information.

On Monday, 17<sup>th</sup> August, all our families would have received a letter regarding updates to COVID-19 and any changes to school practice. The main changes were related to:

- Schools as Community Centres must have a COVID-19 Safety Plan
- All community user groups must have a COVID-19 Safety Plan
- School or community run playgroups are to cease
- Specific advice on SRE/SEE classes – the confirmed sizes of groups and outside lessons where possible and no signing or chanting permitted
- Group singing/chanting and playing of wind instruments in groups is no longer allowed
- Professional Learning for Staff must be conducted utilising technology
- P&C social events or functions are no longer permitted
- Students are to stay with their cohort group (class, year group or stage) for all learning and extracurricular activities, including sports and arts and physical activities
- Parent meetings should where possible be conducted remotely unless they are directly related to discipline or welfare matters and are subject to Principal approval

Unfortunately, we had to cancel the Father's Day stall that the P&C were running and both the Year 6 end of year disco and Year 12 graduation cannot go ahead. The school is working on having something at the school to honour our Year 12 graduates but all families will need to be involved remotely. More information regarding these events and any changes as they come to light will be communicated via Skoolbag.

BGS continues to be safe and operations, like all other schools, are in line with Australian Health Protection Principal Committee (AHPPC) and NSW Health Advice. All students should be learning at school unless they are unwell or have a medical certificate to support their absence. I ask all parents, in accordance with advice from NSW Health, to **NOT** send your child to school if they are unwell, even if they have the mildest flu-like symptoms. BGS will make immediate arrangements for

students who present as unwell or have flu like symptoms to be sent home. NSW have requested that schools encourage anyone who is unwell or has even mild flu-like symptoms to be tested through their local medical practitioner or one of the COVID-19 clinics. Students and staff with flu like symptoms will need to provide a copy of a negative COVID-19 test result before being permitted to return to school.

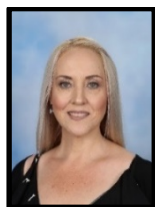
I would like to thank all our families in advance for ensuring the safety of the BGS community in this current climate by keeping your children home when unwell. BGS continues to have enhanced cleaning throughout the school day, especially on high touch areas, to support the safety and wellbeing of your children and the staff.

The front playground schedule work had a set back with the rain. The work included a newly installed POD and basket swing and the bark inaccessible area to be replaced with Softfall and the area to be level so all students can access. If weather permits this area is due for completion and the playground should re-open by the end of Week 6.

All families would now have completed their child's Semester Two Personalised Learning Plan (PLP) meetings or will be attending the child's Semester Two PLP meeting shortly. This is a great opportunity to work as partners in your child's learning with their class teacher. It is a time to explore the **'where to next'** for your child in relation to their PLP goals and education. PLP goals are written as S.M.A.R.T goals (Specific, Measurable, Attainable, Reportable and Timebound). S.M.A.R.T goals are a framework for the teacher to use. Being specific with goals drives achievement because what you want your child/our student to achieve is mapped out exactly. Writing the goal with tangible mark points to identify the end of the goal allows you to meet the goal and to know exactly what you have achieved. The goal should be written with demands of a student within a real framework. The goals need to be realistically achievable in order to be truly attainable. To be relevant goals, these need to correspond with the direction you want the student/your child to move. This is why we identify what is the most important to you and the student/your child and ensure that the goals align to these priorities. Finally, timebound, this is the measurement aspect. Having timebound goals is a way to mark off progress and realise success. Your child's PLP is an important part of their learning and success at BGS and I thank all our parents/carers for their work with their child's teachers and for being active partners in your child's learning.

Stay Safe!

*Warm regards*



*JoAnne Gardiner*





## Dates for your Diary



- Life Education Incursion 'Healthy Harold' – Thursday 24<sup>th</sup> and Friday 25<sup>th</sup> September, 2020
- School Concludes for Term 3, 2020 – Friday 25<sup>th</sup> September, 2020
- School Resumes for Term 4, 2020 – Monday 12<sup>th</sup> October, 2020

## Birthdays



Happy birthday to those students and staff who have celebrated their birthdays since the last newsletter:

**Students:** Abdullah, Abraham, Adam, Aliya, Aram, Caroline, Emmanuel, Ethan, Eyad, Issa, Jeremiah, Mazen, Mohamed (Zac), Ruzyne, Samyam, Veronica, William

**Staff:** Adrian, Anna, Cassandra B, Chris, Christie, Jyoteka, Kathy, Lydia, Rekha

# News from the classrooms

## Class Finn

Class Finn have had a great start to Term 3. We have teamed up with Class O'Connell for sport. The classes have been practising their basketball skills including dribbling the ball, passing and shooting. As a warm up, the students played games such as stuck in the mud, and musical chairs but instead of chairs we had to get the one ball and throw it in the sand pit. Students are practising their listening skills and have engaged in the lessons.

We have started our block walks. Every day, given the weather is nice to us, we will be going on an adventurous walk around our school block. We spot everything we can see, read signs and practise road safety. These block walks have only started recently, and as they continue we can extend the walks to include road crossing.

Class Finn have celebrated two birthdays – Zak and Aram, in the month of August. The class made cards, sung happy birthday and had a class party. Happy birthday boys! Lastly, not only have we have been lucky to watch pigeons lay eggs last term, there are now two pigeons that have created a larger nest in the same spot and the class are patiently waiting to see their squabs.

### Rebecca & Margaret



*Students getting ready to play the game stuck in the mud*



*Group photo for our two birthday boys, holding their birthday cards*



*Class photo on our walk in front of a bike hanging on a tree as decoration*



## Class Akuete

The students at BGS participated in celebrating Education Week and National Science Week. The school theme of National Science Week 2020 was Deep Blue: innovations for the future of our oceans. Class Akuete students participated in lots of exciting science activities to mark the week. During class, they participated in Science experiments which gave them the opportunity to have hands on experiences in the scientific process. The students made a tornado in a bottle by using a full bottle of water, glitter and dye. Each student was given the opportunity to observe the movement of water in a circular motion by swirling the bottle vigorously to make a tornado.

In addition, Class Akuete students were fortunate to have the opportunity to participate in the 'Rangers on the Run' incursion where they were able to interact with live sea creatures under supervision. The hands-on activities that were provided by the Rangers engaged the students and allowed them to make connections to what they had learned during science lessons about living creatures under the sea.

### Adeolu & Karen



*Daniel prepared the mixture to make a tornado*



*Ibby shook the bottle to observe a tornado*



*Umar explored a sea animal during the incursion*



*A live starfish on display during the incursion*

## Class Fonti-Parke

Class Fonti-Parke have had a great start to Term 3. In Mathematics, students have been practicing sharing objects into equal groups, for example, students shared toy frogs equally between two lily pads. Students have also been investigating volume and capacity. They used a range of materials such as rice, pasta and water to learn about the meaning of 'full' and 'empty'. Students have guessed which container will hold more and which container will hold less. In Science, Class Fonti-Parke had fun investigating forces and motion during a variety of experiments. For example, they hypothesised and then tested which toys will roll, slide and bounce. Students enjoyed testing which toys spin and then made their own spinning tops to play with. They had a great time participating in Science Week getting to try more fun experiments and meeting exciting sea creatures during the 'Rangers on the Run' incursion. We look forward to another great five weeks of Term.

### Lydia Fonti-Parke & Tash



*Aliya and Maliha sharing frogs into equal groups*



*William learning about 'full' and 'empty'*



*Class Fonti-Parke testing which toys roll and which slide*



*Ali, Eyad and Joe investigate which objects roll and which objects bounce*



## Class Christenson

What an eventful start to the term! Class Christenson has hit the ground running in this Semester and have already accomplished so much. We have had Science and Education Week which saw our students conduct exciting experiments and see the way science life interact. A favourite was definitely the exploding coke and mentos combination!

Unfortunately, we were unable to commence community access as planned this Term and can hopefully begin our forays soon. Our students are beginning to understand and search timetables using the internet as a part of our maths program. We also had a game of wheelchair basketball, thanks to Wheelchair NSW, who ran their roadshow which was a massive hit amongst our class. Students also participated in a chat about road safety and the importance of remaining safe.

### Jake and Cass



*Tanner scoring a basket at wheelchair basketball*



*Danny working his way through traffic*



*Students exploring sea life with Rangers on the Run*



*Luka learning a new game in Goal Ball using his senses*

## Class Russell

Over the last few weeks, Class Russell has launched into a new Science unit 'All About Energy', where we looked at the ways that energy moves different objects for us to see, hear and touch. We have participated in celebrating National Science Week and Education Week with spaghetti paintings and a tin foil river experiment with our neighbours Class O'Connell. At our incursions, we got up close with different ocean friends at Rangers on the Run, and tried our hand learning some new and exciting ways to move at The Wheelchair Roadshow.

In History, we have explored how families and communities change over time. We had fun transforming our 2019 school photos into portraits from the past and have discovered how toys, games, and technology has been designed and produced differently now compared to long ago.

### Amber & Kia



*Turning our school photos from 2019 into portraits of the past*



*Class Russell and O'Connell celebrating National Science Week*



*Ruby testing our smaller air-canon prototype*



*Ali is ready for the official experiment*



## Class Daughton

Class Daughton have been learning to respond to procedural texts such as visual recipes to make every day snacks and complete familiar tasks such as washing hands, crossing the road and other instructions. They have been ordering the steps by observing images and recognising that some things occur first, in the middle or last in a procedure. The class have applied themselves particularly well to food technology, setting the table and preparing a snack for themselves. In Creative Arts – Music - Erykah enthusiastically selected instruments and played them according to tempo along with peers. She expressed a strong preference for a fast beat. Adrian followed a visual sequence and fine motor skills to make a fruit kebab. Adam looked at the different sea creatures presented in the National Science Week incursion: 'Under the Sea' and touched a few different live animals. He also brought his new communication device to school and started exploring the vocabulary. An followed the procedure to make a musical glasses xylophone, and the class all tried to play it with a wooden spoon. Darell and Jackie worked on different work experience related tasks successfully to build fine motor skills, comprehension and visual discrimination.

### Renaye & Simone



*Erykah plays some percussion instruments*



*Adrian making a fruit kebab*



*Adam and his new LAMP communication device*



*An making a water xylophone*



## Class O'Connell

Class O' Connell has had a very exciting start to the Term. We have been continuing to work on our behaviours and improving our social skills with our peers. We have been engaging in more classwork together safely as a group and we even had a combined physical education lesson outside this week with Class Finn, where we are working on our play skills with safe hands.

We have been enjoying our new connected focus of sea animals at the moment. Each week we focus on a new sea creature and we engage in dances like this creature, we especially enjoy the arts and crafts involving our sea creatures.

Week 3 this Term was Education Week and Science Week. We loved carrying out our group science experiments involving lots of sensory input. We conducted the foil river experiment. We got to explore how rivers flowed through hills, sand and various obstacles when placed on our tin foil river. We conducted a spaghetti painting experiment. 'Rangers on the Run' visited that day and we got to see and touch lots of different sea creatures while learning about them.

We have engaged in lots of physical activity in the last few weeks. We have been going on walks in the sensory garden, working on our safe transitioning skills and exploring the beautiful plants and flowers. We also had a wheelchair basketball game with another class in the hall which was fantastic. We all took part and everyone was engaged, shooting and passing the ball to each other.

### Patrick & Geraldine



*Farah, Dean and Adam painting together*



*Dean enjoying the Wheelchair Roadshow incursion*



*Farah exploring a sea urchin during Science Week*



*Experiments with Class Russell for Science Week*



*Class O'Connell teaming up with Class Finn during PDHPE lessons*

## Class Cutuli

This Term we are learning the difference between living and non-living things. We have had lots of fun learning about the lifecycle of a butterfly through our class story “Little J and Big Cuz Transformation” and our art activities. The students enjoyed creating their own butterfly using bun cases, egg cartons and pipe cleaners. The ‘Rangers on the Run’ incursion that the Science Team organised fitted in well with our living and non-living things theme. The students enjoyed looking and touching animals that live under the sea. Last week we went on a walk in our “Sensory Garden” and took photographs of things in the environment. When we printed out the pictures we were tasked with categorizing the photographs into living and non-living things. We put all the photographs of living things on one wall and the photographs of non-living things on another wall. We will continue to update these walls with photographs and work we have completed throughout the Term. We look forward to showing you our completed wall project in the next Newsletter.

### Anna & Chris



*Ali, Ahmed and Hanjala with their butterfly art work*



*Rickhan touching a starfish during our 'Rangers on the Run' incursion*



*Thao putting a photograph she took of a container on the non-living wall*



*Rickhan and Abdul engaging in Science Week activities*



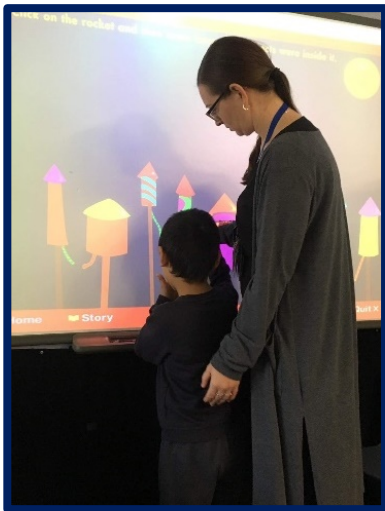
## Class De-Bourbon

Class De-Bourbon has settled back to school for Term Three and already it has been jammed packed full of exciting activities. Sadly, we said farewell to our teacher, from the First Semester, Miss Aisling Sheridan. She has returned home to Ireland and will be sorely missed. Over the past four weeks, the students have welcomed me as their new class teacher.

Already this Term, we have celebrated Education and Science Week, participating in activities and tasks to highlight the themes, 'Learning Together' and 'Deep Blue: Innovations for the Future of our Oceans', respectively. These activities included two school incursions; Rangers on the Run, we engaged with and learned about sea animals and The Wheelchair Roadshow, we had a turn at playing wheelchair basketball. Last Friday was Science Day and we conducted hands-on science experiments; including making imitation fossils and creating a simulated rainstorm!

Over the rest of the Term, we will continue learning about animals, how they move and how animal and human families are similar and different. These activities centre around the texts; *Commotion in the Ocean* and *Rumble in the Jungle*.

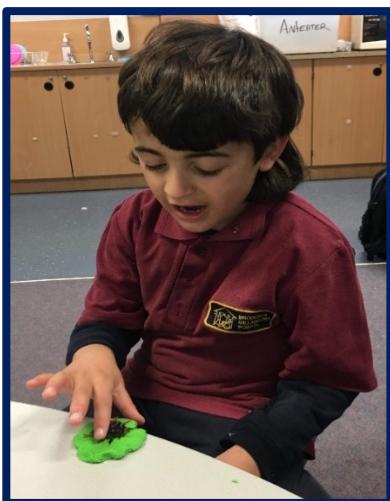
### Candice & Bronwyn



*Learning tasks on the whiteboard*



*Fun at the 'Wheelchair Roadshow'*



*Using playdough to make fossils*



*Playdough is clearly a favourite here!*



## Class Kell

Kell Class has adjusted to having a new teacher, Mrs Alison Kell. We have settled back into routine this Term. During morning routine activities, Abdul, Jeremiah, Tung, Rani, Samir and Shivam are learning to build and write a range of sentences using the Proloquo2Go (on the iPad) application. Luke is learning to explore the Grid 3 program using the eye gaze tablet. We greet our peers using vocabulary such as 'hello' or 'good morning' within the greetings folder on these applications and greet each other orally or using this assistive technology. We acknowledge that we are at school today by navigating these programs to locate different vocabulary to build the sentence 'I am at school today'. Kell Class has been learning to broaden our vocabulary by building a sentence about the current day, month and year 'It is Friday the 21<sup>st</sup> of August, 2020'. We also complete a range of workbook activities where we colour match and sequence the days of the week and months of the year with a visual prompt. It is great to see students' helping each other during these activities. Kell Class also builds sentences around the current weather outside and how we are feeling today. AUSLAN signs are incorporated into our morning routine as well as we are learning to respond to the question: 'What is your name?' using Auslan sign 'My name is.....' and fingerspelling. Kell Class continues to remain actively engaged and on-task during these lessons.

### Alison & Sonya



*Luke exploring the Grid 3 program using the eye gaze tablet*



*Shivam build a 'today is' sentence in his workbook*



*Kell Class engaging in morning routine activities as a group*



*Samir helping his friend Tung locate the next month of the year*

## Class Suarez

This Term, the students in Class Suarez have been learning the concept of empty and full during our Mathematics lesson on volume and capacity with visual cues. Interactive whiteboard (IWB) activities were included in the lesson to support the understanding of the concept in a better way. Another activity involved the students to identify full and empty pictures by encircling them with coloured pens. Resources like a box full of lego, an empty box, a bottle full of water, an empty one and a few more objects were used. The activities helped Suarez Class to identify which box was full and which one was empty. These enhanced their logical and fine motor skills. Hands on activity followed during table work using sensory trays with rice, sand, lentils and pasta. The students were given opportunities to use the spoon to scoop the items into the cup until it was full and then poured out the contents to represent empty. Their knowledge continued to be tested by completing the worksheets. In these worksheets, students circle the full containers and cross out the empty ones. They listened to a variety of songs and watched videos explaining the concept of full and empty as an additional learning tool.

### Salome and Sumi



*Nikita pouring corn in the container*



*Issa identifying the picture that is full.*



*Cooper scooping beans in the container*



*Alhussin pouring the corn out of the container*



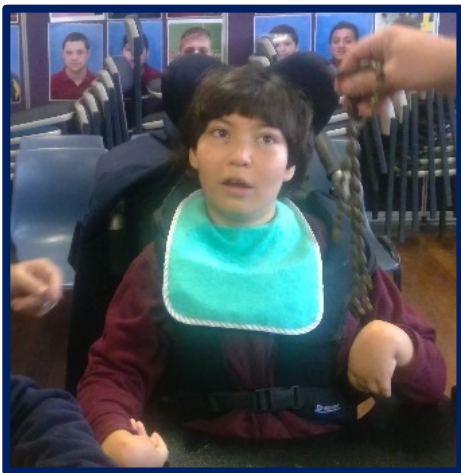
## Class Nanda

Term Three started with Class Nanda settling down into class routine after the holidays. In week 3, BGS students celebrated Education Week and Science Week. Class Nanda students explored a variety of science concepts through experiments conducted in the classrooms. Students made fossil imprints using plastic animals and play dough which they made in class using cream of tartar, flour, oil, salt and food colouring. The theme for National Science Week this year was 'Deep Blue'. An incursion was organised by the Science Team called 'Rangers on the Run', where students got the opportunity to closely look at and experience a variety of sea creatures. Veronica was fascinated by all animals and readily reached out to touch them. Taake touched and felt the sea anemone and the hermit crab. All students listened to the sounds of the sea in a seashell.

Students of Class Nanda participated in the 'Wheelchair Roadshow' incursion. They sat on wheelchairs and wheeled themselves around the hall. Students raced each other, moved around in their wheelchairs and played basketball. That was lot of fun!!

Class Nanda celebrated 3 birthdays. Caroline, Veronica and Manny had their birthdays during the school holidays. Their birthdays were celebrated in the last week of July. We sang birthday songs and had a class party.

### Rekha & Bronwyn



*Meena looking at seaweed*



*Taake touching a sea anemone*



*Veronica exploring a hermit crab*



*Manny during Wheelchair Road Show*



## Class Scalici

Class Scalici has been learning together and participating in group activities during our Personal Development and Health lessons. Our class took part in activities that focused on turn-taking and sharing with one another, while striving for a common goal, like building a block tower. During Mathematics lessons, we have been learning about the concepts of volume and capacity. In order to see how different shaped containers held differing amounts, Class Scalici made their way to the sandpit to use sand as a means to test this. We counted the number of scoops it took to fill certain containers, and then poured the contents into other containers and noted the difference. During Creative Arts lessons, we worked together to create our own forest by using paint and stamps. Students chose a variety of different colours and stamps to bring their very own unique tree to life, which are now displayed within the halls of the school to commemorate Education Week. During Science Week, Broderick Gillawarna celebrated all things 'Science', by taking part in the 'Rangers on the Run' incursion, where we looked, touched and even picked up some of the many creatures found in Australian waters. We even got to put on our own experiment using Mentos and Coke to create a reaction. On the 13<sup>th</sup> of August, Class Scalici engaged in the 'Wheelchair Roadshow' where we played a game of wheelchair basketball. We loved coming to grips with manoeuvring sports wheelchairs and learning more about how people use wheelchairs as their main form of mobility.

### Frank & Sandra



*Scalici Class focusing on the capacity of different containers in the sandpit*



*Maleik touching a starfish during 'Rangers on the Run' incursion as his classmates watch*



*Scalici Class testing their Mentos and Coke geyser during Education and Science Week*



*Scalici Class engaging in wheelchair basketball*

## Class Marwaha

We started Term 3 with a project of recycling and sustainability. The students are learning about Daintree Rainforest and the Great Barrier Reef. They used their knowledge to create a mural in the classroom. Our students have been busy collecting plastic bottles, tins, paper towel rolls to upcycle these products into visual art. We also enjoyed Education Week through hand-on activities like a tornado in a bottle. All of our students thoroughly enjoyed 'Rangers on the Run' incursion. They participated in 'Wheelchair NSW Roadshow' and enjoyed playing basketball. This Term, we are learning about money and measurements in Mathematics. We implement learning of measurements and fractions in the food technology sessions by making pizzas.

### Jyoteka & Raj



*Alex and Hamoudi wheeling around in wheelchairs*



*Anikan making mini pizza and Johnny creating tornado in a bottle*



*Sam and Johnny following visual steps to make pizza*



*Damien and Ali playing wheelchair basketball*



## Class Nguyen

The theme for our class this Term is SUPERHEROS!!! We are learning to be helpful, safe and active citizens within our community by making good choices. The lessons have been indoors and outdoors where we are able to creatively engage through hands-on activities. We collaborate with Class Ahilleos and transform both classes into the BGS superhero headquarters.

During English lessons we are focusing on our sensational letter-sound correspondence and learning new rhyming vocabulary words from a book called 'Superchimp'. Our class have outdoor Maths lessons where we use concrete materials to learn our 2 times tables. In History, we learn about real life heroes known as soldiers. For Science, we learn about different energies available on Earth and we call them Power's of Earth. Class Nguyen also participated in two fun incursions this Term called 'Rangers on the Run' and 'Wheelchair Roadshow'.

**Thy, Deb & Debbie**



*Phu crafting his S into a superhero with Debbie*



*Mordecai learning his 2 times table with Deb outside using concrete materials*



*Samyam and Phu greeting each other during Morning Circle.*



*Class Nguyen changing up the learning environment*

## Class Ahilleos

Class Ahilleos have come into Term 3 ready to fly into our new Superhero program! Class Ahilleos have been focusing on our superhero themed book study Superchimp! Our class have been busy creating a superhero themed wall featuring each of them as a flying superhero over a cityscape. We created colourful buildings and a night sky backdrop with stars and splatter paint.

Our class participated in the 'Wheelchair Roadshow' and 'Rangers on the Run' incursions. Students were very intrigued in all the underwater sea creatures they were able to touch and feel, as they listened and learned about each creature. The 'Wheelchair Roadshow' was a fun filled day and Class Ahilleos were able to navigate the wheelchairs with ease as they played basketball with Class Nguyen.

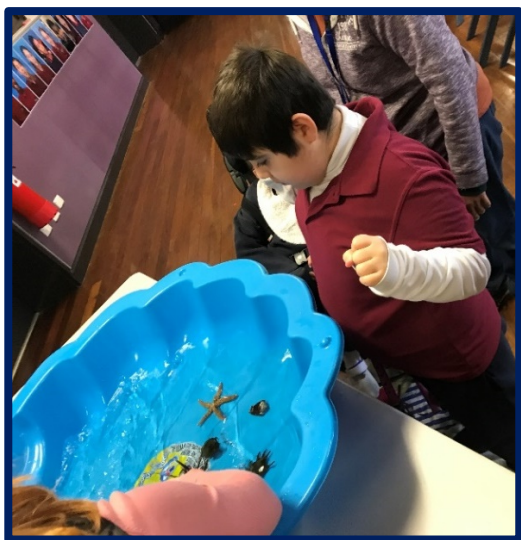
**Christie, Wendy & Georgette**



*Kenny shooting a hoop in his wheelchair during the 'Wheelchair Roadshow' incursion*



*Olivia creating her cityscape buildings*



*Anthony touching and feeling the creatures during 'Rangers on the Run' incursion*



*Lachlan using the splatter paint effect on the night sky backdrop*



# Attachments



Education  
Centre for Education  
Statistics & Evaluation

## *Tell Them From Me* parent survey Frequently Asked Questions (parents and carers)

Centre for Education Statistics and Evaluation

### 1. What is the Partners in Learning parent survey?

The Partners in Learning parent survey is part of the *Tell Them From Me* suite of surveys on student engagement. The parent survey helps to clarify and strengthen the important relationship between parent and school.

The survey is designed to measure, assess and report insights from the parent point of view at the school and system levels. The focus of this NSW survey is on student wellbeing, engagement and effective teaching practices.

### 2. What kind of questions will the survey ask?

The survey questions aim to understand parents' perspectives on their child's experience at school, including teaching, communication and the school's support of learning and behaviour. The survey also aims to understand parents' perspectives on activities and practices at home related to their child's learning.

The survey will ask parents questions about:

Parents feel welcome	Parents are informed	Parents support learning at home
School supports positive behaviour	Safety	Inclusion
Communication preferences	Parents' participation at school	School supports learning

### 3. How have schools been selected to take part?

The survey is open to all NSW government schools at no cost to them. Your school has decided to participate.

### 4. How will taking part in this survey benefit my child's school?

The parent survey provides school principals and school leaders with parents' perspectives on their school as well as learning at home. Communication between parents and staff, activities and practices at home, and parent views on the school's support of learning and behaviour help build an accurate and timely picture that schools can use for practical improvements.

Data collected from the survey responses are quickly compiled into reports for school leaders. Principals can then use this information to help them identify emerging issues and plan for school improvement.

### 5. How does the parent survey relate to the student survey?

The parent survey is complementary to the *Tell Them From Me* student survey that your child may have been asked to complete. These surveys are offered (along with a teacher survey) to ensure schools can capture the views of students, teachers and parents.

For more detail on each of the surveys, see the survey website: <http://surveys.cese.nsw.gov.au/>

### 6. What do I need to do to participate in the survey?

The survey typically takes 15 minutes and is conducted entirely online through a secure website operated by the survey developers, *The Learning Bar*. You can complete the surveys on desktop computers, laptops, ipads, tablets and smartphones. You will be provided with a link to complete the survey at home or your school may make computers available so that you can complete the survey during school hours. This link will be distributed to you by your school during Term 3.

## 7. Do I need to participate?

No, participation in the survey is optional. Whilst your responses are very much appreciated, if during the survey, you feel uncomfortable, you can stop the survey at any time. The majority of questions in the survey can be skipped.

## 8. Will the school be able to identify me or my child from my responses?

Survey responses are anonymous so staff in schools will not be able to identify individual parents or students from parent responses. Data suppression rules are applied to the school reporting tools where there are fewer than five responses. In other words, schools only see responses to questions which have been answered by five or more parents.

## 9. What sort of analysis will be done of the survey data?

Once the surveys are completed, reports are prepared and in most cases are available to schools within three business days. School leaders can use the data to better understand the experiences and views of parents at their school.

CESE will undertake state-wide analysis of the survey data in conjunction with existing student data held by the department, including performance data. The results will help all schools better understand the relationship between

parents and students' engagement, students' wellbeing, effective teaching and student learning. Results from CESE's analysis of this data will also help teachers and principals discuss what works to improve student outcomes. This supports the department's continuing focus on quality teaching and leadership. The data will be retained for future analysis to help us better understand the nature of student engagement and wellbeing over time.

## 10. When will the Partners in Learning survey happen?

The surveys will be conducted in all participating schools between Monday 26th August (Week 6, Term 3) and Friday 25th October 2019 (Week 2, Term 4).

### What is CESE?

The Centre for Education Statistics and Evaluation (CESE) is part of the Department of Education.

CESE has been established to improve the effectiveness, efficiency and accountability of education in New South Wales.

CESE will identify and share what works, creating new opportunities to improve teaching and learning across all of education.

More information about CESE is available at: [www.cese.nsw.gov.au](http://www.cese.nsw.gov.au)

### What is *The Learning Bar*?

*The Learning Bar* is a Canadian education company that specialises in school surveys for both primary and secondary students.

Its survey, *Tell Them From Me*, is the largest national school survey in Canada, used in nine of Canada's ten provinces. More than 6,300 schools and 5.4 million students have participated in the survey. Australian schools have been participating in the *Tell Them From Me* surveys since 2012.

*The Learning Bar* is led by Dr J Douglas Willms. Dr Willms is the President of the International Academy of Education, a Member of the US National Academy of Education and a Fellow of the Royal Society of Canada. He recently held the Tier 1 Canada Research Chair in Literacy and Human Development for 14 years. Dr Willms has played a lead role in the development of questions for the OECD's Programme for International Student Assessment (PISA).

More information about *The Learning Bar* is available at: [www.thelearningbar.com](http://www.thelearningbar.com)

If you have any questions about the parent survey, please contact CESE via email: [TTFM@det.nsw.edu.au](mailto:TTFM@det.nsw.edu.au) or by telephone: **1300 131 499**.





## English

If you have difficulty understanding this document or would like further information please ring the Telephone Interpreter Service on 131 450 and ask them to telephone the school. This service will be free of charge to you.

Telephone Interpreter Service 131 450

## Arabic

مَدَّخِبَ لَصْنَتِ نَا دَجْرِيفَ ، تَامُو لَعْلَمَا تَم دِيزِم بِلَع لَوْصَلْحَا تَرَا أَوْ قَتْلُو لَا هَذَه تَابُو تَحْم مَهْفَ يَفْ كَبُو عَصْ تَدَجُو اِذَا  
كُنْعَ كَابَرْنَ مَرْتَلَبَ اَلْبَقَاةِ اِلْمَلَاكَا مِهْنَم بِلَهْتِ نَاو 450 131 مَرَلَا بِلَع عَقْبَا لَ تَسْجَرَتَا .  
اِنَا جَم هَذَه تَسْجَرَتَا قَمَدَخْ لَلْمَرِّ دَقُّ نَرِّ

Telephone Interpreter Service 131 450 **ARABIC**

## Chinese

如果您要讀懂這份資料有困難，或者想要索取更多資料，請致電131 450 給電話口譯服務處，請他們打電話給學校。

這項服務不必向您收費。

Telephone Interpreter Service 131 450 CHINESE

## Vietnamese

Nếu quý vị không hiểu tài liệu này hoặc muốn biết thêm chi tiết, xin vui lòng gọi đến Dịch vụ Thông dịch qua Điện thoại (TIS) số 131 450 và nhờ họ điện thoại đến trường.

Dịch vụ này miễn phí cho quý vị.

Telephone Interpreter Service 131 450 VIETNAMESE