



NEWSLETTER

STUDENT NEWS FROM BALRANALD CENTRAL SCHOOL

11 MAY 2015 ISSUE 12

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**THERE WILL
BE NO
NEWSLETTER
NEXT WEEK!**

Elevate Study Skills Workshop



Pictured: Georgie O'Halloran, Joseph Gervasi and Kate Norton with Adam who presented the students with simple and practical study skills to help students maximise their academic performance.

Students of the Week



Pictured: Shannon Leadbetter, Kyarah Hines, Shania Bax, Mikayla Bax, Dominic Gervasi, Harry Ross, Landyn Jones

PRINCIPAL'S PERSPECTIVES

We would like to welcome Amy Zanker and Glenda Redpath to our staff team. Both Amy and Glenda have been employed as Learning Support Officers. Their role is to provide in class learning support to targeted students and to assist students to develop skills and understandings that enable them to independently participate in class activities. Balranald Central School has made a commitment to providing extra classroom support and we are very excited to have both Amy and Glenda working alongside our teaching staff with a collective responsibility for student learning.



Pictured: Amy Zanker

Pictured: Glenda Redpath



Balranald Central School engaged the services of Elevate Education. The seminars provided students with simple and practical study skills based on researching the habits and techniques of the top students from around Australia. Adam the presenter aced his final years of school and with that currency and credibility he was able to engage the students on their level by drawing on his own personal stories and experiences. It is now hoped that students will use the study skills learnt in their everyday life to maximise their academic performance.

Last week our students attended and participated in "Cyber Bullying" and "Bully No More" workshops. These workshops were designed to reinforce with students the importance of respecting and celebrating each other's differences. It was also a reminder of the short term and long term effect bullying can have on victims. Balranald Central School does

not accept or tolerate bullying in any form. Students should report bullying to their teacher and or year adviser because nobody deserves to be treated poorly or disrespected. Any student who is found or judged to be a bully will have strong consequences placed upon them.



Pictured: Police with some of the students after participating in the Cyber Bullying workshop

Balranald Central School has introduced a consistent approach across the school to assessment, grading and reporting. All students from years 1 to 12 will receive an A – E grade for each of their courses or key learning areas based on formal and summative assessment evidence. The grade will form the basis of positive discussions between the student, parent and teacher. The student will have a very clear indication of how they have performed at the end of each reporting cycle. The students will never be compared to other students in the form of a rank. It is all about the student knowing where they are at and what is it that they need to do to improve. The Balranald Central School reporting guide has been included on the next page of this newsletter.

Aaron Flagg

Weekly Quiz

Student Name: _____ Year: ____

1. Earth is located in which galaxy?

2. Who was the first person to walk on the moon?

3. What planet is famous for the beautiful rings that surround it?

ASSESSMENT GUIDELINES

	Year 1-6	Year 7-12	BCS Marking Guide
A	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.	The student demonstrates extensive knowledge and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.	90-100
B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.	The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.	70-89
C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.	The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.	50-69
D	The student has a basic knowledge and understanding and has achieved a basic level of competence in the processes and skills.	The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.	30-49
E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.	The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition the student demonstrates elementary skills in recounting information and communicating ideas.	29 or less

Our school reports a summary of your child's progress with written reports twice a year and provides ongoing detail through interviews or meetings. Please contact the school to discuss this report and participate in your child's learning and progress with the teacher.

You will be unable to collect the information about your child's peer group comparison because of privacy issues associated with the small number of students in classes.

Lawn Bowls Regional Final V's Wagga High

Today marked the first day of the rest of their lives for our Lawn Bowls team of Zac Jolliffe, Adam Simpson and Daniel Woolhouse. They had made it to the Regional Final and were determined to leave no kitty untouched in their quest to reach the State Finals. Today's encounter was against the might of Albury High School at a little town called Hay, out in the west of the Riverina.

The day started well with a great toss of the coin. It had great elevation and excellent spin and Zac called correctly. My previous coin toss against Albury had spun much slower and lacked the height required by tosses at this level of competition.

After a 2 end roll up, the game started with Wagga High, fresh from a 3 hour drive ready to rumble. The Wagga boys were matched in lovely looking Year 11 jumpers with our boys complimenting contrasting, matching green bowls and wearing their Balranald Bowls outfits.

An interesting start had our boys 6 down, but a delightful penultimate roll gave us a one bowl win on the first end. The boys had to be on their game today if they wanted to progress. These Wagga boys didn't drive for 3 hours for a hamburger and a good look around. They were the real deal and had been to the State Finals the previous year.

The second end saw some kitty closeting (that's lots of bowls around the kitty) with Wagga stealing two close ones to take a lead of one going up the third.



The third end was our most consistent at this stage with a distinct green edge to the kitty. Unfortunately there was one foreign bowl inflicting some pain but with Daniel on the measuring tape we gained the one shot. Dan shows excellent tape skills and throughout the competition, Dan has had the job of running the ruler. The boys were

settling well and with the sun starting to break through, there was a positive feel to the game. However, at two all after 3 ends it was still too early to call.

The 4th end started well for the Wagga boys with Adam and Daniel not quite getting the GPS right. Zac had some work to do and nearly pulled off a spectacular save but a huge 7 bowl end seemed to have set up the game for Wagga. It's funny that with all the boys bowling the same way at the same target there could be so much spread. There was more spread than a sandwich factory and it left us 9/2 down after 4 and with a couple of firm r.



The boys had to regroup and the 5th end started well. It is a game of inches and it looks like the bowling gods got blown away in the dust-storm, 2 days previous. The boys were bowling well, but the Wagga boys were bowling better. No matter how good a bowl we put up, they seemed to be able to do one better. In this game if your team has a greater number of closer bowls than the opposition, you generally win. Sounds complicated but I guess an understanding of the game helps here. 11/2 down after 5 and the boys knew they were in trouble.

Each journey starts with a single step and on the 6th end their journey back began with a shot gained to stop the reverse momentum. The 7th end was strangely open, except for 1 well directed Wagga bowl. Adam and Dan had surrounded the kitty but had given it a little space. The Wagga Skip seized this opportunity and proceeded to whack 3 more in close to win a 3 rock head. This lad from Wagga was goood, very goood and was able to stuff up all our good work. Kneecapping him was out of the

question mainly because his team mates looked like they could inflict their own pain. It was suggested to out roll him and this is what the boys set out to do. A bit of jovial sledging such as “nice rocks,” are they your mothers?” or the more traditional “don’t forget to check your bias buddy” may have worked but our boys seemed to think they are above that sort of thing.

The 8th end was very congested with most bowls close to the kitty. But guess what? When it came to measuring, there happened to be 3 Wagga bowls slightly closer than ours. 17 to 3 and the script was unravelling. The green bowls (ours), were either pulling up just short or rolling on a fraction too much. The boys were trying hard and were determined, in front of their family and friends, to keep fighting.

The 9th end ended the same. All the luck was with the Wagga team. After looking good for a couple of rocks, the Wagga Skip simply rolled a couple that ducked here and there and bounced off ours to take shot. With my extensive bowling background I was unsure of the answer. It was suggested to Dan that a couple of overarm deliveries might break their concentration and perhaps an arm or two, but there didn’t seem enough bounce in the pitch.

The 10th end saw Adam and Dan put several close but it was a matter of how long they would stay there. There was some back and forth and on this occasion the Wagga Skip couldn’t knock all our bowls out and we scored a solitary shot. This made it 19 to 4 after 10 ends.

Adam started the 11th end in startling form and had 3 close in quick time. Dan then sat another close and another. This time the Wagga boys were just missing but with 3 bowls to come, could it last. No it couldn’t and the last bowl from the Wagga Skip (spoiler alert) changed a 4 or 5 bowl winning end to a 1 bowl down end. Unbelievable! This had come to be the story of the day.

The 12th end was again close but a brilliant bowl from Adam, with his first or second bowl, was unable to be shifted by the chasing pack. 20 to 5 down after 12 meant there was still a pulse but with 3 ends to go the boys needed a good dose of luck

and a number of close bowls to keep the game going. The battle was not yet lost.

Number 13 is an unlucky number for some and today it didn’t mean a thing. An early kiss and move of the kitty made the game interesting however. Once again the Wagga boys adjusted best and with a couple of firm rolls (similar to what is on offer at, Macca’s). Zac’s best efforts were unable to shift the Wagga boys bowls. Wagga gained another 2 shots to go to 22/5 up with 2 to go.

The penultimate end, (the one before the last one), saw the Balranald boys put more rocks close than the Wagga lads, but a lone opposition bowl spoiled, what could have been a great end, and one lonesome shot was all that was added to our score.

We needed 14 shots on the last end to force a playoff and with only 9 shots available even those with poor maths skills could see the writing on the wall. The boys fought it out with only the thought of the pies and toasted sandwiches keeping the spirits up. A brilliant last bowl from Zac finished the day



and gave us the last 2 shots. 22 to 8 was the final score.

It was a disappointing end to the journey for these boys but they were all pleased that they were able to take the journey as far as they had. Thanks to the parents and support staff that provided continual reassurance, a ride across and a bit of coin to buy lunch. The boys will now participate in the Central School competition later this term.

BLACK HOLES *by Mikayla Bax*

In English our teacher likes us to watch the news during class. Today there was a segment on black holes, we had recently learnt about them in Science. The news reporter was saying that scientists had discovered that a black hole was being formed in outer space, they believed that it could be dangerous...I zoned out and started to draw what it might look like.

It was almost the end of the period when it became extremely dark outside. We couldn't see anything. Suddenly there were big cracks of lightening and bangs of thunder and the sky lit up like a set of Christmas lights. Rain and hail gushed down from the darkness. The class was really scared, yet at the same time amazed at how fast the weather was changing. We all fell to the ground after the lighting had gone out. The next thing anyone remembered was waking up.

When we woke it was bright and sunny. We all went outside to investigate. Everything seemed normal, but when I arrived home some random lady was there acting as if she had owned the place. I asked where my parents were, she didn't know what I was talking about. I fainted. When I came to I was confused, I had woken up in the middle of the local football oval. I felt like I was in another dimension.

I walked home yet again to find that the same lady was there, but there were also other, spirit like, objects in the room. I asked the lady what was going on, she said that it was museum day. I had no clue what she was talking about. She handed me a pamphlet and a book. I read it out of curiosity. It said that every six months they held a museum day at my house, celebrating spirits. This year was the 106th anniversary. Only one spirit spoke to me.

I didn't exactly know if I had somewhere to live anymore considering that there was no record of my parent's existence. I went to find a friend to see if that anything like this had happened to her. She told me that nothing was out of the ordinary at her place, and invited me to stay at her house that night. I got there late that night because my town looked like it had been reconstructed, and I got lost.

Later that night, the thunder, lightning, rain and hail returned. I storm affected me physically and I fell to the ground in pain and blacked out. I woke up at the football oval again, so I walked home. Everything was different again, but it was all back to normal. I arrived home just to see my parent's faces. I researched the black hole thing a bit more and discovered that it only sucks a selection of people through. It said that no one had ever come back alive. I guess they will have to update that information.

Mikayla has gone to the next level of judging
in the Write4Fun Short Story Competition.
Well done Mikayla!!!

Balranald Interagency Group SERVICES EXPO

The Balranald Interagency Group Services Expo has been designed to bring together local and outreaching service providers to share information about the services they offer.

The Expo will provide professional development opportunities to strengthen individual knowledge of the services offered to residents within the Shire and strengthen referral pathways for families.

The Expo is inviting the community to come along and discover the vast range of services available and how they can assist you and your family.

There will also be a BBQ lunch provided and children's activities including a jumping castle.

For further information regarding the Expo, please contact *Tim Humphries*, 0427 944 303

Where: Greenham Park Hall, Church St. Balranald

When: Wednesday, 27 May 2015

Time: 10.00am - 2.30pm

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TERM TWO – 2015

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 4 A	11 MAY <i>Merit Awards due for processing</i> <u>Exec meeting</u>	12 NAPLAN - Yrs 3,5,7 & 9	13 NAPLAN - Yrs 3,5,7 & 9	14 NAPLAN - Yrs 3,5,7 & 9 K-12 Sports Day	15
Week 5 B	18 MAY <u>Exec meeting</u> P&C Mtg @ 6pm	19	20 <i>Primary Assembly @ 12pm</i> <i>(Yr K-1)</i> K-10 Exams	21 K-12 Sports Day K-10 Exams	22 CHS Athletics
Week 6 A	25 MAY <i>Merit Awards due for processing</i> <u>Exec meeting</u> Paul Kelly Cup @ Deni Yr 10 Work Experience	26 Yr 10 Work Experience	27 Yr 10 Work Experience	28 K-12 Sports Day Yr 10 Work Experience	29 Yr 10 Work Experience
Week 7 B	1 JUNE <u>Exec meeting</u>	2 <i>PSSA Riverina Cross Country</i>	3	4 K-12 Sports Day	5 Bronze & Silver Awards due for processing for Whole School Assembly CHS Riverina Cross Country
Week 8 A	8 JUNE Queen's Birthday	9	10 <i>Primary Assembly @ 12pm</i> <i>(Yr 5-6)</i>	11 K-12 Sports Day	12
Week 9 B	15 JUNE <u>Exec meeting</u>	17	17	18 K-12 Sports Day	19
Week 10 A	22 JUNE <u>Exec meeting</u>	23 Whole School Assembly @11.00 am	24	25 K-12 Sports Day	26 NAIDOC Day Last Day of Term 2

Italic: K-Yr 6 *Normal:* Yr 7-12 **Bold:** K-Yr 12

CANTEEN SPECIAL ON THURSDAY

Hot chicken & gravy roll - \$5



BALRANALD CENTRAL SCHOOL IS COMMITTED TO:



Student Engagement

Purpose: To provide relevant and inclusive curriculum opportunities to enhance student learning.



Quality Teaching

Purpose: To provide consistent high quality teaching to enhance student learning.



Positive Relationships

Purpose: To build positive relationships and partnerships with the whole school community to enhance student learning.