



Baldivis
Secondary College

NEWSLETTER

For more photographs please visit our website



Welcome to our latest edition of the Baldivis Secondary College E-Newsletter. This edition has plenty of news and activities which have taken place over the past few weeks. Amongst these activities we have received plenty of positive feedback from the wider community about our students. Our Year

8 students recently made their way to Point Peron for our annual excursion to conduct cross curricular activities throughout the day. The management of the camp school were very impressed with the manner in which our students conducted themselves and complimented the students on the way they left the premises stating that it was cleaner than when they arrived. During the day a private wedding was held on the beach. Can you imagine 300 Year 8 students turning up on the day unexpectedly? The wedding party contacted the school the following day to highly compliment our students on

their behaviour and to thank the students who greeted them with congratulations and the respect that they showed throughout the day.

I have the pleasure of seeing the absolute majority of our students each day and the way in which they engage with each other and their teachers. The above example simply confirms what I observe. There are a very limited number of students in our college that present challenges behaviourally. Unfortunately it is those limited number of students that are often the subject of public commentary and skew the conversation about our students and young people in general. I am very happy to say that we have a large number of pleasant and productive young people in our college community and Baldivis should be extremely proud of our young people.

We look forward to Term 2 and the activities and lessons planned to further engage students with our target of increased student performance firmly in mind. We look forward to students remembering to bring their devices with them each day. Can I remind parents to ensure that your child does bring their device in a protective cover,

Continued overleaf

COMING EVENTS

<http://www.baldivissc.wa.edu.au/coming-events/>

25 April	ANZAC Day Public Holiday	4 May	AIME Day 1
26 April	School Development Day	6 May	Year 11 General geography Excursion
27 April	Term 2 Commences	10 -13 May	NAPLAN - Years 7 and 9
28 April	Year 8 Immunisations	13 May	Year Assesmbles
29 April	Surf On-line Safe Presentations; Years 7 to 11	17 May	P&C Meeting @ 6:30pm
3 May	Year 8 Immunisations	25 May	Year 10 Parent Information Evening

ADVANCE NOTICE

School Development Day
Friday, 3 June 2016
Year 7 to 10 Parent Interview Day
Friday, 22 July 2016

Continued from page one

charged and ready to go for the day. Additionally with the weather changing to a cooler experience please ensure that students are wearing the approved college uniform. We have our college jackets and jumpers and are introducing a track pant and new jacket as a response to student and parent requests. Please ensure that if your child is wearing a long sleeve t-shirt under their college shirt that it is plain grey, white or black with no writing on the sleeve and no hoodies underneath. It is very important to maintain our college standards at every level and student uniform in a school is one of those areas that many schools struggle to maintain. Happily BSC does not have many issues in this regard as a result of our steadfast insistence in holding on to our standards and our students proud to wear the college uniform.

Staff are busily planning for the term and are also engaged in a series of professional learning throughout the year. We have made a commitment to continue our learning and growth in high quality teaching. We accept that as professionals we must continue to engage in activity and learning opportunity to constantly improve. Like other professions if we are to be our best then we need to constantly look for improvement.

Please enjoy the contents within this edition. Remember that if you are unsure of something or seek clarification over any aspect of the college we are only a phone call or an email away.

Cheers

Keith

PINK STUMPS DAY

Pink Stumps Day is an event which raises money for the Glenn McGrath foundation to provide Breast Care Nurses in the local community.

For those battling breast cancer, having someone come to their home, to support them during those tough months, is so important and valued. Last year's effort saw 200 students raise nearly \$6000 and was in the top 6 efforts in the country. This year the team was motivated to achieve more. That is exactly what they did...

Students were invited to register a team of 3-5 to see how many 'runs' (100m) they could complete in 5 hours. They were also challenged to find business and personal sponsors to raise funds. We soon had 200 registered participants but the student leaders thought we could do better. With one last recruitment drive we signed up over 400 students to the event.

On the day 91 teams got into position. Team scorers were set up at their desks, the support crews in their tents and the runners lined up on the starting line. "GO" T-minus 5 hours and counting ... the runs were coming quick and fast. Some teams learnt from last year and employed strategies to ensure they run as far as they can. The next 5 hours were full of smiles, laughter, high fives and positivity. We saw teams dressed in pink and support crews setting out platters of energy food. With one minute to go each team lined up to complete the final run together. Together we crossed the line knowing that we had done something significant. Collectively we ran over 3000km but more importantly we expect to raise around \$9000. This is a great achievement and significantly moves us to our goal of raising \$30,000.

Contributed by Leigh McIntosh | Youth Worker



BALDIVIS CRICKET ACADEMY



It has been a strong start to 2016 for the Baldivis Secondary College Cricket Academy.

The Year 7-10 cricketers have all competed in fixtures against the specialist cricket schools Dalyellup College and John Forrest Secondary College. The Year 8 and 10 teams are currently undefeated with fixtures against Darling Ranges Sports College and Kent St Senior High School to be played in the coming weeks.

Throughout the term, the Year 9 and 10 students showed off their cricket knowledge by umpiring at the BASSA and RASSA primary school T20 Blast carnivals at Lark Hill. The students received enormous praise from parents and teachers for the way they represented the program with their professional conduct.

At present the students have been working hard to develop their skills in training sessions in preparation for the upcoming cricket fixtures. Well done to the cricket academy students on a great start to the year, I am very proud of the way that the cricket students have represented themselves throughout term one and I hope the strong work ethic continues throughout 2016.

We are thankful for the support of Mr Carl Sanders, Retravision for sponsoring our training singlets and the college for funding the purchase of team sets of cricket whites.

Contributed by Kris Kennedy | Health and Physical Education



JUNIOR GREEN TEAM



As part of our school's Sustainability focus, our Junior Green Team is working on incorporating the Department of Education's TravelSmart program to our college culture.

This program is aimed at encouraging students to walk or ride to and from school and rely less on cars, hence reducing carbon emissions and supporting healthy lifestyle choices.

In 2015, our Junior Green Team was very busy! The students ran two 'Footprint Friday' competitions, handing out raffle tickets to students who walked or rode to school. 2016 is going to be full of even more fun events and successes as we look to expand our Footprint Friday competitions and run lunch time activities such as 'Scooter Obstacle

Courses' and 'Pimp my Bike' contests. In addition, we have a bank of Vivo points dedicated directly to our TravelSmart program, a Connect page for our JGT members to communicate ideas and a link to the BSC TravelSmart webpage on our school's website.

It wouldn't be possible to run this program without the efforts of our amazing students. A massive Congratulations to our new Junior Green Team members for 2016, who are all so enthusiastic and excited to plan, advertise and run the TravelSmart events this year. Aliya Allen, Ava Allen, Louis Baker and Ethaen Drake will be joining our Junior Green Team members from last year; Dillon Heffer, Daniel Iverson, Heidi Patterson and Neha Raja. It's great to have you all on board!

Contributed by Jessica Truss | Alison Gillett, HASS

EXPANDING HORIZONS THROUGH TECHNOLOGY IN THE LIBRARY

The Library Staff are here to help staff and students access information in ALL formats – not just books!

There is a world of information at our students' fingertips – but there is more to finding it than, "Just Google it!" Students need to have the skills to find accurate and relevant information – and we can show them how. We work with class teachers to provide sessions on locating and selecting information using Smart library and a range of databases. We can also assist individuals before school, at recess and at lunch.

The Library staff can solve many issues with devices – forgotten passwords, locked accounts, problems connecting to the network and other problems may be fixed through a quick visit to the Library. If it defeats us, we will contact the Network Support Officer for further assistance. The Library also has a printer students can access to print materials for school.

In addition to the great resources we have available at BSC, encourage your child to join the public library. Through their membership, they are able to access a huge range of specialist databases, e-books and other e-resources, without even having to step foot into the Library building! It's all out there for them!

Contributed by Kelsey Thompson | Teacher-Librarian



SCIENCE

As part of activities at Point Peron, students examined the coastal rock formations and processes of weathering and erosion.



Students then headed into the water to look at the organisms of the intertidal zone and some of the quirky structural adaptations that enable organisms to live in an environment of blazing sun and water.



“THE DWELLINGUP ADVENTURE”

This term the Year 11 General Outdoor Education class has focused on developing their mountain bike skills as part of the practical component of the course.

Over the past six weeks students have been fine-tuning their basic riding skills such as correct gear changing, braking skills, up-hill and down-hill riding and cornering. They have also enhanced their leadership, communication and safety skills throughout the term.

On Monday, 4 April students went on their first Outdoor Education excursion. We drove about 45 minutes towards the hills to Dwellingup where students had a full day of mountain bike riding on the Marrinup Mountain Bike Trails. This excursion was an excellent way to put the skills the students had learnt to the test. The Marrinup trails are designed for intermediate riders and are ideal as an introduction to single track riding.

It was a great adventure for all students and quite challenging at times. Some students conquered their fears whilst others continued to improve and perfect their riding skills as the day went on. Students were very encouraging to one another and this helped many overcome their own personal challenges. We had a few ‘stacks’ throughout the day but everyone jumped straight back on the bike for another go. Overall it was a rewarding excursion with all of the students successfully completing the trails. Each student should be very proud of their effort. I look forward to our next adventure!

Contributed by Emily Sharp | Health and Physical Education



USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES IN THE ENGLISH @ BSC

Students at Baldivis Secondary College live in an era where they are surrounded by, and increasingly rely upon, technology on a daily basis. In 2016 students can no longer depend upon books and teachers as their sole source of information.

Using Information and Communication Technologies in classes allows students with different learning styles to engage with lesson content in their own way, as well as work individually or collaboratively on activities and assessments. It also allows teachers to assume the role of facilitator, once instructions have been imparted, and gives students the opportunity to work independently and assume ownership of their learning.

With this in mind, the English Department sees a need to incorporate Information and Communication Technologies into daily lessons in order to assist students with gathering, manipulating and creating new information throughout their learning journey, both within and beyond the classroom.

The following section outlines examples of Information and Communication Technologies being used in classes under the following headings:

Enhance learning

Students' learning can be enhanced using search engines to research information and facts for inclusion in a variety of assessment text types. Laptops and iPads are the main tools used. This fosters decision making processes: what is useful and relevant, what to include and what not to include in assessments. Examples of this are Google, Chrome and Ask Jeeves. YouTube can be used for visual sources of information as well as creating screen shots from film/video to include in presentations to support ideas. Samples of scaffolded PowerPoints and Prezi's can be used by students as a basis for their own multi-media presentations, leading to increased confidence once they are released to work independently.

Engage and motivate learners

Fostering a desire in students to learn can be difficult at times. Motivation and engagement are the keys and English uses a range of pedagogical styles to enhance this. Read Theory.org, not only improves student reading comprehension, but fosters drive and competition as incentives are present within the program. Classcraft can transform any class into a role-playing game that fosters stronger student collaboration and encourages better behaviour. It also has a system of incentives and rewards. Spelling Bee is a program that aims to improve student spelling through regular use. It too offers students rewards and incentives. There are a variety of online games related to spelling and vocabulary that can easily be accessed in classes, such as Crosswords and Boggle. These are particularly useful with low-literacy classes. Unknown vocabulary can be found by searching for definitions with students reporting back to the class.

Support personalised learning

Personalised learning occurs both within and beyond the classroom. Read Theory.org promotes individually paced learning and development of reading comprehension. Kahoot and Socrative activities can be used on-line, beyond the classroom, to support personalised learning too. Both are good for low-literacy students as incentives. Ipads and laptops can be used by students in class to take notes using the digitalised Cornell Notes template.

Enable real-time assessment and feedback

Students like the idea of immediate feedback on some tasks and activities. Students can email drafts in this situation. One simple tool is to digitally annotate a student's work with comments and email it back. Colour coding errors such as grammar, punctuation and spelling can assist the weaker students more readily. Socrative can be used as an online testing instrument where students can be given real time feedback in terms of correct or incorrect responses. Read Theory.org allows real time feedback in terms of whether reading comprehension ability is improving, as well as seeing how many points have been scored after quizzes. Survey Monkey is useful when performing surveys in class. Results can be seen live. Kahoot can be used to conduct quizzes. It also fosters an element of competition, motivation and engagement. Results can be seen in real-time.

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Enable collaboration with others in the community and around the globe

As learning now occurs outside the classroom it is appropriate that there are some pedagogical practices which allow this to occur. The English Department uses a range of Information and Communication Technologies for this purpose. Pinterest is a social network that allows users to visually share and discover new interests. Students can post or 'pin' images and videos to their own, or others', boards as well as browse what other users have pinned. It has been used with some success in classes. CONNECT discussion groups have been used where student: student discussions and teacher: student discussions can be initiated. Padlet is another method of working collaboratively outside the classroom from home. Students can contribute to brainstorming and ask questions.

For staff

Using Information and Communication Technologies for learning is not solely the domain of the student in English. Teachers, too, are learners as they strive to upgrade their skills and acquire new ways of incorporating Information and Communication Technologies into lessons through participation in Professional Development seminars. This way the teacher hopes to improve student outcomes and increase engagement through a variety of interesting pedagogical practices.

Contributed by Craig Murray | English

CONGRATULATIONS TO...

Bayley Bell (Year 11) who was selected to attend an Electrical Engineering Camp at Curtin University from 18 to 22 April. This five day Autumn program, organised by Curtin's Department of Electrical and Computer Engineering (ECE), aims to provide students entering years 11 and 12 in 2016 with an opportunity to discover the benefits and scope of a career in engineering with a combination of hands-on engineering lab activities, site visits and guest speakers. Students will learn about the different streams within Electrical and Software Engineering by participating in fun and challenging activities. Additionally, participants work with student-engineers to improve their skills in project management, team work, programming, prototyping, electrical circuits and soldering. Students will also be visiting local engineering companies to gain an insight into the types of jobs that are available in Electrical Engineering.

All expenses paid and such an exposure to all things tertiary and beyond. Congratulations Bayley.



Congratulations to **Maea Fonua** and the WA boys on winning the National Under 15 Rugby Union Championship over the Labour Day long weekend. They defeated the ACT 24 to 14 in the Grand Final to claim the championship.

EYES ON VET



The VET students have been very busy during Term 1. Year 11 students have settled into their work placements, with some already having worked out that an area they were really keen to pursue is not for them and they are ready to start a new placement next term. For others, 7 weeks at their workplace has helped confirm their future career goals already!

In the VET classrooms there has been a lot of interesting, practical and fun learning taking place...

Our WPL Hospitality students are very excited adding the final touches to their restaurant. They have been packing away all the new cups and saucers ready for the 'Coffee Club' that is opening next term. They have investigated and designed a variety of smoothie recipes and participated in a group tasting. The most popular choices are now being added to our new Beverage Menu.



Mystery Box Challenges are always enjoyed in the kitchen, where the Hospitality students are given a variety of ingredients with no recipe. They have an hour to produce a quality product that executes skill and high levels of presentation and garnishing.

Students recently catered for a very successful staff morning tea for over 100 staff, and this involved preparing and serving over 1300 items of food. A fantastic effort, Hospitality team! Well done to you all.



Construction Pathways students have been working on the task of bricklaying as a trade specific area of the Certificate II in Construction. They have been working through practical and theoretical exercises, gaining invaluable skills and underpinning knowledge specific to the following: Occupational Safety and Health, use of brick and block laying tools and equipment, and by applying bricklaying techniques to set plans and specifications. The skill based exercises are sequential and are varied in their degree of difficulty.

Students in the Certificate II in Visual Arts (CAD focus) have been working on the foundational skills of CAD communication. The foundation for good CAD drawing is accurate geometry and detailed sketches. From these, 3D models and parts are developed. The Year 11s have all grown in their acquisition of these necessary skills and some have been able to branch out into modelling their own designs. The unit on Occupational Safety and Health is also being covered and all of these form a necessary background for when students are in the workplace.

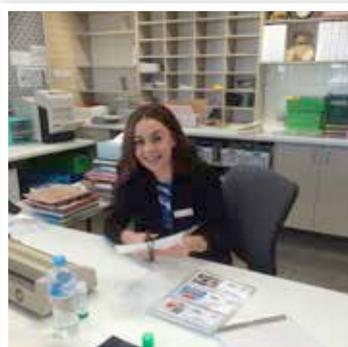
Contributed by Melinda Simich | VET and WPL Manager



SNAPSHOTS AROUND THE WORKPLACE...



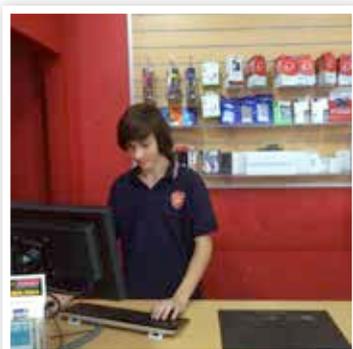
Beth Calland
at Buggles



Carly Gschwendtner
at Rivergums PS



Gemma McGuane
at My Pure Indulgence
Day Spa



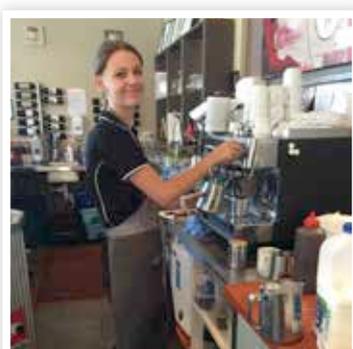
James W Read
at Adtech Computers



Kadeisha Moses
at South Coast Baptist Childcare



Nura Ramraana
at Ice Design



Thamar
at The Steel Tree



Some of the Construction
Pathways students at
Wormall Civil

KIC IWOMEN PROJECT - CHANCE FOR WOMEN TO GET INTO INDUSTRY



The Kwinana Industries Council (KIC) iWomen Project is a program aimed at educating Years 10, 11 and 12 students on the Kwinana industrial area and its career options.

The iWomen program first started in 2012, and this year 32 young women from across Baldivis, Rockingham, Kwinana and Cockburn took part in the program. Kelly Wheeler and Chelsea Douglas in Year 10 were lucky enough to be selected for the 2016 project.

The girls in the iWomen Project were exposed to the possibilities of working in industry, and were able to see the numerous and very diverse employment opportunities for women into what is more often recognised as a male-dominated industry.

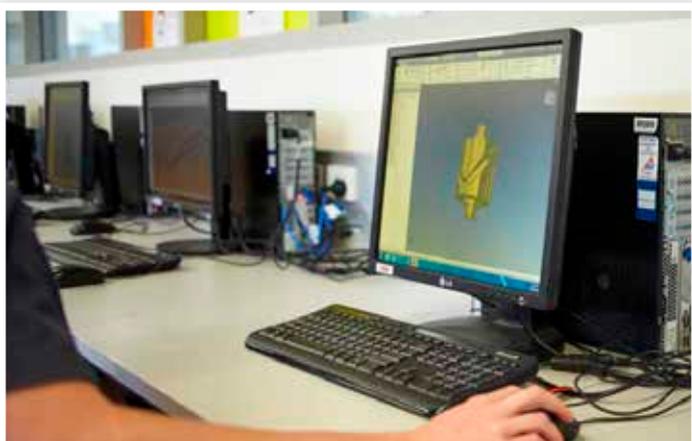
Activities undertaken this year included history industry visits, workshop sessions, meeting women in industry, industry review and research, Resume preparation, mock interviews plus a visit on the sailing ship The Leeuwin II in Fremantle.

In May, two Year 10 students from Baldivis SC will be taking part in the KIC iMen Project, so look out for details in the next Newsletter!

Contributed by Melinda Simich | VET and WPL Manager

PUTTING THE TECHNOLOGY INTO TECHNOLOGIES

It is hard to imagine a Technologies learning area in a modern school setting without a strong emphasis in the use of ICT. The design and delivery of a curriculum that has ICT in a place of prominence has been established since the schools beginning.



Of course we use Connect to communicate course outlines, notices and resources but where we really get going is with ICT as a tool that gets the many technological tasks done to a very high standard.

It is hard to think of the Technology Process being done without the use of the internet for researching the various stages of problem solving. To find out how others around the world are providing a design solution is a base from which our students can launch their own creativity. The industries we are preparing our students for have asked that our students be equipped with Science, Technology, Engineering, Art and Maths. This emphasis on a STEAM education is one we are happy to provide as it drives innovation and pushes the student to ask questions and find answers. ICT is a necessary tool for the life-long learner.

Students use the various programs for word processing, data management, market research, regulation and standards searching and calculations. They use computer controlled and programmed robotics kits, 3D design, part modelling and assemblies to create 3D printouts, models and photo realistic renderings. These innovative technologies are carried out as they use their own devices

and our purpose built desktop machines which are high spec and well maintained. We also conduct many of our assessments through an online tool – Socrative.

All our Year 7 students and many Technology students in all year groups use CAD. This design tool is used for more than their in-class work. Many have availed themselves of the FREE CAD software from the Autodesk Student Community. This industry standard software is free to the families of our students and the software is the professional version and can be installed on home computers. This resource allows students to not only work on their CAD drawings from home but also allows for further extension of their skills and design abilities. These professional programs also have tutorials and samples to work through. I know more than a few parents who have had their students teach them how to use CAD through this avenue. In becoming a member, for free, students are joined to the global Autodesk community. See <http://www.autodesk.com/education/home>

Another success story is the use of ICT to record and edit video. Simon Entwistle has used cameras and editing programs to record and promote our Technologies Learning Area. He has created some great footage showcasing our students. This has been used in the Construction course to not only take an accurate record



of skills specific to the Certificate Course, but to present promotional material. Future use of this technology and student involvement will result in student directed tutorials, accessible as a resource through the school community.

We have plans to further our use of ICT as we expand into CNC machinery for both metal and wood and laser cutting and engraving.

Contributed by John Matthews | Curriculum Team Leader – Technologies

FANHASSTIC HASS!

Term 1 has certainly been a busy time for the Humanities and Social Sciences Curriculum Area. On the back of some fanHASStic recruitment we welcomed Ms Bidwell, Ms Franc, Mr Clarke and Mr MdDiyah to our magHASSificent team.

The 2016 HASS team has set itself for a mHASSive year and early indications are it will be one with many highlights. Some key initiatives and achievements so far include The finalising of Year 9 and 10 attendees to the **National Capital Tour**, occurring Week 5, Term 4 November 6 to 11, has occurred. Successful applicants have been informed and we are thrilled to announce some students who missed out this year have already secured spots on the tour for 2017.



On Friday, 1 April the entire Year 8 cohort participated in an excursion initiated by the HASS team to Point Peron. Students participated in a rotation of activities that included curriculum links with HASS, Science, Maths and English. The students conducted themselves awesomely, best represented by a Facebook post received from a member of the community:



Early organisation and bookings have been made for a significant event open to 50 Year 9 students for Week 5, Term 2 2017. The **2017 HASS Albany Tour** will provide current Year 8 students with the opportunity to apply for a spot to travel by coach to Albany and participate in a range of activities and events closely linked to our History (World War One and ANZAC Legend) and Geography (Sustainable Environmental Management). Keep an eye out for expressions of interest to apply for a spot on this exciting trip. Information regarding this opportunity will be provided during Term 2.



Dear Baldivis Secondary College Year 8 Students.

We had planned our wedding on the beach at Point Peron last Friday, thinking we would pretty much have the beach to ourselves.

Imagine our surprise to find you all there!

My husband and I would like to thank every one of you - there was no better display of respect and good manners and you should all be very proud of yourselves.

Thank you all for the many wishes of congratulations and to the young man who clapped as I walked onto the beach with my son a special thank you.

I will also send a proper email to the school as we cannot express enough how proud they should be of you.

Well done all.

Well done to all involved!

What Have Students Been Learning?

In HASS classrooms students have been busily engaging with their curriculum:

YEAR 7 students have been learning about the political and legal system in which they engage, acting upon their rights and responsibilities as Australian citizens. The HASS team have been especially impressed with the seamless

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transition into Secondary School and look forward to the Term 2 Unit of Study on Ancient Civilisations.

YEAR 8 students have been active in learning about Landscapes and Landforms as part of their Geography studies. As previously mentioned this was highlighted by the Point Peron fieldtrip where students applied their learning in the context of environments at risk and associated sustainable management practices.

YEAR 9 students should be fully aware of the importance of Anzac Day on the 25th April after studying World War One, with a particular emphasis on the commemoration of Australian servicemen and women as part of their History Studies. The Year 9 HASS teachers are looking forward to receiving student inquiry tasks based on the Australian History Challenge theme 'Triumph or Tragedy'.

YEAR 10 students turned their attention to the cause, outbreak and lasting international impact of World War Two. A different approach adopted with significant success included class sets rotating around to each HASS teacher with a Year 10 class who delivered lessons based on different elements of the WW2 studies. Again teachers are looking forward to the insight and learning showcased as part of the student inquiry on the 'Significance of World War Two'.

In our first year of delivery of **YEAR 11** the HASS team has worked incredibly hard to ensure students are provided the best opportunity to succeed in ATAR and General Geography, ATAR Modern History, General Career and Enterprise and our Certificate II Business course. All staff look forward to working alongside students over the coming months to ensure they obtain their personal bests in their Year 11 courses and develop the confidence, skills and understandings that will ensure they fly in Year 12 courses and achieve their absolute best.

Inside The HASS Classroom

At a classroom level the HASS team has been focusing on adding additional layers of best practice to already well developed initiatives. Parents and students are encouraged to look out for and engage with initiatives including, but not limited to:

Mr Hickman's trialling with Year 11 ATAR Geography Video Capture lessons using a program called **ScreenCast-O-Matic**. This enables students to access the teacher and the

explicit teaching of material 24/7 via CONNECT and a soon to come YouTube Channel.

HASS staff are keen to set up iPad digital portfolios of student work using the app **Seesaw**, after a great trial by Ms Chan. This enables students to showcase the work they have been completed, enabling the teachers and parents to monitor and provide feedback. To support this students need to download the app from the app store at home.

Across Year 7 to 10 all students work with a **Learning Matrix** that enables all students to access the curriculum being delivered as part of the WA Curriculum, but allowing them to engage with it at their level of ability. All students are encouraged to challenge themselves and aspire to obtain personal bests of achievement, selecting appropriate tasks aligned to key Essential Questions. Learning Matrixes are accessible to parents on CONNECT or in your child's Interactive Notebook. This forms the basis of most homework requirements.

The HASS team are going to be utilising the **CONNECT Marksbook** as a way of keeping parents informed of student achievement progress. The CONNECT Marksbook provides us with the opportunity to provide parents with a range of different measures of achievement progress toward the WA Curriculum achievement standards. These standards range from no evidence of progress (E Grade) limited progress (D Grade), satisfactory progress (C Grade), high progress (B Grade) and excellent progress (A Grade) toward the WA Curriculum achievement standards. From Term 2 parents will be able to monitor their child's progress 24/7 accessing this information through **CONNECT**.

Digital Technology is a critical part of a HASS classrooms. We need your support in ensuring your child brings their device to class every day. HASS teachers are wanting to utilise student's devices in a range of ways to provide dynamic, meaningful and highly engaging learning experiences. Aside from online **search engines** for research, applications like **Google Earth** to explore locations and environments and tailored **curriculum websites** teachers and students access frequently, HASS teachers are wanting to use student devices in other ways. Online platforms such as **Verso, Padlet, Socrative and Kahoot** provide interactive tools for students to share ideas and review key learning. Ipad apps such as **Tools4Students (1 and 2), ReadnRespond, CompareNContrast, Nearpod, Zaption** and **Edmodo** provide teachers and students with great

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teaching and learning opportunities. But, for this to be a feature in our classrooms, we need students bringing their devices every day to school.

How can parents support us?

- Please ensure your child is bringing their device to school every day.
- Please support or enable your child to access apps and programs at the request of your child's teacher.
- Please regularly ask your child to show you how different apps / programs work, and how they are using them in class.

- Please regularly check CONNECT to check notices and access uploaded teaching resources.
- Please email your child's teacher if you have any questions or queries regarding your child's learning and progress in HASS.
- The Humanities and Social Sciences staff look forward to another Big HASS 10 weeks in Term 2.

Contributed by Chris Hickman | Curriculum Team Leader - Humanities and Social Sciences

THE ARTS

Think Arts and invariably traditional images of high school art classrooms might come to mind: textbooks, sketchbooks, acrylic paints. But not at BSC.



Apart from learning about the traditional art forms, techniques and working with traditional materials, students and teachers are also using digital technologies to help re-imagine arts education and make it more participatory. New technologies have made it easier for students to collaborate, share, and publish their work, providing more pathways for them to engage with the arts and their peers.

Students are using technology to mix music soundtracks, explore art genres in greater detail and create iMovies.

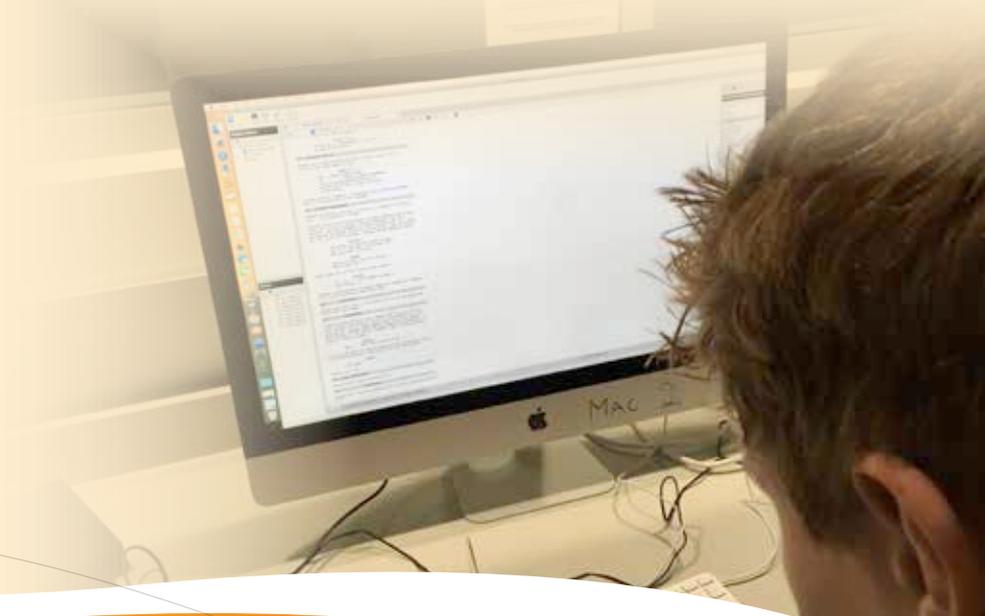
Check out these short films created by our students and available via Vimeo;

Diving into Attendance

Jumping into Respect



Digital technologies are making it easier for students to make art that they can publish and share.



NEW UNIFORM ITEMS

A micro-fibre tracksuit pant and jacket have been added to the uniform list. Students were 'introduced' to the new items at briefings in Week 10 and the general consensus was a resounding YES!!

The track pants are priced at \$39 and the jacket at \$65. College staff will be facilitating opportunities for students to try on the new items for sizing early in Term 2 and place orders. **CLICK HERE** to download an Order Form.

Hopefully these new uniform items will help keep students warmer in the upcoming winter months! A third new item, a bucket hat has also been added to the list.

A reminder that students are expected to wear black shoes and that the wearing of 'hoodie' jumpers under school shirts and jackets is not permitted.

Our uniform policy can be found at <http://www.baldivissc.wa.edu.au/about-us/college-uniform/>



5 WAYS TECH RESOURCES CAN ENHANCE THE EDUCATION PROCESS

The following article was posted on the [Global Digital Citizen Foundation website](#).

Education has come a long way in the last few years. Thanks to the prevalence of tech resources, educators have way more opportunities to engage with students. They also have better ways to grade projects and communicate outside of the classroom.

1. Organization

Students sometimes have a difficult time keeping their projects and assignments organized. Luckily, there are some great resources that will help students keep their files in one place. They can manage their time more efficiently and stay on track.

2. Resources for Students

Resources like blogs, websites that help students learn to write, games, and forums are all wonderful additions to the classroom. Students can learn to seek out the guidance they need, when they need it.

3. Learning Games

It can be difficult to get some students excited about math, reading, or science. While there used to be a few computer games to help get kids involved, there are now thousands of options out there!

4. Study Skills

Websites like Quizlet and Quora empower students to study. One of the trickiest parts of the teaching and learning process is getting students to actually put in the time to study. But the answer might be as simple as giving them an easier way to access and view the information.

5. Student Collaboration

Some edTech tools provide ways for students to collaborate with one another on projects and presentations. Whether it's through traditional social media platforms or specific websites to help students work on assignments together, this is certainly an advantage for the modern student.

Some Terrific Tech Resources to Try

FunBrain

FunBrain is a collection of math and reading games to keep kids engaged and having fun. You can direct students to specific games for homework, play the games during class time, or just encourage kids to play in their free time.

Grockit

Grockit is a social media site that allows students to collaborate on projects, study for tests, or review classroom material together. Students are already used to social media. Grockit takes advantage of how most students are used to communicating, and allows them to use it to improve their grades and test results.

JUMP ON BOARD

The Baldvis Secondary College Board has come to the end of its three year term. We are now in the position to formulate the next College Board to take us into the next three years and assist in guiding college direction and performance.

If you are interested in forming the parent component of the board membership please read through the College Board information on our website (<http://www.baldivissc.wa.edu.au/collegeboard>), complete the nomination form and use the 'submit' button to send electronically. If you experience any difficulty submitting the nomination form, please save and send as an attachment to baldivis@education.wa.edu.au.

If we receive more nominations than there are positions we will organise for a ballot and have parents and guardians vote to select the membership as per Department of Education policy.

BUILDING A FINE TRADITION

Baldivis Secondary College staff and students participated in a number of events to mark the 101st anniversary of the Gallipoli landing.



ANZAC Commemorative Assembly

ANZAC Day is not a day for honouring war, for war is not something to be honoured. - Anonymous

On Thursday, 7 April our college community came together for our annual ANZAC Commemorative Assembly. Not only is our ANZAC ceremony a sombre and respectful affair, it provides yet another opportunity for our wonderful young people to showcase their many talents and qualities.

As a college drawing its students from in excess of thirty different nations, this ceremony is especially important as a day for us all, regardless of religion, racial background or even place of birth to commemorate the bravery and self-sacrifice of past and present generations.

Poppy Wall in Block 8

We encourage everyone to stop and reflect on how fortunate we all are, as a result of the sacrifice others have made, on Anzac Day, 25th April. Students, as you pass through the BIG HASS WORLD (Building 8), stop and take time to read the Poppy Wall student reflections on display, on 'What Anzac Day means to them'.



ANZAC Mural

Arts students supported by Mrs Pheasant and Mr Newland created a 12 metre mural that was used as a backdrop to the ANZAC Commemorative Assembly which was held on Thursday, 7 April 2016. Students honoured the memory of family members in the mural which was not only an outstanding piece of artwork but a poignant reminder of the impact of wars and conflicts on our lives.



DON'T WORRY BE 'APPY!

To keep up to date with all things BSC download the Skoolbag App.



How To Install Skoolbag On Your Smartphone

For iPhone and iPad users:

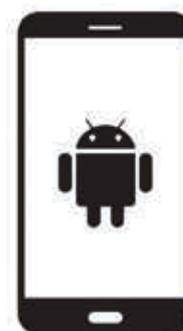
1. Click the "App Store" icon on your Apple device.
2. Type your school name in the search, using suburb name will help.
3. You will see your school appear, click "Get" then "install".
4. The app is FREE to download.
5. When installed click "Open"
6. Select "OK" to receive push notifications, when asked.
7. Click the "More" button on the bottom right of the App, then "Setup".
8. Toggle on the Push Categories that are applicable for you by tapping the on/off switch.



For Android users:

You must first have signed up with a Google Account before installing the app.

1. Click the "Play Store" button on your Android Device
2. Click the magnifying glass icon at the top and type in your school name, using suburb name will help.
3. Click the school name when it appears in the search.
4. Click the "Install" button.
5. Click "Accept" for various permissions (please note, we do not modify any of your personal data on your device).
6. Click "Open" when installed.
7. Click the "More" button on the bottom right of the App, then "Setup".
8. Toggle on the Push Categories that are applicable for you by tapping the on/off switch.

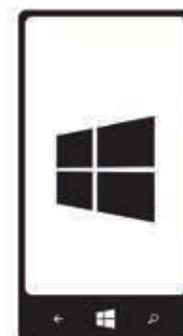


Please Note: Some brands of Android phones need the setting in "Notification Manager" changed to "Allow" instead of "Notify" in order for the push notifications to work. The phone must also be running at least version 4 system software to run the app.

For Windows 8.1 Phone and Windows 8.1 or 10 device users:

1. Go to the Windows Store on your 8.1 Windows Phone or Windows 8.1/10 Device
2. Search for "Skoolbag" in the keyword app search
3. Install the Skoolbag app
4. Find your school either by using the keyword search or location service.
5. Click the "Pin" icon to pin the school tile to your Windows Phone home screen.
6. Click the "More" button on the bottom right of the App, then "Setup"
7. Toggle the Push Categories that are applicable to you by tapping the on/off switch.

Please Note: The Skoolbag Windows App is for 8.1 version Windows Phones, or Windows 8.1 and 10 devices.



Find out more at www.skoolbag.com.au

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