

*Russell Lea*  
PUBLIC SCHOOL



## Newsletter

Term 2, Week 10 Friday 3 July 2020

## Important Dates

Please refer to our website  
calendar for a full list of 2020  
school dates

July 21 (Tuesday)

First Day of Term 3

August 12

Athletics Carnival (cancelled)

September 25

Last Day of Term 3

## Review Of The NSW Curriculum

A review of the NSW Curriculum has been completed and the report provided to the NSW Government. Although the new curriculum itself has not been released the report proposes significant changes over the next 4 years. Media reporting has focused on a 'Back To Basics' narrative and the removal of some obscure high school subjects. The ideas behind the proposed changes are deeper than this. Excerpts from the executive summary are provided on the following page.

Analysis of the key features of the new curriculum indicate RLPS will be in a good position to make the transition when it is released.

The report proposes giving teachers and students the opportunity to learn more deeply into content but with less breadth of content. With this approach teachers and students will be more aware of achievement against standards and how to ensure complete learning in every aspect of the curriculum. Student and teacher skills in Visible Learning will allow an easy transition to this approach. This is because the focus is on knowing what you know and what you need to know, as opposed to moving quickly through content areas without reflection on whether actual learning progress has resulted.

From the summary on the follow page you will also note the new curriculum aims to move students ahead according to their individual levels of achievement rather than following fixed age based progressions. This approach is also common to the Visible Learning approach we employ.

Finally the new curriculum acknowledges high order learning comes from the application of learnt skills and knowledge. This is what typically happens when we plan and implement Project Based Learning sequences.

The changes ahead look very promising and RLPS is in a good position to embrace them.

Dan Sprange  
Principal

The aim of the new curriculum is to ensure every student

## EXISTING SYLLABUSES

## NEW SYLLABUSES

### learns with understanding

#### Overcrowded

Teachers say overcrowded syllabuses make it difficult to teach important content in depth.

Many students lack the depth of understanding required to apply subject learning in new and unfamiliar contexts – as evidenced by declining performances in PISA.

#### Refocused

Teaching and learning are focused on developing students' deep understandings of important concepts, principles and methods in each subject. Factual and procedural knowledge remain essential, but the syllabuses of the new curriculum prioritise depth rather than breadth of learning.

### builds skills in applying knowledge

#### Separation of knowledge and skills

Existing syllabuses undervalue and underdevelop skills in applying knowledge. This is reflected in the content of most tests and examinations; the separation of 'general capabilities' from subject knowledge; and the separation of knowledge-based and skills-based learning in the senior years.

#### Integration of knowledge and skills

Learning in every subject is a mix of theory and application, with no subject focused only on knowledge or only on skills. New syllabuses develop skills in applying knowledge (for example, critical and creative thinking) and provide opportunities for students to develop and demonstrate such skills.

### makes excellent ongoing progress

#### Progress based on time

Existing syllabuses are time-limited. Many students are forced to move to the next year-level syllabus before they have mastered the current syllabus, and so fall increasingly far behind over time. Many other students ready for the next syllabus are required to mark time and are not adequately challenged.

#### Progress based on attainment

New syllabuses are untimed. They do not specify when every student must commence, or how long they have to learn, each syllabus. Students progress to the next syllabus once they have mastered the prior syllabus. Students who require more time have it; students ready to advance are able to do so.

New syllabuses are designed not only to develop increasingly sophisticated knowledge and deeper understanding of an area of learning, but also skills in applying that knowledge. No subject is focused solely on developing knowledge or solely on developing skills; theory and the application of theory are seen as intertwined and essential features of every subject.

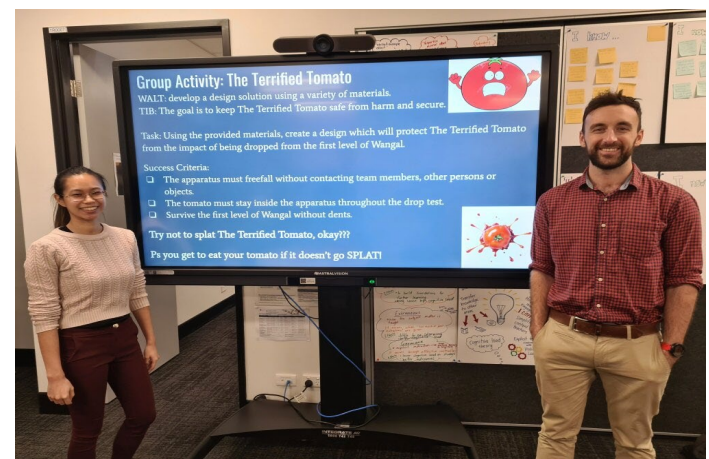
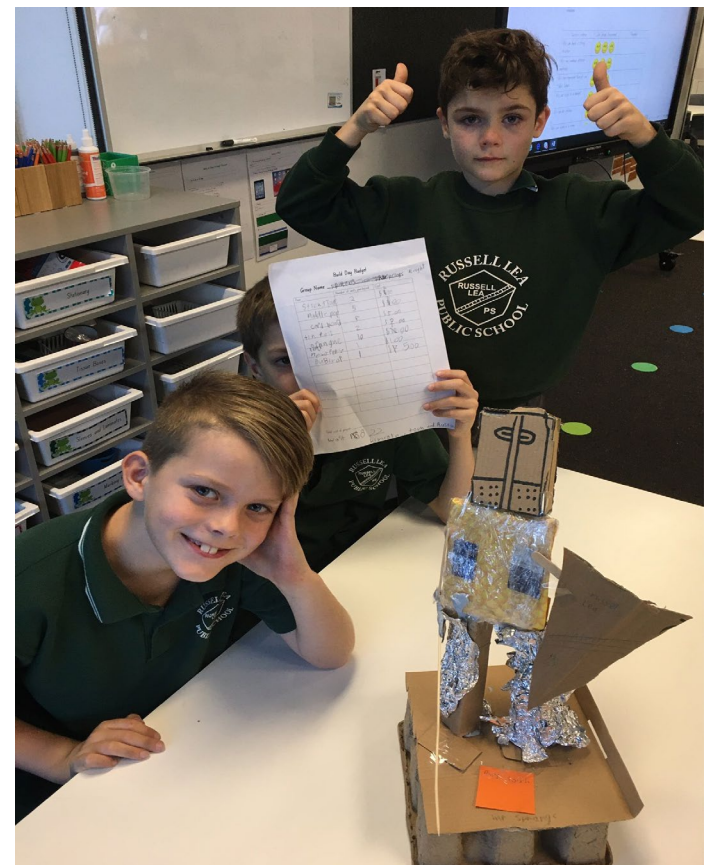
Skills in applying knowledge include subject-specific skills, but also skills in using technologies, sourcing and analysing information, critical and creative thinking, collaborating, and communicating. New syllabuses specify how students' skills in applying knowledge are to be developed in parallel with their advancing knowledge and understanding of each subject. Rather than being taught or assessed separately from subjects, such skills are incorporated into new syllabuses and are seen as an integral part of developing competence in each subject.

The development and demonstration of skills depend on opportunities for students to put their subject knowledge and understandings to work, for example, through practical applications, problem solving activities or investigative projects. In these ways, students build and extend their subject knowledge and also develop an important range of skills in using that knowledge.



## Project Based Learning

Mr Brittain is leading a project in the school plan which aims to develop future focused skills and knowledge. Using the principles of Project Based Learning students across the school are working together to create designs and solve problems. Students are required to integrate maths, science, creative arts and English skills to meet agreed project criteria. These processes stretch student thinking and place them in a position to come up with creative solutions to open ended problems. In the example pictured Stage 1 students created a landmark which could be placed in the grounds of our school. The criteria is pictured below and as you can see each landmark had to be strong, use a variety of materials within a set budget and effectively represent the school. Students had many different ways of meeting this criteria as they were not constrained by a fixed view of what the final product should look like. The final part of the process involved an exhibition and peer appraisal of each structure using the criteria.



### Success Criteria and Peer Assessment

We are learning to understand the design process and how different materials can be combined.

Success Criteria	Our Group Assessment	Thoughts?
We can build a strong structure.	😊 😐 😞	
We can combine different materials.	😊 😐 😞	
We can represent Russell Lea Public School.	😊 😐 😞	
We can stick to a budget.	😊 😐 😞	
We can be creative.	😊 😐 😞	
We can work in a team.	😊 😐 😞	

### Stage 3 Feedback



### Please Choose Safety Over Convenience (Reminder)

Thank you to those who have given feedback about our pick up and drop off arrangements. From this feedback we have agreed to place traffic bollards in front of the driveway on Whittall Street as this is not a parking area and many of our cyclists use this space to gather before riding home. Feedback also indicated some confusion about the requirement to stay with your vehicle in the kiss and drop zone. Within this zone you must not leave your vehicle unattended or stay longer than 2 minutes. If you exit your vehicle you must remain within 3 metres of it and leave within the 2 minute period. The Burwood Police Traffic Unit have advised they will be attending all local schools in Term three. They have noted "there will be zero tolerance given to those parents that disobey the posted street signs and no prior notification about attendance dates will be provided."



### AED Installed

This week we installed an Automated External Defibrillator. This device can be used on adults or children and is located next to the staff room. All staff are trained in the use of the AED and our unit has been listed on the St John Ambulance AED location map. We hope this device never has to be used but it is good to know it is available if needed. We have requested our AED be added to the St John Ambulance AED interactive map:

<https://aed.stjohn.org.au/view-aed-locations>





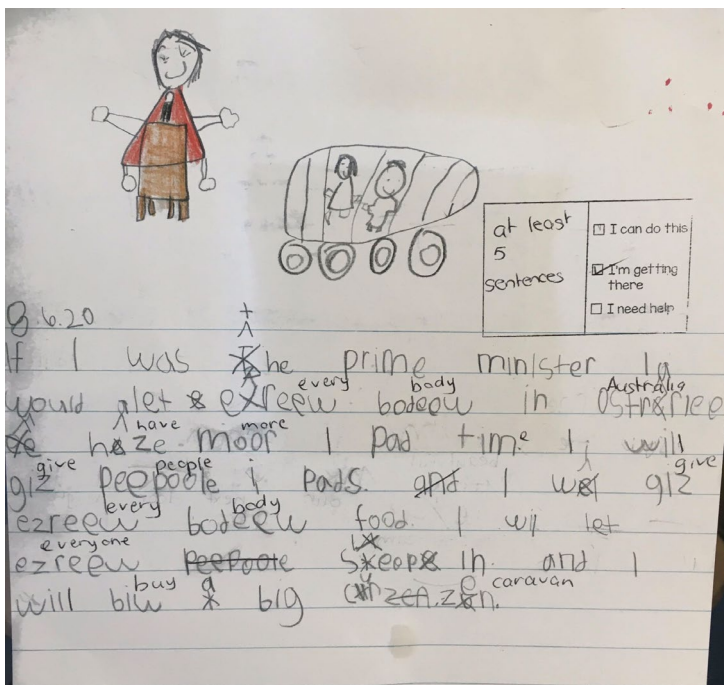
## If I Was Prime Minister...

Students of KR enjoyed reading the book *If I Was Prime Minister* and were inspired to write their own thoughts on the proposition. As is often the case they provide wonderfully unfiltered thoughts in their writing. One student talked of taking action to make all vegetables taste like lollies, while another explained they would build a device to get rid of sickness across the world. The power of the Prime Ministership would also be used to provide more iPad time to all children. Ice-cream and fast food would be made available to everyone and the tooth fairy would be made to keep up with CPI and pay more than \$1 for each tooth. Sleeping in was also promised as was the construction of a large caravan for all Australians to go travelling in. Beyond these promises students in KR also thought they would look after the homeless and ensure everyone has a nice place to live. They all sound like vote winners to us. Thanks students of KR.

at least 6 sentences	<input checked="" type="checkbox"/> I can do this
	<input type="checkbox"/> I'm getting there
	<input type="checkbox"/> I need help

8:620

If I was the prime minister  
 I would give more money than  
 one <sup>dollar</sup> ~~dolere~~ if people lose  
 a <sup>tooth</sup> ~~tooth~~. Then I would <sup>build</sup> ~~bidle~~  
 a van that fits all the  
<sup>Australian</sup> ~~astralene~~ <sup>people</sup> ~~pepeles~~. So we  
 can go on a holiday.  
 I will also make a <sup>(microscope)</sup> ~~telescope~~  
 so I can <sup>kill</sup> ~~kill~~ all  
 the <sup>germs</sup> ~~turns~~ that live in  
<sup>Australia</sup> ~~astralene~~. I will also make  
 a machine that makes  
<sup>people</sup> ~~pepele~~ that are <sup>sick</sup> ~~sike~~ not  
<sup>sick</sup> ~~sike~~. I will also make a cuby for  
 the <sup>homeless</sup> ~~homenists~~. I will also <sup>be</sup> ~~really~~  
<sup>Australian</sup> ~~bind to the~~ <sup>1</sup> ~~people~~ ~~pepeles~~



# Jeff Viskovich Tennis School

Tennis Australia Qualified and Certified Coaching

## Junior Development Program

## **Tennis Coaching**

Directed by a certified club professional coach

**2020**

### After School Term 3 classes

Starting Monday 20th July  
through Friday 24th

### Saturday Morning classes

Starting 25th July

All classes 1 hour per week for 10 weeks

Max 7 per group **Cost \$180** incl.GST

**ANZ Tennis Hot shots Free T-Shirt**

- Children 5-16 years of age
- Beginners to Advanced players
- Training squads for competition players

*For booking and enquires  
please contact Jeff Viskovich  
0408 169 543*

*jeffviskovich@gmail.com*

**2020**

### Winter Holiday Camps

**Camp 1** July 6th to 10th

**Camp 2** July 13th to 17th

**All camps** ( Monday to Friday )  
9am - 1pm

\$200 per child ( \$40 per Day ) incl.GST

- **Private lessons available**  
\$40 - 1/2 hr, \$80 - 1 hr

For Children and Adults,  
all standards and ages

**Court hire \$22/hr, \$24 with lights**

**All prices inclusive GST**

All programs under the direction of Jeff Viskovich  
Former world ranked Australian and overseas touring player  
Tennis Australia club professional coach

( Any classes cancelled due to rain, can be made up on another day )

### TENNIS COACHING ENROLMENT FORM

Please complete and mail to: **PO Box 3423 Wareemba NSW 2046** or Email: **jeffviskovich@gmail.com**

Child's name: \_\_\_\_\_ Age: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Address: \_\_\_\_\_ Postcode: \_\_\_\_\_

Phone: Home \_\_\_\_\_ Work/Mobile \_\_\_\_\_ Email address \_\_\_\_\_

Parent's Name: \_\_\_\_\_ School attending: \_\_\_\_\_

Ability level (approx): ☐ Beginner ☐ Advanced Beginner ☐ Intermediate ☐ Advanced

Preferred days and times: \_\_\_\_\_