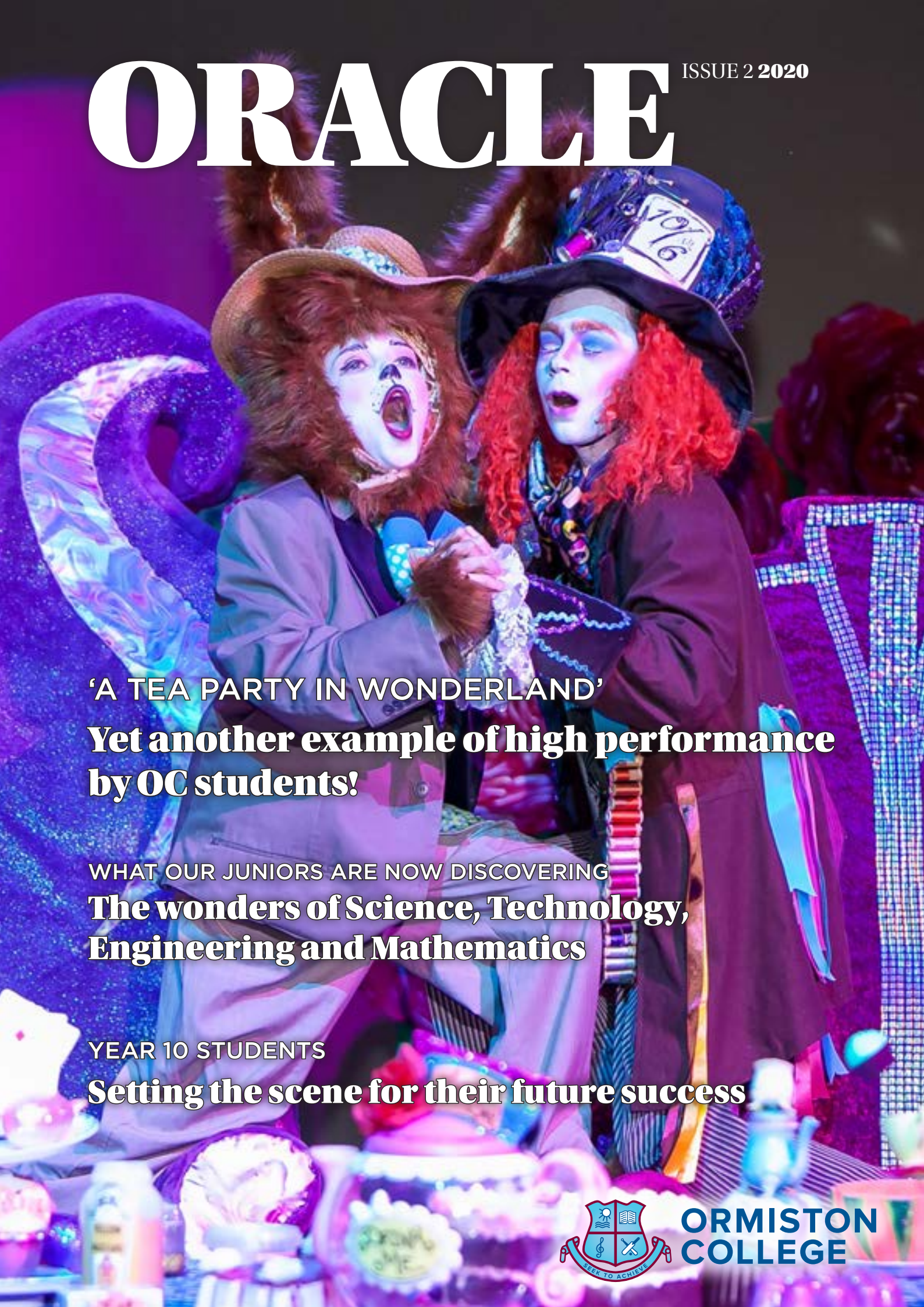
ORACLE

ISSUE 2 **2020**



‘A TEA PARTY IN WONDERLAND’

Yet another example of high performance by OC students!

WHAT OUR JUNIORS ARE NOW DISCOVERING

The wonders of Science, Technology, Engineering and Mathematics

YEAR 10 STUDENTS

Setting the scene for their future success

ORMISTON COLLEGE

From the **Editor**

Well, one thing is for certain, this school year presented us with many different experiences.

Valerie Warwick
Oracle Editor

Semester 1 placed us all in a position where we had no option but to learn, study and present our work in unfamiliar circumstances. Even the school holidays varied from previous years; every single aspect of our normal life was subject to change.

However, the spirit of the entire Ormiston College community, students, staff and parents, has been absolutely outstanding. Something to sing about...

I felt it appropriate to include the lyrics of the song originally written for Ormiston College students, at the time of their graduation two and a half decades ago, in 1995. It is witness to the 'true spirit' of Ormiston College.

GRADUATION SONG
It's another step we take
In the fortunes of our lives,
And with heart and determination
We'll do more than just survive.

We're surging ever onward
With spirit, joy and youth.
Australia's bright new future
We're the living proof.

CHORUS
Let us fly! Let us fly!
Let us reach out for the sky.
With hope and drive and knowledge
We're the heart of Ormiston College.

So, it's onward that we strive
On roads that are unfolding.
Which we know we'll overcome
With our knowledge and our learning.
For we're all a part of something
In which we must have a hand.
And it's with our total effort
That we'll make a better land.

CHORUS
Let us fly! Let us fly!
Let us reach out for the sky.
With hope and drive and knowledge
We're the heart of Ormiston College.

The above words, plus the energy, enthusiasm and determination you will read about in the following pages, epitomise the strength of Ormiston College.

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"Ormiston College reflects the individual spirit, integrity and values of a co-educational, independent, non-denominational Christian school, catering for students from Prep through to Year 12."

In this **Issue**

“It has been great to reintroduce many of the College’s classroom, sporting and cultural opportunities this semester, and to see student engagement with these opportunities soaring to new heights.”

From the Headmaster

In all my years of teaching and leading schools, there has never been one that I could say was ‘a typical school year’ or one that unfolded ‘exactly as planned’. Every academic year brings something new, something different and certainly something unexpected.

It is part of what makes a career in education so interesting and rewarding – working together with a variety of people and pursuing noble goals in an environment that continues to challenge and evolve.

Of course, this year is a stand-out as far as the unexpected is concerned. It’s not often that we are forced to live and navigate our way through the disruptions and challenges of an historic world-changing event.

Many parents and staff will be familiar with the words from a group of comedians of a bygone age, “Always Look on the Bright Side of Life.” These words were always followed by a lot of whistling and joviality, providing a way in which to cope with whatever hardships had gone before.

Optimism and a little humour, not to mention plenty of hard work and some creative thinking, have certainly helped our College to thrive in spite of the pandemic this year.

Looking on the bright side, we have also learned a lot about online remote learning approaches; we have learned that we can connect and care for each other, even when apart; we have learned to value the opportunities we share on campus and to make the most of those opportunities when we can.

It has been great to reintroduce many of the College’s classroom, sporting and cultural opportunities this semester, and to see student engagement with these opportunities soaring to new heights.

In the pages that follow, you will see that the community of Ormiston College is certainly focused on the bright side. Students and staff from our Early Learning Centre through to Year 12 are making the most of their opportunities to learn and grow. They are extremely active and productive, learning in our classrooms, online, on stage and in the sporting arena.

I hope that you enjoy this edition of *The Oracle* and the way it illustrates our community continuing to stand together, work together and make the most of the wonderful opportunities we have right now.

Brett Webster
HEADMASTER

“Play is not a break from learning. It is endless, delightful, deep, engaging, practical learning. It’s the doorway into the child’s heart!”

Vince Gowmon

Using STEAM in Early Childhood

Andrea Potter
Director of the Early Learning Centre

STEM (Science, Technology, Engineering and Mathematics) is not only for more advanced learners and older children; STEM is occurring in almost all of our rich play-based learning experiences at the ELC. With the addition of ‘the arts’, the ELC is using STEAM concepts in spontaneous and planned experiences.

- Science: Investigation, answering questions, experimentation, trial and error, cooperation, shared thinking. For example, in Science, children may investigate the natural environment and living things. In most contexts, children’s play is often scientific as are the questions they ask as they develop understandings.
- Technology: Using equipment and tools – crayons, rulers, microscopes, cameras, computers; extending knowledge of topics using technology systems. using a smart phone camera to magnify, record and explore an insect.
- Engineering: Problem solving, testing solutions, making bridges or other structures out of twigs and sand in the outside area.
- Arts: STEAM education is about applying creative thinking to STEM projects, igniting students’ imagination and creativity through the arts. This includes thinking creatively, as well as designing and illustrating concepts.
- Mathematics: Numbers, patterns, shapes, organisational skills, weighing and counting ingredients during cooking.

Deep learning in STEAM occurs when we move beyond the content pillars to extend children's thinking processes and enable higher order thinking.

STEAM also partners with our 3a approach. Transitions and interactions with children while assisting them in enriched caregiving routines encompass STEAM concepts. Young children are natural explorers and investigators. This means that educators and children frequently experience and explore STEAM content areas together. Everyday examples include hand washing, food preparation, changing clothes and nappy routines. These are all opportunities to create a meaningful context for children's learning and higher order thinking. We use activities such as doing up or undoing buttons or zips, counting fingers and toes in nappy changing routines, cutting fruit and matching shapes, and exploring wet or dry, full or empty, on or off and similar concepts with taps when hand washing.

Educators provision the environment and provide provocations. Educators observe play and co-engage in investigations. The children are asked open-ended questions to challenge their thinking (what, why, how, what do you think will happen next?) The children apply, analyse, create and problem solve. They make mistakes and correct mistakes to make things better. Iteration is really important to give opportunities for reflection and revision.

As Educators we need to complicate children's thinking and play, not do things for them. By making challenges harder children will need to hypothesise and think together. By challenging children, we are promoting rich, deep thinking. STEAM thinking processes are essential, as that is where we provide time for children to revisit and re-investigate ideas, and develop their thinking further.

All our rooms have documented examples of how they are incorporating STEAM into their curriculum. ■

Pre-Prep 2 – Flight Focus

Vogue Tanglao
PP2 Lead Educator

The children in Pre-Prep 2 have been exploring STEAM, particularly focusing on flight. This began with their fascination with paper aeroplanes and each week we've been gradually progressing with hands-on investigation of how we can make different things fly.

"The children worked extremely hard to engineer their parachutes using their own unique techniques and planning."

We have been using the IKOPE (Interest, Knowledge, Organisation, Practice, Empower) model, in which the focus is on the children's questions and child-led investigation as a rough guide to plan for this.

Initially, we began with introducing the children to the process of creating paper aeroplanes, working as a group to follow guided instructions that required lots of folding to construct the plane. We ended with a few variations of planes with each child adding their own unique design features. We then incorporated numeracy into our investigation, testing our models out and measuring the distance the aeroplanes travelled. Children further added new variables to investigate changes in the distance the aeroplanes could travel including throwing the planes from all different directions, following the wind, running to gain speed and standing up higher on ledges to observe and record any changes.

At the base of our flight investigation the children requested that we investigate the mechanics of kites. The children collaborated and worked to piece together some kites using lots of communication and planning. Once put together, the children worked to understand how they could get their kites to fly. There was a lot of exploration, looking into wind speed, feeling the kite pull against us, and determining when to release more string to maintain the duration of the kite in the air. Through investigation the children came to the conclusion that an effective method was to use two children to get the kite to take off and then work as a team to negotiate roles and manoeuvre around one another.

Following up from the paper plane experience, our investigation into flight heightened due to the children's interest in the recent SpaceX flight news. After viewing the launch of the SpaceX flight, we further extended on the investigation of flight through creating our own 'gliders' using paper, cardboard and tape. Children were exposed to new vocabulary including the terms 'fuselage' and 'stabiliser'. The children were given the opportunity to lead their own investigation through hypothesising and using their own different combinations of rolled up paper, cardboard triangles and sticky tape to create their version of the glider. There was a lot of trial and error with creating, testing theories and repeating, as children worked on adding and taking away different elements of their glider to achieve their desired outcome.

As we continued to explore flight, in particular 'rocket science', the discussion of how rockets land after completing their journey in Space became apparent. We began by conducting research through watching video clips that provided us with the idea that parachutes are used to assist with gliding the rocket ship down for landing. This gave us our next experiment. We were able to source recycled materials from our reverse garbage facility to construct a basket, parachute and different varieties of string to connect each component together. The children worked extremely hard to engineer their parachutes using their own unique techniques and planning. The children were then able to use a step ladder to gain height to drop their parachutes and measure and record how well their parachutes functioned.

Like all the experiments the children have completed, there was a lot of trial and error and the use of reconstruction to test and observe different outcomes. Currently, the children are still very inquisitive about the world around them. We have continued to explore STEM through the new addition of our Pre-Prep 2 Science book that allows for children to make an observation, form a hypothesis, lead and perform their own experiment, analyse data, report their findings and invite others to reproduce the results. ■

Pre-Prep 1 – Fairy Tales

Tayla Paisnel
PP1 Educator

Pre-Prep 1 explore STEAM challenges through a variety of engineering and mathematical based learning. We use fairy tales and other forms of literature as the building block for learning and use STEAM challenges.

Our fairy tales project led to us creating houses from *The Three Little Pigs*. The children used playdough, sticks, LEGO and straw to construct a house. Using trial and error to support their structure, a house was created.

To continue with our fairy tale project and to further extend our STEAM challenges, we have included more hypothesising activities into the PP1 curriculum. Creating scenarios where the children must guess how many blocks it would take to create their beanstalk and reach the castle. After having a guess of how many blocks are needed to reach the castle, they then tested their hypothesised guess and stacked the number of blocks to see if it was too low, too high or just right.

"Using their engineering skills, the children were given small wooden blocks to craft furniture from the Three Little Bears. *"*

After reading the story *The Three Billy Goats Gruff*, our STEAM project was to create a bridge that the goats could cross without falling. Starting with blocks, the children built a structure that resembled a bridge. To make this more challenging, we swapped the blocks to paper cups and paddle pop sticks. This posed a challenge as the materials were less stable when stacked. Working together in groups, the children were able to come up with a structure that resembled a bridge. When putting it through a test to see if a toy goat would be able to stand on the bridge, it resulted in many fallen bridges. Grouping back together to come up with a new design, the children were very proud of their achievements. Using technology to create our own version of the story, the children were recorded re-enacting the events of the tale and were able to watch and listen to themselves on the smartboard. Many children referred to it being a movie.

Continuing with Fairy Tales, we introduced a new STEAM project. Creating Cinderella's castles out of stacking cups. We explained that no tape or glue would be used to create their cup tower. The children were shown examples of photographs of how a cup tower looks. Using their imagination and drawn designs of how they wanted Cinderella's cup castle to look, they started to build the base. After many fallen cups, the children started to understand that placement is everything. After readjusting their method, cup castles were formed, and decorative patterns were created using gems.

Using their engineering skills, the children were given small wooden blocks to craft furniture from the *Three Little Bears*. In setting up each story scene, some of the children were asked to create different pieces of furniture ranging in size. We asked individual children to create a piece using estimation and measurement. The children had to compare to make sure theirs was the right size.

Overall, we have seen a huge interest in our STEAM focus projects. To continue their interest with STEAM related activities, we will continue to introduce more challenging activities that will incorporate more science and technology-based learning. ■

Kindy

Andrea Potter
ELC Director

The 3a approach is now embedded within our ELC curriculum. Using various 3a learning games in the Kindy room resulted in the children developing a keen interest in cooking. Cooking can demonstrate concepts integral to early STEM education, for example:

- Adding a cup of flour/oil/water = Maths (capacity and volume)
- Adding an ingredient one by one, such as two eggs = Maths (numbers, counting and one-to-one correspondence)
- How are we going to get the eggs out of their shell? = Engineering
- Mixing different ingredients and observing the outcome = Science
- Using senses to see, touch, smell, taste and hear = Science
- Was the recipe from a book or was it from an online source? = Technology
- Placing the mixture in the oven and watching it rise = Science
- How many cupcakes did we make? = Maths

The Kindy children have participated in a variety of rich and meaningful inquiry-based experiences recently.

Kindy – Making Cupcakes

Bev Casey
Kindy Lead Educator

One of the children's favourite experiences is to engage in cooking. As we have a few allergies in our class this can present a challenge. When making cupcakes use a gluten free, dairy free mix that easily ensures all children can be involved in not only cooking but eating the cakes as well.

During this experience the children are provided with the opportunity to participate from beginning to end. They measure the ingredients (with educator support) and add them to the bowl. This exposes the children not only to the early maths concepts of size and weight, also the language that is used when cooking and reading a recipe, which all then links to pre-reading skills. When the children participate in these cooking experiences, we are exposing them to all developmental areas in a fun and interactive way. (Outcomes achieved by the Kindy children during this experience – Early Years Learning Framework, manipulate equipment and manage tools with increasing competence and skill).

As we pour the mixture the children become aware of size and weight, as the jug is heavy, and as the mixture is poured in the pan the skills of approximation are developed. We didn't know how much would fit so it was all trial and error; developing science awareness as to what will work and what won't, and we see the overflow in some of the pan. (Outcomes achieved by the Kindy children during this experience – Early Years Learning Framework, manipulate objects and experiment with cause and effect, trial and error, and motion). ■

"You can't have a lava lamp without light, so we brought in a light table and observed as the bubbles attached themselves to the blobs of coloured water."

Toddlers – Lava Lamp Experiment

Alison Turner
Toddler Lead Educator

We have been learning about prehistoric times when dinosaurs roamed the land and volcanoes rumbled. We have dabbled in archaeology, created dinosaur footprints, and witnessed a volcano erupting in the sand pit!

So, this time we decided to make our very own DIY lava lamps. It is our first attempt at this experiment, so that is exactly what it is – an experiment!

Step 1: We added three different food colourings to vinegar in separate containers.

Step 2: Each of our 'scientists' added several teaspoons of bicarbonate of soda into each jar. Now this is a tricky procedure for little people, but they demonstrated wonderful self-control and fine motor skills.

Step 3: We then had assistance from Miss Alison to pour the oil on top of the bicarbonate of soda.

Step 4: Using a pipette we added several drops of vinegar/food colouring mixture on top of the oil and watched the magic happen.

You can't have a lava lamp without light, so we brought in a light table and observed as the bubbles attached themselves to the blobs of coloured water and floated to the top of the glass jar. When the bubbles popped, the blobs of coloured water fell back to the bottom of the jar and the process began again. Fascinating!

During this experiment the children expressed wonder and interest in their environments, were curious and enthusiastic participants in their learning, and participated in a variety of rich and meaningful inquiry-based experiences. ■

“From here a love of nature enfolded, as the Prep students became engrossed in our Science unit ‘It’s Alive!’”

PREP

The Wonderful World of Eric Carle

Claire Cox
Prep to Year 3 Acting Team Leader

Children’s lives are enriched by literature. Picture books teach them new facts about the world, which play an important role in their linguistic, social, emotional and intellectual development.

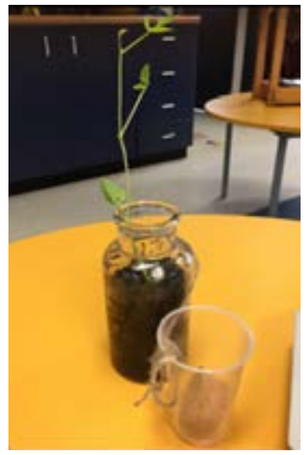
Our author study began with the students delving into the wonderful world of Eric Carle. The children delighted in the shared reading of some of his famous stories including *The Very Hungry Caterpillar* and *Mister Seahorse*. They busily engaged in oral storytelling and roleplay activities before creating many beautiful art pieces; all reflecting the iconic style of Eric Carle’s illustrations in his many storybooks.

The Tiny Seed

One story which really captured the children’s imagination was *The Tiny Seed*. This wonderful story narrates the journey of a small seed that gets carried across the land until it grows into a giant flower. Through reading this story the students were introduced to the concept of plant lifecycles. From here a love of nature enfolded, as the Prep students became engrossed in our Science unit ‘It’s Alive!’

As part of our Science investigation, the children grew their very own bean seeds. They developed an understanding of how to care for a tiny seed and nurtured them by providing sunlight and water until they grew… and GREW! Each day the Preppies recorded their observations in the form of a pictorial diary to illustrate the changes they noticed happening to their seeds.

“The Prep children eagerly headed to the Makerspace in the CLI, where they rose to the challenge and created some very innovative plant homes.”



The Anywhere Farm

From here, our STEM (Science, Technology, Engineering and Mathematics) project evolved. The Preppies soon realised that their ever-growing beanstalks needed a bigger home. A book named *The Anywhere Farm* sparked the students’ curiosity to design and create a new plant home that could be made out of recycled objects and materials.

The Prep children eagerly headed to the Makerspace in the CLI, where they rose to the challenge and created some very innovative plant homes made out of gumboots and milk cartons just to name a few. They documented the design process using Seesaw, which is a student-driven digital portfolio. The Prep students engaged with this technology to carefully record the growth of their seeds and creatively illustrate the construction of their plant home prototypes. After thoroughly evaluating their designs they used the Little Bits technology to build circuits, which added power and light to their *Anywhere Farms*. During the design process it was clear to see just how much the students enjoyed engaging with different forms of technology to enhance their learning. At the end of the project the Preppies were very proud to take their *Anywhere Farms* home and share them with their families. ■

"The children thoroughly enjoyed retelling the stories through roleplay, illustrated story maps and writing book reviews."

YEAR 1

Author Study

Bernadette Jarvis
Prep to Year 3 Acting Team Leader

Using the Seven Steps to Writing Success program, students in Year 1 reviewed picture books by the famous children's author, Julia Donaldson. The framework provides strategies that real authors use to support teachers in modelling successful writing strategies to their students.

During this unit of work, the Year 1 cohort focused upon the first two steps – Planning for Success and Sizzling Starts. The students were introduced to several brainstorming and mind mapping activities to support them in generating their own ideas and opinions. The children thoroughly enjoyed retelling the stories through roleplay, illustrated story maps and writing book reviews. We learnt how Julia Donaldson used rhyming and interesting adjectives to engage her readers. Some of our favourite Julia Donaldson stories were *The Gruffalo, Room on the Broom, The Highway Rat* and *Stickman.*

To ensure their book reviews were interesting and engaging, the children used Sizzling Starts to capture the reader's attention. Through fun and collaborative writing lessons, the students became more confident to use 'sticky facts' and ask questions to draw their readers in. Sticky facts give the reader a quick insight into the topic, but more importantly, it makes the reader want to keep on reading! The students practised their Sizzling Starts through whole-class writing, collaborative writing and independent writing activities. ■

Student comments on favourite authors, writing and using sizzling starts.

"My favourite Julia Donaldson book is Zog because he can breathe hot fire and fly over the land." Sayge Zhao
"I loved Room on the Broom because the Witch would whoosh into the forest." Isabella Cox
"I enjoyed the wonderful Gruffalo. It had bright pictures." Dexter Humphreys
"I love writing because I can use lots of describing words." Oliver Peters
"Writing is fun because I can be creative and do not have to copy anyone else's ideas." Penelope Wylie
"We write sizzling starts so we have an exciting start". Hudson Goulter
"Sizzling starts grab our reader's attention. We can write facts and use action words." Otis Rhodes






YEAR 2

Discovery through Science, Technology and Engineering



Lisa Monroe,
Zane Edhouse,
Heidi Rohm-Hurford
Year 2 Classroom Teachers

During Term 2, our Year 2 students participated in a Science unit entitled Machine Makers. In this project students observed forces in their everyday lives, including those related to simple machines; they were introduced to push-pull forces, ramps, levers, pulleys and Rube Goldberg machines.

They learnt to describe the components of simple machines and patterns, how to make predictions about the size or direction of a particular force, plus its effect on the movement of objects. The students also learnt to organise their observations into provided tables.

> *"It was amazing to watch them use all their new-found knowledge."*

This was a practical unit of work that was enhanced by the use of technology. The students were given the opportunity to watch educational videos and see their teachers explaining concepts. They recorded their ideas using the online learning platform, Seesaw. Students also learnt to explain why a simple machine may not work.

The unit of work culminated in the students choosing to create a Rube Goldberg machine, either collaboratively or independently. They followed the design process to plan and test their machine, asking questions like 'What would happen if...?' and 'How could you test that...?'.

The students then described how their Rube Goldberg machine worked and uploaded their video to Seesaw. It was amazing to watch them use all their new-found knowledge and persist through design and construction in order to become the 'Machine Makers'! ■

Comments from our Year 2 students:

"My favourite part of the Machine Makers unit was recycling materials to make something new that I could enjoy playing with." Max Edhouse

"My favourite machine is the pulley, it's fun to play with." Ada Photiou

"I like ramps because I can put cars down them and they go without me having to push them." Rory Wysoczanski

"It was fun to watch the videos on Seesaw with our teachers in them." Virat Cooppan

YEAR 3

Solar-Powered BBQ

Sally Bateman
Year 3 Classroom Teacher

The students of Year 3 are always excited about scientific learning where they are able to enquire and pose questions that enrich their understanding. Our Term 4 Science unit, 'Heat It Up' provides the students with the opportunity to learn about heat sources, heating and cooling methods, induction and conduction.

What better way to stimulate young minds, than to target their stomachs! The question posed – "Can I cook a sausage on a solar-powered barbeque?"

In collaborative groups, the students investigate this question. They are involved in researching and studying different items that use solar power to work. They demonstrate their knowledge by answering written questions and posing their own questions.

The inquiry component requires them to design their own solar-powered barbeque using scientific terminology and labelled diagrams. They plan how to conduct their investigation and they construct their barbeques using recyclable materials.

The students are responsible for testing their barbeques to see if they can cook their sausages. They record their results in a graphic table and discuss their reasoning about their findings. Students then have the opportunity to evaluate and make changes to their barbeques if needed.

This STEM project allows the children to be involved in a real-life experiment where they are solely responsible for their outcomes. The depth of knowledge learnt is not just academic, but also social and intellectual.

The solar-powered barbeque project is one of the highlights of the Year 3's journey. ■

"After reading the book students create a persuasive text that encourages others to buy their product."

YEAR 4

English

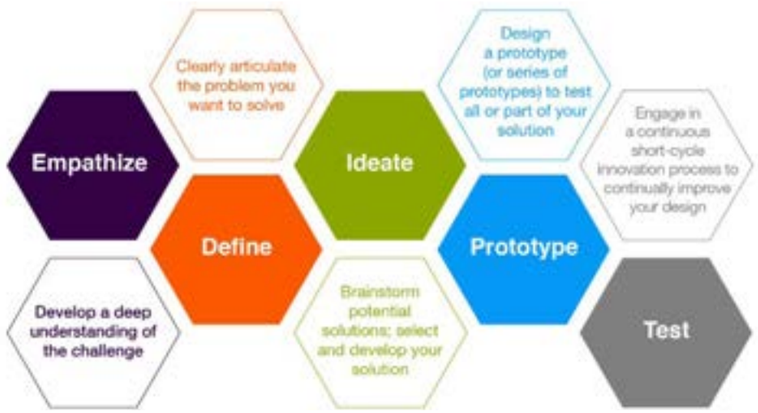
Meredith McNab
Year 4 Classroom Teacher

Year 4 students always love the opportunity to create a product that will get revenge on the dreaded Miss Trunchbull, Principal of Crunchem Hall Primary School. In the novel *Matilda*, by Roald Dahl, young students are thrown out of the window, forced to eat a chocolate cake and even placed in the Chokey by Miss Trunchbull!

After reading the book students create a persuasive text that encourages others to buy their product. The product is designed to give the wicked headmistress a taste of her own medicine.

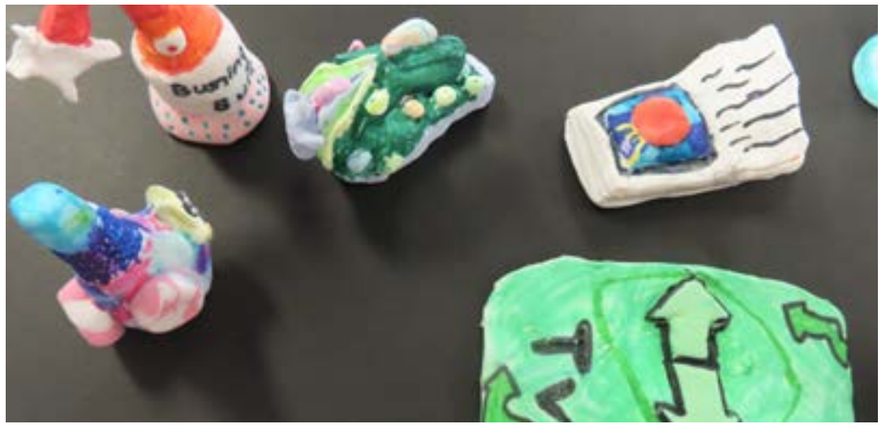
By using the design thinking process, students design, create a physical model (prototype), improve the model, then use Paint 3D to create a digital object which may be 3D printed.

So, how can design thinking be used to create a solution to a problem that is read in a book?



(www.citl.illinois.edu, 2020)

1. **Empathise**: By brainstorming and understanding a variety of pests and how they affect us, students certainly show empathy towards Matilda and the other characters as the novel clearly describes how they are mistreated by Miss Trunchbull. They are horrified at the idea of 'The Chokey' – which Hortensia describes as *"a very tall, but narrow cupboard. The floor is only 10 inches square, so you can't sit down or squat on it. You have to stand. And three of the walls are made of cement with bits of broken glass sticking out all over, so you can't lean against them. You have to stand more or less at attention all the time when you get locked up in there. It's terrible"*.
2. Students then **define** how they are going to create a persuasive text to advertise the product they are designing to trick the Trunchbull and improve the life of students at the school.
3. To **ideate**, through brainstorming ideas around what type of product occurs. Students **discuss** how we eliminate 'pests' and what methods are used.
4. A **prototype** of their product is drawn. Discussion and collaboration allow for improvements in the design.
5. Students discuss their ideas and refine their product as they receive feedback (design thinking model).
6. A **prototype** is made using Paper Magiclay.



"By using the design thinking process, students design, create a physical model (prototype), improve the model, then use Paint 3D to create a digital object which may be 3D printed."

7. How to then **pitch** their design requires students to create a PowerPoint presentation to persuade others that they have created the best idea. Skilful communication and entrepreneurship are considerations at this time.
8. Students then use Paint 3D to **create a 3D model** of their product, then export the model to PowerPoint, where it is used as a mechanism to 'pitch' their product for sale. Students record their slide show as their pitch.
9. We are developing the skills to have the designs 3D printed and compared with the prototype.
10. The process of creating the PowerPoint to 'sell' their ideas to others allows for robust discussion and could be extended so that students vote for which product they could see as being the most effective way to change the situation that students at Crunchem Hall are in.

Technical skills used by students during this task include:

- Microsoft PowerPoint
  - Typing
  - Embedding photos and removing backgrounds
  - Adding their Paint 3D object
  - Using the transition 'morph' function to show their object from a variety of perspectives
- Paint 3D
  - Creating a 3D object using at least three shapes

By embedding the use of technology in this task students learn a number of skills and extend their knowledge of Paint 3D and PowerPoint. ■

YEAR 5

Learning for success in a fast-paced world

Belinda Leonard
Year 5 Classroom Teacher

Learning for success in today's fast-paced world encompasses the acquisition of skills that are relevant and transferrable. With this in mind, the Year 5 team aim to engage students in activities and experiences that require the use of cross-curricular competencies.

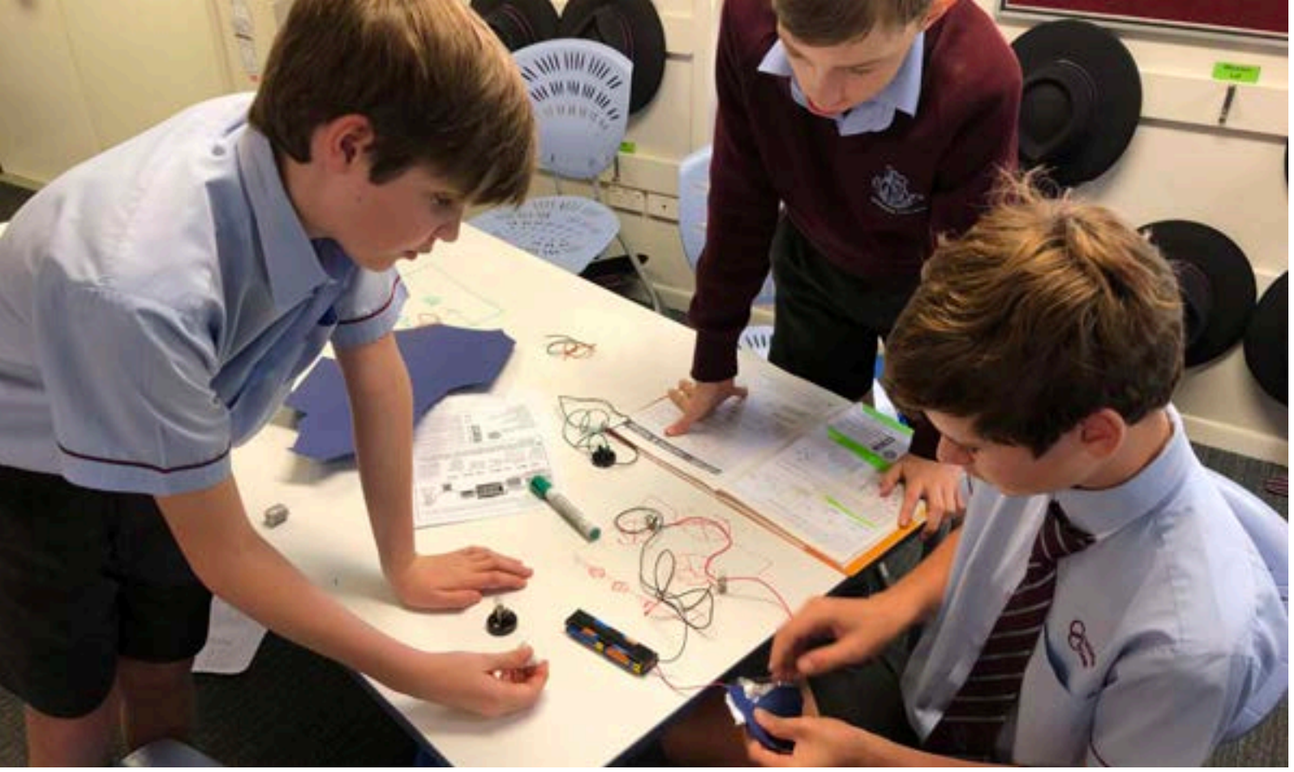
> *"Students are given the option of a hands-on approach to create an animated 3D model, incorporating the use of Makey Makey kits."*

One exciting example of this can be seen throughout the Semester 1 Geography unit *Connecting Communities* which draws upon student knowledge, understanding and skills developed not only in Geography, but also in English and Digital Technology.

The purpose of the unit is to further students' understanding and knowledge of community development, particularly in the light of needs and wants for specific communities. Students are involved in establishing what the needs and wants are for a particular community by engaging with relevant print and digital media articles and also by conducting community surveys using Microsoft Forms.

When the needs and wants for the community have been identified, students then proceed to firstly design, then create a model of their proposed community. Students are given the option of a hands-on approach to create an animated 3D model, incorporating the use of Makey Makey kits to animate the model with sound for an interactive experience, or of using Minecraft to bring their design to life digitally. Students then utilise the Flipgrid platform to present their community designs and justify their design choices in relation to the needs and wants of the community.

The unit then culminates with students utilising the skills acquired from the English unit *Persuasive Writing* throughout Term 2, to convince an audience of their community's viability and to demonstrate the various ways in which their design choices address the needs and wants of the local community. ■



YEAR 6

Learning To Play Our Part

As Global Citizens

Jo Waller-Brown
Year 4 to 6 Team Leader

In Semester 1, Year 6 studies focused on Global Citizens, our Place in the World and Natural Disasters. In previous years we have discussed the various types of disasters and experienced a few ourselves, bushfires, cyclones, floods. Teachers have explained the distant and almost abstract concept of a pandemic.

"Today technology is a ubiquitous part of our students' lives."

Unfortunately this year, our 2020 Year 6 students experienced it first-hand, which only served to prove we are all Global Citizens and in the words of the World Health Organisation, *"never has it been so apparent that we are one world and as a result of the pandemic, together at home".*

Technology is a ubiquitous part of our students' lives

Early on, our Year 6 students worked on an integrated unit, developing an awareness of global challenges, whilst providing opportunities to utilise technologies and at the same time improve teamwork and communication skills. Studies show that technology, when integrated into the curriculum, revolutionises learning. One of the main benefits of integrating technology into any learning experience, is student engagement. Students enjoy using technology and are extremely comfortable doing so. In this unit, students utilised technology to enhance and support their learning. They did this through selecting the appropriate technology platforms that best assisted them to obtain, analyse and synthesise information; the app allowed them to present this professionally.

Allowing students to become creators and critics

In this multidisciplinary unit, Natural Disasters, our Year 6 students created an app to aid in recovery and support their chosen natural disaster. Using AppShed, they developed the structure and layout, then designed actions and data handling within their working app. Whilst students researched these events and viewed the effects of natural disasters on video, most students have not lived through the devastation that a natural disaster can cause. Students accessed a number of videos available on *National Geographic*. These experiences allowed students to become creators and critics, preparing them for the future. ■







Team members of *Say NO to Bullying* Middle School Cup

> *"In interactions with peers, adolescents have the opportunity to form relationships on their own terms."*

MIDDLE SCHOOL

Adolescence – **The formative years**

Kerry Sullivan
Year 7 Coordinator

Melodie Nelson
Year 8 Coordinator

During their time in the Middle School students are undergoing physical changes, exploring personal identity and independence, and yet are still dependent on and seeking the support of their family.

There are four influential agents of socialisation for young people – family, school, peers and media. It is in the family that we learn about forming positive relationships and our core values; norms and beliefs are cultured and influenced. The school provides opportunity for social interaction with a range of peers and significant adults. It is also where respect, self-discipline and motivation are further developed and refined.

In interactions with peers, adolescents have the opportunity to form relationships on their own terms. This can be challenging for some students and friendships do and will change during this time. The influence that the media can have during adolescence can be challenging for parents to manage. This includes the degree to which young people have freedom on media platforms and the role influencers in this arena play.

The Middle School aims to provide an environment where students have the opportunity to refine and develop their inter-personal skills and establish a work ethic for successful academic studies. It also upholds the Christian values of compassion, integrity, respect, responsibility and service.

The *Say NO to Bullying* Middle School Cup is an annual event that reinforces these values. Now in its seventh year the event once again was a spectacle of colourful costumes as 34 teams took to the field. The students of the Middle School embraced the concept of inclusion and showed their support for the safe and supportive environment we cherish at the College.

It is not important if you can play football or cannot. For some students it was the first time they may have kicked a football. The *Say NO to Bullying* Middle School Cup is about being involved – as a player, a supporter, a manager, the costume organiser or as part of the cheer squad. There is a very clear message that underpins the friendly competition, which highlights being kind and accepting of everyone is the most important thing.

The range of countries represented was extensive, with some teams going to great lengths with their costume as they strive to be the 'best dressed team'. The event also saw the Year 9s step up to provide service as referees for the matches, as well as assist with the set up and pack up of the equipment.

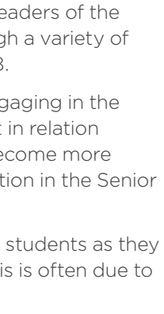
Whether it was representing Egypt, Tanzania, Jamaica, Spain or Bermuda all students thoroughly enjoyed Round 1 of the *Say NO to Bullying* Middle School Cup. Every year teams knocked out in the first round ask, "Do we get to play another game? That was so much fun!"

The *Say NO to Bullying* Middle School Cup is one event, and it alone does not guarantee an environment free from bullying. Other elements form part of our ongoing promotion of caring for and looking out for one another.

Stymie provides a safe, anonymous way for students to self-report bullying or to take action as a bystander who witnesses inappropriate behaviour. Most of the behaviour of those who belittle others is covert, although this behaviour rarely occurs without at least one or more bystanders. Stymie empowers students to stand up for their peers.

Each week students receive a Stymie focus – a thought for the week, a chance to reflect on how 'I think and act'.

It takes a concerted effort, an ongoing awareness and a supportive team of trusted adults to assist adolescents to navigate the world, with kindness.



BULLYING. NO WAY!

National Day of Action against Bullying and Violence

Slated for Friday 20 March 2020, the National Day of Action against Bullying and Violence had to be postponed due to COVID-19. Every day is a day to take action! This year's campaign focused on what people can say and do to help others:

- What would **you** say? – "I have a voice and I can speak up", "Don't give up, it's ok to ask for help"
- What would **you** do? – "Ask if they are ok, get help from a teacher or friends", "Stand beside them and support them, don't give up"

R U OK? DAY
10 September 2020

R U OK? Day is another opportunity to bring the message of kindness and caring to the fore. Looking out for one another and taking to time to find out – are you ok? When you ask this question of another person, you have to be able to manage the response you get. Students are provided with a skill set to assist a person in need.

Shaun Griggs
Year 9 Coordinator

Students in Year 9 rise to the expectations placed on them as leaders of the Middle School. These leadership skills have been developed through a variety of activities, challenges and discussions encountered in Years 7 and 8.

Their ability to manage their time effectively is crucial when engaging in the 'extra' activities offered. Time management is an important aspect in relation to a well-balanced lifestyle. By Year 9, students are expected to become more independent learners as they begin to focus on their subject selection in the Senior School.

It is always pleasing to see the confidence shown by the Year 9 students as they represent their house in the performing arts concert each year. This is often due to the encouragement of their older peers in showing house spirit.

The following Year 9 students have shared their reflection:

Molly Degraaf:

I have grown in many ways since leaving the Junior School and entering Year 9. The most significant of these is my confidence. Back then, I found getting up and speaking in front of people extremely nerve wracking, whereas now, in my role as Committee Leader, I present on assembly twice a month in front of almost 500 students and staff.

My organisational skills have also improved as I learn to complete tasks early enough to get teacher feedback and make appropriate changes before submitting my final copy. My sense of belonging is much stronger with my cohort and the Ormiston College community, as I have loved participating in as many sporting and extra-curricular activities as I can fit in. I have enjoyed being part of my friendship group, which has only got bigger with new people joining the school.

Sophie Winslade:

A crucial aspect of becoming a Secondary School student is taking responsibility in the classroom. Learning to set goals, manage time efficiently and changing attitudes towards study has allowed our cohort to embrace academic challenges and strive for success. In addition, students have been able to take advantage of the wide range of opportunities available to them such as co-curricular sports, music programs and external activities such as the Duke of Ed award. Participation in these activities has strengthened existing relationships among peers and teachers, and supported the formation of new friendships.

I am grateful for the valuable life skills I have acquired over the past three years and will continue to utilise them in the years to come.

Ella McShane:

Throughout my years in Middle School, I have grown so much as a person. There are so many essential skills I have acquired through these years that are helping me now and will help me in future years. I have learnt the importance of organisation and time management when completing schoolwork and studying for exams and assignments. Through participating in co-curricular activities such as the school musical, and choir, I have built up my confidence, while doing things I love. The opportunity to participate in a wide variety of sports has enabled me to enhance my teamwork skills and meet new people. I am constantly surrounded by people who continue to push me to do better and to be a better person.

Jackson Biggs:

Three years ago, as we entered for our first day of Year 7, nobody knew what the next three years would have instore for us. Over this time, we developed new and better ways to study. As many of us faced obstacles and challenges we adapted and became more resilient. These years not only helped us to grow as learners, but also grow as individuals. As our mind and body changed, we learnt to become more independent and responsible. I personally faced a new beginning because I changed schools halfway through my middle years. This allowed me to discover who I was as a person, through which I learnt resilience and being open to new ideas and ways of doing things. I personally have grown as an individual and a learner and have been happier for the experience.

Calvin Hanasy:

Middle School is an amazing time of life. A time where you create new friendships and establish your own personal traits and passions, whether it be the arts, sports or academics; you develop a sense of what and who you are and want to be during these few vital years. My journey through Middle School has been life changing. I have learnt what I have finally wanted to become in the future, I have learnt that music is the passion of which I want to pursue through Senior School and beyond. Becoming a Secondary School student moulds you into improving organisation, team spirit, character building, comradery and fellowship. During these important few years of Secondary School, life skills are grown, and you ultimately unravel who you are. ■

YEAR 10

Setting the scene **for their future success**

Margaret-Ann Hunt
Acting Year 10 Coordinator, Semester 2 2019 – Semester 1 2020

Even though many of these students have been at Ormiston College for a considerable amount of time, you can still see, at the beginning of each school year, that the new 'Year 10' cohort is excited, curious and somewhat tentative about their transition from the Middle School to the Senior School.

This new title of 'senior', what does it mean? More importantly, how do we make that meaning clear to our students?

Our 'Daily Form Time' focuses on character and values, the 'Student Enhancement Program' prepares them to cope with academia and career choices, and our 'Co-curricular Program' provides them with the opportunity to be a team player; to challenge themselves and learn citizenship skills for the future.

We introduce the Year 10s to Senior AM and PM Form class expectations. That involves 25 minutes every day: valuable time for each student to get prepared and be ready for the day ahead, then wind-up the day so they are better able to cope with the pressures of Senior Studies. The atmosphere in the Form rooms is all about 'Calm, Courtesy and Co-operation'. Students sit on a seat at a desk whilst their prime pastoral carer (their Form Teacher), covers all administration matters and casts an eye over their students, checking to make sure that they are all in a good place. During this Form time, mutual respect, and good manners, 'Manners Matter', are also emphasised, an integral expectation of being a Senior.

Finally, they now must realise they are 100% responsible for their choices, their actions, what they say, how they present themselves and their work ethic, because they are 'Seniors' of Ormiston College.

Sharing with you a couple of my coordinator's messages to the cohort at the end of Semester 1.

"Dear Year 10s,

Your first Semester as Seniors is over, it has been quite a journey. Good on you all for navigating your way, in your own way, through this COVID-19 era and for making those first steps as Seniors of OC. I hope you now understand the value of LOYALTY and HONESTY because it will say so much about your character in the future. It was my ambition to instil in you a social and cohort conscience - a want to do what is right because you know it is the right thing to do and it is showing your loyalty to us. I hope you have this and regardless of what is going on around you, you make good choices."

In the future:

"Year 10s,

Please continue to display Calm, Courtesy and Co-operation because that is respect and being responsible. Please know your secondary behaviour has to be appropriate because Manners Matter. Never forget ATTITUDE IS EVERYTHING and HONESTY IS BRAVERY and ACCEPTING RESPONSIBILITY. Be resilient - you are never beaten if you keep going. I will watch you all next Semester, with interest, as you move closer and closer to becoming the Graduating Seniors of 2022."

Final words from our wonderful Form Leaders

Jamal Meena – 10.1: In Year 10, we Form Leaders were put through a struggle due to the likes of coronavirus. With the Form Teachers ready to support us through the term it allowed us to enjoy this unique time. With their support the Student Enhancement Program allowed us to look and plan into the future, work on leadership and organisation skills and develop as future leaders.

Ryan Mcdonald – 10.1: In Year 10, myself and my fellow peers are given the freedom to take our future into our own hands, with our teachers ready to support us in whatever we choose. It allows us not only to enjoy our studies more, but also to look after and plan our futures. The support that we receive from the Student Enhancement Program, our Form Teachers and our peers gives us confidence when looking towards the future.

Nick Russell – 10.2: I have been lucky enough to secure a position as a Form Leader for 10.2, and it was one of the most educational times of my life. I learnt very quickly how to adapt to change, and how to take charge as a Leader. However, I don't believe that this education is limited to just the Form Leaders. The transition from Middle School to Senior School has been a tough time for everyone. We've had to face an unprecedented time and yet, the entire cohort has managed to come out on top. I don't think that this is just a fluke. We have been prepared to face anything by the Student Enhancement Program. In Term 1, we were taught many ways to organise ourselves and our schoolwork. When we were sent into quarantine, we took full advantage of this and managed to adapt to the change. Personally, I believe I wouldn't have been able to do this in the Middle School.

Cathy Park – 10.2: I have had an amazing experience in having the opportunity to be a Form Leader for the first semester of Senior School. Through the Student Enhancement Program, we were able to discover more on career choices and ourselves through self-analysis from various websites. This allowed us to have a deeper knowledge, which opened many more career options and universities for us in the near future. We Form Leaders also held several responsibilities such as hosting weekly year level assemblies, communication between the teachers and the Form classes. 'Well-Being Wednesday' videos and 'Xmas in June' performances made each Form class bond closer together as a family. As of past experiences, this opportunity allowed me to feel the greatest responsibility that is taken in Senior School, as we are becoming the role models and leaders of Ormiston College.

Maree Wright – 10.3: This has been a wonderful semester surrounded by wonderful people. Quarantine during Term 2 provided some difficulties but with the support of our teachers and peers, it became an easy hurdle to get over. In particular, the Student Enhancement Program has helped me prepare for my Senior Studies, allowing me to feel prepared when we changed to our core six subjects. Being able to be a leader during Semester 1 has taught me valuable skills which will form a foundation layer to help me navigate Years 11 and 12. I am excited to see what the future holds for us.

Monica Harrison – 10.3: Being a Form Leader in Semester 1 has really assisted me in my journey to become a Senior. Keeping the class and cohort connected during lockdown and learning from home proved to be a difficult task, but through the 'Wellbeing Wednesday' initiative, we were able to keep up-to-date with everything. Also, stepping up to the role of Form Leader by organising Form matters and activities enabled us to develop leadership experience in preparation for Years 11 and 12. I can't wait to see what Senior School brings.

Pierce Logan And Rachael Taylor – 10.4: Good morning, afternoon and day; welcome to Form class 10.4. Today the temperature is ... (lick finger to test wind direction) hot. If you are outside today, make sure you wear a hat (Health).

A Form class, a great Form class! A mishmash of members from previous Middle School Form classes, some not wanting to leave their 7, 8 and 9 classes, some far too eager to and we have all connected. All self-motivated, hardworking individuals, in their own fields, working their way through this new experience of senior life bound to the same room every morning and afternoon until the end of our school career.

Aaron Gomez – 10.5: Over the isolation period in Term 2, the Year 10 cohort was able to stay prosperous and connected thanks to a Student Enhancement Program initiative called 'Wellbeing Wednesday'. This initiative involved the Form Leaders from each class in creating a fun, informative video every week, which showcased what their Form classes had been up to. 'Wellbeing Wednesday' allowed students from across the cohort to share their quarantine hobbies and opinions over the stay at home period and exposed some of the Year 10s hidden talents! 'Wellbeing Wednesday' was a superb initiative to be a part of, as teachers and students alike were able to get involved and have fun!

Annie Bretz – 10.5: Through the month of June, the Year 10 Form classes created, rehearsed and performed Christmas themed dances for the annual 'Christmas in June'. Each class sang a different classic carol, all of which were filmed, produced and then presented in the following Wednesday Form lesson. This thoroughly enjoyable activity encouraged confidence and developed teamwork skills, as well as strengthening class connections.

"The atmosphere in the form rooms is all about 'Calm, Courtesy and Co-operation'."

Danielle Mcbain – 10.6: The transition from Middle School can be challenging, but I am so grateful for the opportunity I had as a Form Leader this past semester. Year 10 is all about growing into yourself, adapting from the person you were to who you want to become. Life is all about constant changes and jumping into new things, although they may be unknown and scary at times. Last semester wasn't easy for anyone, and we had to overcome many hurdles, yet we did so as a cohort. This enabled a growing sense of community and belonging; we learned to rely on each other, our teachers and our amazing Year Coordinator Mrs Hunt. By doing so we learnt that you don't have to go through the hard times on your own and that Ormiston College provides amazing support that you can lean on. As the future years come through Year 10, one thing I would like to pass on is:-
"If you are going through hell, keep going."
Winston Churchill

Don't let yourself get caught in a difficult place, keep moving towards the light, because there will always be one. And to the current Year 10s, be open to new ideas and changes because although we have learnt a lot in the last six months, we have many more lessons to learn. I can't wait to see the people we grow into.

Matthew Hansen – 10.6: The semester just gone was as crazy as it was wonderful. I felt as if there was a large jump from Middle School to Senior School. However, thus far I am enjoying the challenge of the advancement, many aspects of my social, sporting and schooling life. The Student Enhancement Program has opened my eyes to endless opportunities after school. Through the virtual career expos, I have been able to communicate with multiple universities, opening many possible directions I could head toward after I finish school. ■

> *Future-proofing focuses on ensuring that the knowledge we gain today will continue to be of value in the future.*

Preparing for what lies ahead

One thing we can proudly state with confidence, is that every single student who receives an Ormiston College education has been set on a pathway to success. All students, from Prep through to Year 12, are continually developing necessary life skills. More importantly, as they venture through each year level, they are gathering basic knowledge that continues to expand throughout their entire schooling. On reaching Foundation Studies in Year 10, our students have the opportunity to select their own study preference from the various individual subject areas.

We hear a great deal in the media about the need to future-proof students. Here, at Ormiston College, we are incredibly happy with the results we receive from the programs we currently have in place, ensuring our students are innovative and alert to the needs of the 21st century. Future-proofing focuses on ensuring that the knowledge we gain today will continue to be of value in the future. However, being aware of our ever-changing global environment, where constant change is bought about through the introduction of new technologies, there is no way all knowledge can remain relevant. For this reason, our students are learning new ways of thinking in order to be open to change.

Our Teaching and Learning Framework is designed to provide good basic knowledge in all subject areas, but it also covers new ways of thinking. We are teaching our students complex problem solving, creativity of thought and how to articulate one's views and opinions. We are fostering: critical thinking, the development of collaborative dispositions in order to share ideas; a strong development of digital skills, programming and the meaningful use of technology; the ability to think globally, entrepreneurship and the importance of leadership. All these skills and many more are being nurtured and developed.

You may well be surprised by some of the outstanding achievements that are accomplished across the College on a day-to-day basis, from our youngest learners in our Early Learning Centre, right through to our most senior of students. We are indeed preparing our students for tomorrow's world. ■

Preparing for the ATAR 2020

Paul Dhu
Dean of Studies

The year 2020 has seen unprecedented change in education. Initially, the biggest transformation was from the OP system to the Australian Tertiary Admissions Rank (ATAR) and Queensland Certificate of Education (QCE) system. However, the biggest change ultimately came from the COVID-19 impact, *Learning from Home* and *Year 12 Internal Assessment* requirements. These changes have seen staff working hard to ensure students are well informed and well equipped to achieve their very best.

"There are many approaches that students can also take to help themselves be successful as they navigate through their senior pathways."

Ormiston College is very well prepared for ATAR

Preparations for the first ATAR eligible cohort of 2020 have been underway since 2016 when the first set of draft syllabuses were released. Since then, teachers have engaged in hundreds of hours of planning and preparing units of work and assessments aligned with the new Queensland Curriculum and Assessment Authority (QCAA) requirements. Along with the development of these, students have been immersed in Cognitive Verbs, notetaking techniques, home study strategies and time management skills to prepare them for the summative Internal Assessments and the upcoming External Assessments in Term 4. Individual subjects have explicitly focused on the key Cognitive Verbs that will be targeted in the external examinations.

Additionally, students have access to specialist tutors for Mathematics and English during, before and after school tutorials; are deconstructing and reconstructing sample assessment tasks; have detailed scaffolded directions to complete assessment tasks; are receiving task specific feedback for each assessment task aligned directly with Instrument Specific Marking Guides (ISMG), plus will be exposed to several practice external examinations throughout their senior studies.

The QCAA response to COVID-19 to remove one of the Internal Assessments has seen most subjects complete the summative requirements earlier than expected, and a focus on the External Assessment requirement being given priority during Term 2 and 3.

The Term 3 Mock External Assessments in Year 12 provides students valuable feedback from formative QCAA-written sample External Assessments. This feedback should be used to focus students' revision in the weeks leading into the summative QCAA External Assessments in Term 4.

Navigating Senior pathways

There are many approaches that students can take to help themselves be successful as they navigate through their senior pathways: setting personal goals for each subject and for each assessment task; actively participating in classroom learning; devising an effective home study program using their Assessment Study Planners (available in Parent Lounge > Links > Assessment); summarising their own notes using a structured notetaking strategy such as the Cornell method; revising notes regularly using the spaced repetition technique; completing worked examples and practice questions; seeking feedback regularly on practice sets; plus wide reading on subject matter.

Guidance is always available

Students also have access to the Guidance Counsellor and Careers Advisor, Mrs Lenton, and of course to myself as the Dean of Studies. We are happy to discuss pathways and any academic concerns.

By utilising many of these strategies being explicitly taught, students at Ormiston College are being well prepared not only for the requirements of the new ATAR and QCE system, but also for further successes both academically and personally. ■

“Knowledge is linked with ocean issues and resource management where students apply prior knowledge to consider the future of our oceans.”

SCIENCE

An opportunity to learn about **our local marine environment**

Rowena Taylor
Head of Department – Science

Ormiston College is ideally situated in Redland City and provides our Marine Science students with unprecedented access to Moreton Bay. Many of our students are passionate about their local environment and choose to spend their weekends enjoying all the bay has to offer including fishing, sailing and other water sports.

Studying Marine Science provides opportunities for students to study an interdisciplinary Science, focusing on marine environments and the consequences of human influences on ocean resources.

In Year 11, students develop their understanding of oceanography and they engage with the concept of marine biology. In Year 12, students study coral reef ecology, changes to the reef and the connectivity between marine systems. This knowledge is linked with ocean issues and resource management where students apply prior knowledge to consider the future of our oceans and techniques for managing fisheries. Students also learn valuable skills required for the scientific investigation of questions. In addition, they will become citizens who are better informed about the world around them and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues.

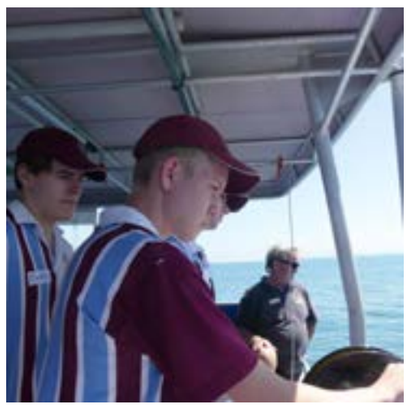
An open door to numerous exciting pathways

A course of study in Marine Science can establish a basis for further education and employment in the fields of marine sciences, biotechnology, aquaculture, environmental rehabilitation, biosecurity, quarantine, conservation and sustainability.

Recently, our Year 11 Marine Science students have partnered with the Moreton Bay Environmental Education Centre (MBEEC) to collect data and analyse data from on board the vessel Inspiration. Under the guidance of Timothy Roe and Mrs Henderson our students spend the day out on the water around St Helena and Green Island sampling the biotic (living) and abiotic (non-living) environment. Following their excursion students are provided with longitudinal data to use in their student experiment report. With this first-hand experience our students are learning how to become 'champions of our bay'.

Following the excursion, Mrs Henderson, OC Marine Science Teacher, commented:

"On Friday, the Year 11 Marine Science students headed out on Waterloo Bay on board the Moreton Bay Environmental Education Centre (MBEEC) vessel to assess the water quality at three sites. Students spent a day in the life of a Marine Scientist by conducting a range of tests to assess the impact of water clarity, pH, temperature, salinity, wind speed etc. on the health of the bay. Cameras were deployed at each site so that estimates of seagrass and coral coverage could be made, and species identified. There were many interesting scientific findings on this trip, following the immense amount of rain that had fallen in the area over the past week. Students were able to observe first-hand the impact of a flood plume and high seawater temperatures on the health of sea grass and plankton populations as well as observing coral bleaching at one of the three sites studied. Students had to 'think like Marine Scientists' to answer



> *"With this first-hand experience our students are learning how to become champions of our bay."*

questions and develop their own research questions about how water quality can affect this vital marine park. During the day, we were also lucky enough to be visited by dolphins that put on quite a show for everyone. I would like to thank Timothy Roe from MBEEC for his incredible knowledge on Moreton Bay and for inspiring another young group of scientists to understand and protect our local bay."

A few words from Timothy Roe, MBEEC:

"Our focus at Moreton Bay Environmental Education Centre has always been about connecting the students to 'Place' by having them working and learning on Moreton Bay Quandamooka. We acknowledge the Quandamooka peoples as the traditional owners of this place and give our respect to their elders past, present and emerging. Students participate in an authentic scientific study and this year's program with the Year 11 Marine Science students from Ormiston College was particularly special. Their research focus was water quality and particularly its impact on benthic life such as seagrass and corals. The trip on 14 February followed several days of heavy rain and so by sampling both surface and bottom water the students were able to detect a halocline (fresh water sitting on top of saltier water) around Green Island. They also used an underwater video glider and detected some bleached corals at this site linking the poor water quality with ecological stress. We are pleased to announce that surveys a month later post flood showed the corals had recovered from the stress of the freshwater plume. We sampled sites in the eastern bay as well and the students were able to identify the water quality improving with distance from the land which is a feature of Moreton Bay. As well as these important learnings the student were able to practice and appraise the scientific inquiry process an important step on their way to academic success. To be able to have students collect their own data to 'discover' important oceanographic concepts in their own bay is an extremely effective way for them to learn Marine Science." ■

Comments from our students:

Flynn Andrews – Year 11: *"I selected Marine Science because I am passionate about the ocean and like learning about the environment."*

Harrison Kovacic – Year 11: *"My favourite part of this excursion to Moreton Bay was the underwater vision that we got to see with the underwater camera."*

Trinity Bush – Year 11: *"I am passionate about marine issues affecting Moreton Bay. It would be interesting to find out how to improve these issues through examining data. This way I know I am going to be protecting the future of our bay."*

TECHNOLOGY

The significance of Design in Technology

David Bunting
Subject Area Coordinator – Technology

Technologies have been an integral part of society for as long as humans have had the desire to create solutions to improve their quality of life. As technologies have evolved, they have continued to have a significant impact on the world and society, rapidly becoming central to all human endeavour by transforming, restoring and sustaining the world in which we live.

“Design thinking and creativity are fundamental elements of all Technology courses offered at Ormiston College.”

Entrepreneurship and innovation are considered essential skills to prepare students for a rapidly changing future that will continue to depend on the use of ever-evolving technologies. As such, design thinking and creativity are fundamental elements of all Technology courses offered at Ormiston College.

The new QCAA Senior Design syllabus states:

Australia needs enterprising and innovative individuals with the ability to make discerning decisions concerning the development, use and impact of technologies. When developing technologies, these individuals need to be able to work independently and collaboratively to solve complex, open-ended problems. Subjects in the Technologies learning area prepare students to be effective problem-solvers as they learn about and work with contemporary and emerging technologies.

It is not surprising that the number of students choosing to study Design at Ormiston College is at an all-time high with 60% of Year 9 students, and 50% of Year 10 students studying Design.

Every new piece of technology starts with a design process, and the most important consideration in that process is the human who will eventually use the product. In fact, products that provide great user experience are designed with not only the product’s consumption or use in mind, but also the entire process of acquiring, owning and even troubleshooting it. Design thinking and user-experience design, are key components of the QCAA Senior Digital Solutions curriculum. Students use a problem-solving process that involves exploring problems, developing prototypes and generating solutions, while iteratively evaluating the solution and making refinements to improve it. In the ‘Develop’ phase of this process students use the elements and principles of visual communication and design, to prototype user interfaces that will become part of the user-experience design for the website or application they are creating.

Design thinking is the use of strategies for understanding design problems, visualising and generating creative ideas, and analysing and evaluating those ideas that best meet the criteria for success. The Technology Department is embracing the important role Design plays in our world and through the implementation of the new Senior Digital Solutions and Design courses, we continue to explore avenues that will further develop the design thinking skills of our students.

In the QCAA Senior Design curriculum, students learn to apply the Design Process in the contexts of commercial design, human-centered design and sustainable design. At the centre of all these topics is the emphasis on designing with empathy, taking into account the needs of individuals and society as a whole, while carefully considering economic, social and cultural impacts.

User Experience Design - Harry Baird (Year 11 Digital Solutions)

Convergent Thinking - Lillian McGuren
(Year 12 Design)

Divergent Thinking in Design - Eloise Pallas
(Year 12 Design)

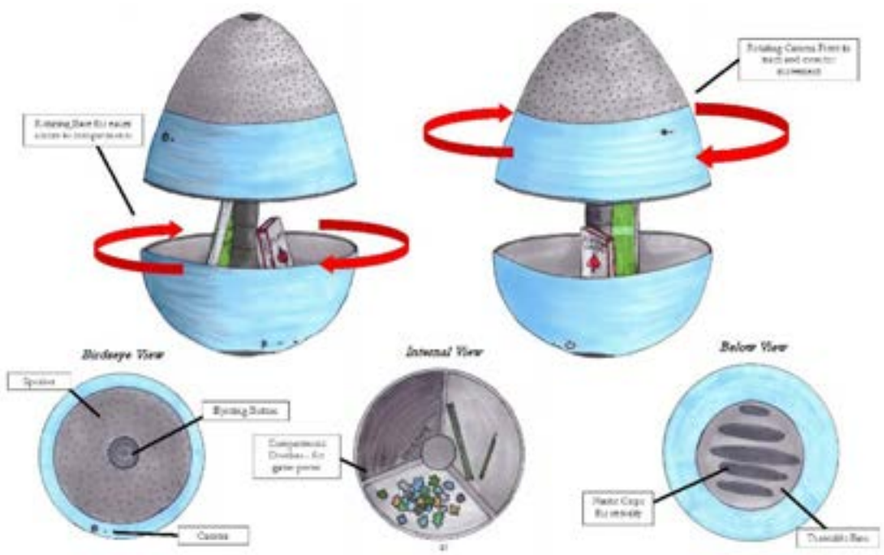
Senior Design Course

This year, Ormiston College Senior students are completing the new Senior Design course for the first time. In their second assignment of this course, they used human-centered design principles to create a unique product to meet a specific need. The identified need was to improve the mental agility of older Australians. Therefore, the client, chosen by the students, had to meet one specific criteria. They had to be over the age of 60!

Over the duration of the project, the students got to know their clients very well, as they worked with them to develop their design. Clients were selected from parents, grandparents, neighbours and friends. Students conducted interviews, participated in feedback sessions and remained in contact with their client throughout the Design Process.

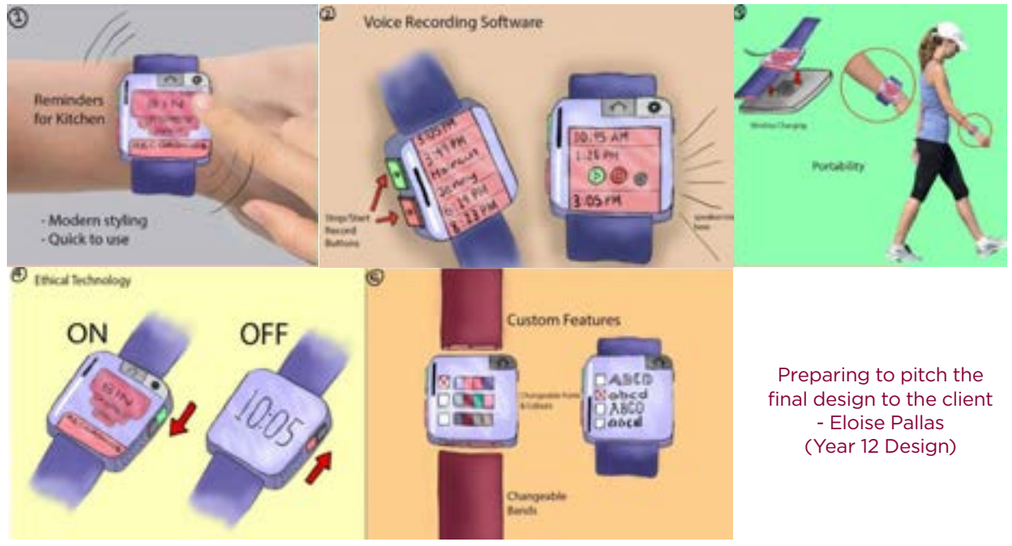
For some, communication was a challenge, with clients living on the other side of the world, or even cruising the oceans for the duration of the project. Though some aspects of this task proved challenging, the students thoroughly enjoyed designing for an authentic client, and the interactions they had with them had a significant impact on their final designs.

The Diversity in Design component of the process reflects the many factors that influence a designer, such as the demographics of the client and the designer, race, ethnicity, gender, age and culture. Diversity was certainly evident in the final designs some of which included, interactive wall calendars, puzzle-based community centres, smart devices, virtual reality gardening centres.



Final Solution - Varsha Raghavan (Year 12 Design)

“The Diversity in Design component of the process reflects the many factors that influence a designer.”



Preparing to pitch the final design to the client
- Eloise Pallas
(Year 12 Design)

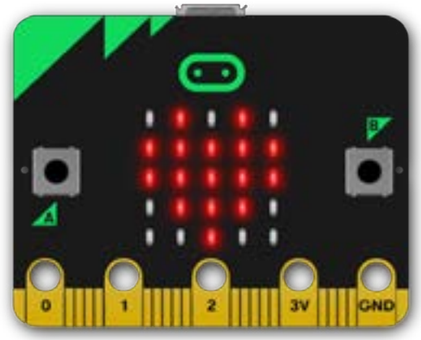
Year 8 Digital Technologies Course

The new Digital Technologies course in Year 8 involves a semester of work with the BBC micro:bit. The BBC micro:bit is a pocket-sized codeable computer with motion detection, a built-in compass and Bluetooth technology. In Term 3, the students learnt to program the micro:bit in Python or block-based code, with a focus on developing design ideas that could be implemented by using the micro:bit. They learnt how to connect sensors to read input from a user or from the environment, and they learnt how to produce output to communicate with the user.

In Term 4, students will work in design teams to develop a unique micro:bit-based toy that accesses input from the user and provides some form of output. The students will then build prototypes for the toys using 3D-printed or laser cut parts.

With the knowledge and skills developed throughout their studies in the Digital Technologies course, it is very exciting to imagine what these students will be designing in four years’ time when they are in their final year at Ormiston College.

The world awaits OC’s entrepreneurs and innovators! ■



BBC micro:bit and toy -
Year 8 (Digital technologies)

“Through problem-solving the students make connections between the mathematical concepts they have learnt in class and the real world.”

MATHEMATICS

The importance of Understanding Mathematics

Joel Speranza
Head of Department – Mathematics

There is a famous, mathematical problem called the Monty Hall problem. It goes like this:

“Suppose you’re on a game show, and you’re given the choice of three doors: Behind one door is a car; behind the others, goats. You pick a door, say No. 1, and the host, who knows what’s behind the doors, opens another door, say No. 3, which has a goat. He then says to you, “Do you want to stick with door number 1, or change your choice to door No. 2?” Is it to your advantage to switch your choice?”

Even very accomplished mathematicians get this question wrong. The answer, surprisingly, is that you should switch to door number 2. I won’t go into why this is so here, but if you’re unconvinced, a quick google will give you many explanations as to why this is true.

The point is that humans have a remarkably difficult time grappling with the often counter-intuitive world of probability.

Year 7 Probability: Modelling and Problem-Solving task.

In Term 3, our Year 7 students spent time in this probabilistic world, designing an unfair game of chance. In so doing, they are using their mathematical skills to create what is called a mathematical model.

This task required students to explain their mathematical thinking and develop strong conceptual foundations. They had to do more than follow a set of procedures and mimic examples without understanding. Through problem-solving, students made connections between the mathematical concepts they've learnt in class with the real world and saw the value and usefulness of mathematics.

These problem solving and modelling tasks are a feature of the new Queensland Senior Mathematics curriculum, and Ormiston College has introduced tasks like these into every mathematical subject from Years 7 to 12.

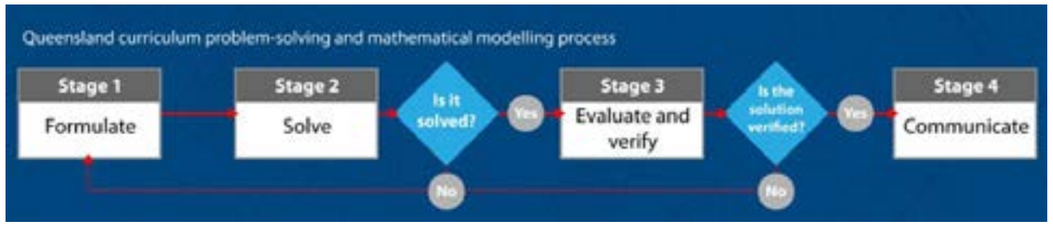
The approach that our students follow for creating these mathematical models is as follows.

Formulate: Students translate the problem into a mathematically purposeful representation by first determining the applicable mathematical concepts, techniques and technology. Appropriate assumptions and observations are identified. In mathematical modelling, formulating a model involves the process of mathematisation – moving from the real world to the mathematical world.

Solve: Students apply mathematical concepts and techniques to solve the mathematical problem. Possible approaches are wide-ranging and are unique from student to student. Solutions can be found using algebraic, graphic, arithmetic and/or numeric methods, with and/or without technology.

Evaluate & Verify: Once a solution has been achieved, students consider the reasonableness of the solution. They evaluate their results and make a judgment about their solution. This involves exploring the strengths and limitations of their solution and, where necessary, making refinements. This stage emphasises the importance of methodological rigour and the fact that problem-solving and mathematical modelling is not usually linear and involves an iterative process.

Communicate: The development of solutions and models to abstract and real-world problems must be capable of being evaluated and used by others and so need to be communicated clearly and fully. Students communicate findings systematically and concisely using mathematical, statistical and everyday language. They draw conclusions, discussing the key results and the strengths and limitations of their solution. Students offer further explanation, justification, and recommendations, framed in the context of the initial problem.



"These problem-solving and modelling tasks are a feature of the new Queensland Senior Mathematics curriculum."

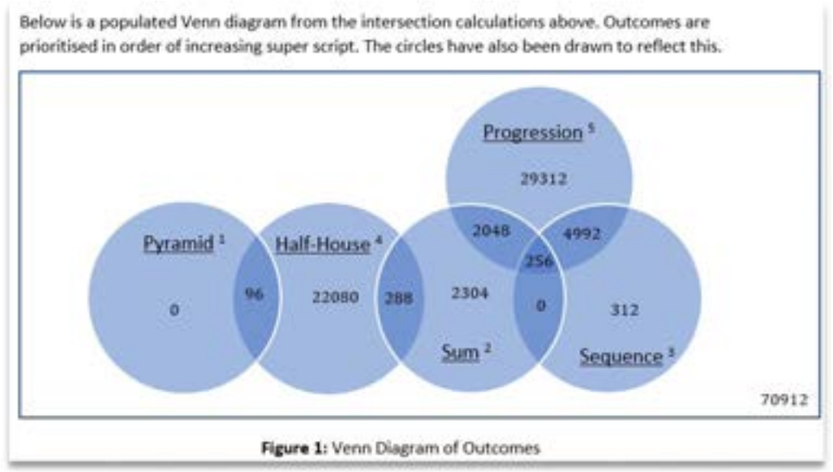


Figure 1: Venn Diagram of Outcomes

Year 11 Specialist Mathematics: Modelling and Problem-Solving Task

The Year 11 Specialist Mathematics task was called 'the house always wins' and challenged students to create an unfair game of chance. If this sounds familiar, I'm not surprised. The tasks for our Year 7 Mathematic students and our Year 11 Specialist Mathematics students are in essence identical.

What changes is the sophistication of the mathematics that our students can bring to bear on the same task, four years later. While Year 7 students are using tree diagrams and two-way tables, our Specialist Mathematics students are using combinatorics, permutations, the pigeon-hole principle and many other advanced mathematical techniques.

The wonderful thing about these modelling and problem-solving tasks is that they expand and contract to meet students wherever they are in their mathematical journey. They also provide students with problem-solving skills that they can apply throughout their school life and beyond. ■

Below are some quotes from students in Year 11 and students from Year 8 who completed the task last year.

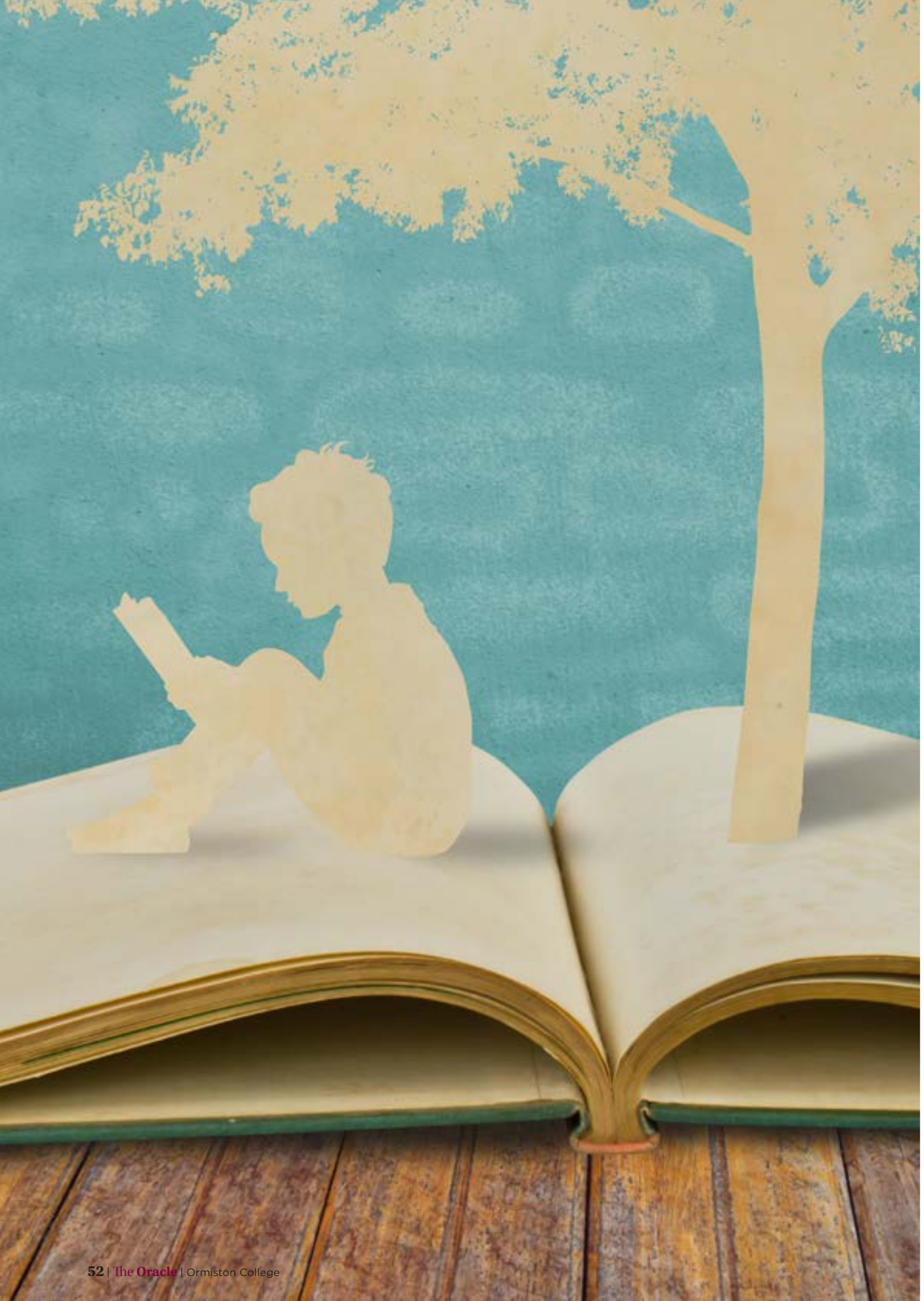
"Learning how probability can be applied to real life was very interesting. I've learnt just how slim the chances of winning at the casino are." Kim Pham, Year 11

"The task was valuable in helping unlock confidence in my own mathematical ability. I was able to apply my knowledge in a way that was fun and unique, inspiring me to think of different mathematical processes." Dhruv Sriram, Year 11

"It was different to any assignment I had done before. It tested not only my combinatorics abilities, but also allowed me to add my own creative twist as well." Samuel Paltridge, Year 11

"It was a fun assignment that taught me to look into things more before someone takes my money or beats me in an unfair game." Caitlin Greig, Year 8

"It gave me an understanding of the nature of chance and variation in life. It allowed me to become more well informed of risk." Sean Veenboer, Year 8



“The Literature course has been designed to find the ‘literary’ by selecting texts that engage students.”

ENGLISH

Finding the ‘Literary’ in Literature

Ryan Caldwell
Head of Department – English

“...we just get so much freedom, creatively, in terms of our assignments, which is something that I personally value in the subject. You can kind of work your way around an assignment in a way that you personally enjoy and therefore it’s easier for you to get better marks in the end.”
Year 11 Literature student, 2020.

The ‘Literary’

The English Learning Area subject Literature was introduced to the College in 2019, and has, in its formative years, proven to be rather popular with the ‘literary’ in our OC community. But just what does ‘literary’ really mean?

As the reading public, we generally have a fair understanding of what ‘Literature’ is, likely on account of some dusty old tomes we may have had to read in school. I recall wading my way through *For Whom the Bell Tolls* by Ernest Hemingway some years ago (quite a few really) in high school and being, shall we say, unenthused by the text. Ironically, this text, the subject matter of which I barely recall, resonated with me. There was something about the dashing brashness of the horse riding in the context of a civil war, something of a pre-cursor to WWII, that snagged some aspect of my imagination and lingers to this day. Perhaps it was Hemingway’s famously direct and simplistic writing style. Perhaps it was the action and adventure.

What nonetheless remains is my response to the text, tenuous and nostalgic though it may be. Something in that novel sparked a thought, a feeling, a response somewhere in my consciousness that lingers to this day, and that, dear reader, is where the 'literary' lies in Literature. The definition of literary lies – unremarkably – in the QCAA Literature syllabus, which defines the term as "a way of reading texts rather than a set of qualities in a text that exist independently of how a text is read." Thus, we don't find the 'literary' in the text, rather, we find it in the response to the text. In this sense, the Literature course has been designed to find the 'literary' by selecting texts that engage students in poking and prodding and questioning and posing responses and interpretations and perspectives that speak to us – and about us – as contemporary individuals in the real and visceral world.

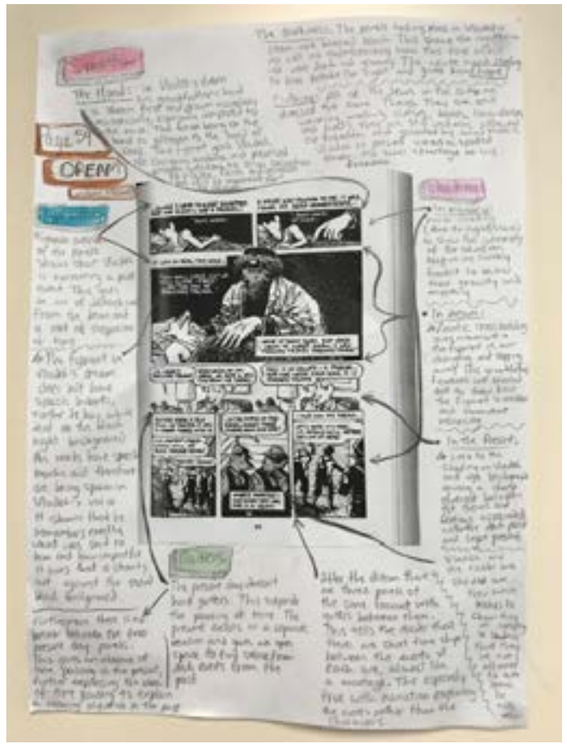
This approach to text selection has engaged the 'literary' in our student body and, in turn, a flourishing culture of creative thought and independent thinking that demonstrates that the College's award-winning Teaching and Learning Framework is very much alive and well in Literature. In probing at and exploring the human condition, the 'literary' is to be found in response to such texts as Art Spiegelman's graphic novel about reconstructing the past, *The Complete Maus*, Wesley Enoch's reimagining of Euripides' ancient Greek tale, *Black Medea*, or the Coen Brother's seminal western feature film, *True Grit*. Students continually explore the experience of being human in the academically rigorous study of engaging and thought-provoking plays, films, novels and poems. Likewise, the imaginative tasks have been designed with the scope to encourage independent explorations and creative freedom. Perhaps then, we have found the 'literary?'

> *It follows that the particular readings of texts that students propose will invariably change student to student.*

Texts to Engage

In Unit 1 of Year 11, students could have studied a novel from the 'canon,' but... let's study comix instead! I mean, why not? Students have latent skills in visual and graphic representation on account of their familiarity with digital devices and their associated graphic representations of information. Unpacking the QCAA cognitive verb analyse – an essential cognition in the course – in visual form assists many students to really grasp this cognition and how to form insightful responses and individual interpretations. We do, of course, need to help the students find the 'literary.' We have thus assigned the regurgitation of SparkNotes, Shmoop and other online sources to the scrap heap of orthodoxy and presented students with the space and scope to generate their own unique responses. An analytical essay in Literature is, after all, "an interpretation of a literary text" – the student's own unique interpretation.

Such active interpretation has been particularly evident with the Year 11 cohort and their study of Joseph Heller's *Catch-22*, an absurdly humorous tale of circular logic, paradox and the arbitrary exercise of power in society. The tumble and turn of the language and the 'punny' puns have certainly elicited some chuckles and wry smiles and much discussion of where the humour lies – in the text, or in our response to it? (Or in some cases, lack of response!)

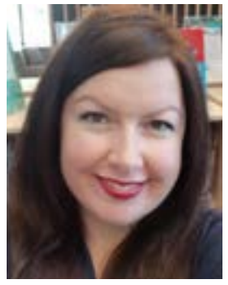


So, have we found the 'literary?'

In short, no, and in truth, we never will – and this is the best part! Every cohort of Literature students brings their own weltanschauung, or world view to the proverbial dinner table, and thus their own unique perspectives and experiences and ideologies that frame their experience of being human. It follows that the particular readings of texts that students propose will invariably change student to student, cohort to cohort ad infinitum, and thus we beat on, boats against the current, borne forward ceaselessly into the future... ■

CENTRE FOR LEARNING AND INNOVATION

2020
The shifting sands of LibraryLand



Karen Eyre
Teacher Librarian Prep to Year 12

2020 has seen news headlines decrying falling literacy outcomes throughout Western education, falling societal trust in media due to fake news, and falling mental health of people struggling with fear and isolation in uncertain times.

In a year with a lot of disruption, there has been one constant: libraries. Libraries provide their community with resources and skills to critically engage with literature and information, as well as the escape and solace that comes from being immersed in a great book.

Being physically closed for a period of time meant that library services moved primarily online. We had removed borrowing limits and sent students home with lots of physical books, then focused on the switch to online learning. Ms Eyre's storytime was recorded and posted on Seesaw,

"Online platforms have proved to be incredibly popular with students as a new way to get more stories into their day."

supplemented by other free-to-access digital resources such as the hilarious David Walliams' daily story broadcast *Elevenses*, plus other live-streamed author talks, book launches and activities. Australian publishers kindly waived copyright restrictions during the *Learning from Home* period, to allow for easy access to high quality Australian literature for students.

Our school's digital subscriptions to Story Box Library and Sora meant that a good story, ebook or audiobook was only a click away. These online platforms have proven to be incredibly popular with students as a new way to get more stories into their day.

Whilst physical books are still the preferred form, ebooks have many benefits, such as the ability to change font (extremely useful for students with dyslexia and vision impairments) as well as having an interactive dictionary and being available 24/7 for borrowing.

Students were also surprised at how much they enjoyed listening to audiobooks; Stephen Fry's narration of J.K. Rowling's *Harry Potter* really adds an extra dimension in making words leap off the page.

Quote from Year 7 student – Sam

"I like to listen to the audiobook and have the actual book with me to read along. It really helps me understand what is happening."

Of course, students were thrilled to be back at school and borrowing physical books again, plus reflected on how nice it had been to have more down time to read, as so many of the activities which make life so busy had been cancelled. Reading provided the comfort of old friends like Harry, Katniss and Greg, as well as the escape into the Treehouse, or Narnia, or Nevermoor.

Quote from Year 4 student – Tiago

"Reading is even MORE important in quarantine. It keeps your brain active."

"A library is a good place to go when you feel unhappy, for there, in a book, you may find encouragement and comfort. A library is a good place to go when you feel bewildered or undecided, for there, in a book, you may have your question answered. Books are good company, in sad times and happy times, for books are people – people who have managed to stay alive by hiding between the covers of a book."

[Letters of Note; Troy (MI, USA) Public Library, 1971]" – E.B. White ■

BUSINESS

Year 10 students pivot as **Business tackles iso!**

Georgina Barfoot
Business Department Teacher

Business and Economics, probably more than any other subject areas, have been impacted by COVID-19. Overnight our authentic examples for classwork and assessment were outdated. This is particularly so for Year 12 assessment that is written approximately eight months prior to delivery to allow time for QCAA endorsement.

In March, *The Conversation* recorded; "In business there are three categories emerging; the winners, the losers and the inbetweeners. This last category are the businesses that have needed to pivot quickly and adapt their business models for 'the new normal'. In Victoria some businesses are pivoting at such a pace they are putting ballerinas to shame! Year 12 Business students could be winners in this environment as their final unit is 'Business evolution', and final topic is 'Transformation of a business' so there is an abundance of examples available!

Year 10 Business Students – Ideation to Creation:

In one of the first areas of inquiry in Semester 2 Business, Year 10 students were introduced to the business environment. Students worked in groups to create five items. Each company group is provided with some resources. It is fascinating and amusing to watch the expressions change on the students' faces, from looks of bemusement and exasperation to the light bulb moment where someone realises that by trading, everyone can achieve the desired outcome. In years gone by, when teenagers carried money, some students would whip out their wallet to secure scarce resources!

Year 10 Business students will round out Semester 2 with a hands-on workshop called 'Ideation to Creation' conducted by entrepreneur Scott Millar. Scott has run this workshop for the past two years to get students thinking about potential business opportunities. Leading into the holidays is perfect timing for students to be thinking about 'pressure points' and how these could be overcome when doing the things they love. Some past students have taken their concepts further than the required assessment task and launched small businesses.

> *"Some past students have taken their concepts further than the required assessment task and launched small businesses."*

Year 11 Business Students – Market Research:

Sue Holz, CEO and Principle Analyst of Research by Design, plus two of her colleagues, visited Year 11 Business to introduce students to market research. Sue is passionate about this important area of marketing. This foundation in market research will benefit students moving forward as their internal assessment task requires primary research data. The Research by Design team will support students in practical use of Survey Monkey and discussion on what questioning techniques result in the most beneficial data.

Later this semester Business students will welcome one of Ormiston College's new Sanbot robots into our classroom. While planning for this new classroom role is in early stages, it is anticipated that this will add a new level of engagement and learning.

A big disappointment for Year 11 Legal Studies students, after many weeks of research and some creativity in developing witness personas, was the cancellation of the renowned annual Ormiston College Moot Court due to COVID-19.

Bring on the 2021 Moot Court:

Year 10 Legal Studies students are keen to see an even stronger legal debate in the 2021 Moot Court. As a precursor these students will be attending the District and Supreme Courts in Brisbane CBD during Term 4. They will attend a talk by a Judge, during which time they have the opportunity to ask questions. They will also visit trials in progress and share a session with Kirsten Murray, the Communication Education Coordinator at Queensland Courts and co-author of the Year 12 text.

Rounding off Semester 2, 20 students from across the Business subject areas will have the opportunity to partake in ECOMAN. ECOMAN is a two-day business simulation program where students compete in 'company' groups. Collaboration is enhanced as students from varying subjects bring into play different skill sets. The program is held in the Brisbane CBD where various businesses donate their Board Rooms to accommodate the program, thus allowing our students an insight into a large organisation.

The year 2020 has been a year of many firsts. The first Year 12 external examinations have been pivotal on every Senior teacher and student's 'To Do' list for some years now. As the time approaches everyone involved, students, parents, teachers are wished holistic wellbeing. ■

“Think left and think right and think low and think high. Oh, the things you can think up if only you try.”

Dr. Seuss

HUMANITIES

Ian Burgess
Head of Department – Humanities

Across his career, beloved children’s author Theodor Geisel sold over 600 million books, in more than 20 languages. His 1975 classic, *Oh the thinks you can think!,* challenges the reader of any age to let their imagination run wild. It invites us to unleash the creative beast that hides in all of us but is sadly more likely to be left in the kennel as we grow older.

The ability to think creatively is one of a suite of skills inherent to the Humanities. These skills are sometimes inaccurately and derisively labelled as ‘soft skills’ in comparison to the ‘hard skills’ of subject matter expertise, mathematics and statistical knowledge, data and technical skills.

I tend (not surprisingly!) to agree more with Anna Moro, Associate Dean of Humanities at Canada’s McMaster University who describes these ‘soft skills’ as more accurately being: “essential skills, because we all need them every day, though we don’t always use them well. They are the foundational skills that allow us to learn and live and work productively with other people. They are the skills that determine our chances of succeeding. They are the skills of leadership. These essential skills are the ones most sought by some of the largest, most successful organisations.” (*The Conversation, 2018)*

Aaron McEwan, Advisory Leader at the technology company CEB, identifies the value of Moro’s ‘essential skills’ in the evolving workplace commenting that:

“Things are moving quickly from a technological perspective and hard skills are being outsourced or taken over by robots. The skill sets that are not as easy to automate are now being perceived as higher in value. We are doing them a disservice by calling them ‘soft skills’,” McEwan says. “There’s absolutely nothing soft about them.” (cited by Sheedy, 2019).

These skills include creativity, collaboration, communication, connectivity, empathy and critical thinking. All of which we can see being developed in the Humanities classrooms from Year 7 to Year 12, even in the most trying of circumstances.

If we roll back to late March of this year, our routines and lifestyle were turned upside down by lockdown and social isolation bought about through COVID-19. This saw a seismic change in the way that we delivered curriculum and how students learnt, and was a dynamic but quite exhausting time for the Humanities staff. This was a live exercise utilising the creative thinking skills and collective wisdom of the Department and was undoubtedly assisted by the appropriate and meaningful use of a range of technologies and pedagogies to engage and support our learners.

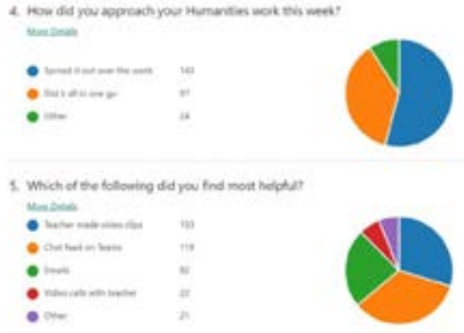
The online teaching environment that we utilised in this period was built on the Humanities Department's effective uptake of the OneNote platform and its use of the Microsoft Teams software. The teachers across the Department quickly transformed their pre-existing resources to fit the new model, instructional clips were developed, and video conferencing became the norm.

As good a job that we did in designing and resourcing our instructional model, we were unsure about the effectiveness of what we were doing. The College was fortunate to establish a partnership with Griffith University's Dr Sarah Prestridge, whose academic focus is on harnessing digital technologies to transform learning. As a mentor, Dr Prestridge worked closely with a smaller team of teachers comprising Roz Minnikin, Louise Hammond and Lessa Gore-Brown to investigate student engagement with the learning packages.

A key initiative out of this collaboration was the use of Microsoft Forms to measure student progress and opinions on what they were doing and how they were approaching their work. At the end of Week 10 in Term 1, all of the Senior School students who studied a Humanities subjects were sent a link and asked to complete the survey. Over 260 students replied to this survey and the data it provided allowed us to recalibrate areas that required attention and reinforce strategies that were working effectively at that time. Following the success of the use of this platform, more focused surveys were used at different times to collate data on student attitudes, beliefs and confidence in what they were studying. This initiative has continued since our return to normal operations, with particular success for our Year 12 students as they prepare for their external exams in Term 4.

The Microsoft Teams site that was developed for each course also proved to be most beneficial in enabling students to further hone Moro's 'essential skills' of connectivity and collaboration and help them continue to develop their independent

"Collection of primary data in the field for analysis of geographic questions underpins the inquiry model that is used in the discipline."



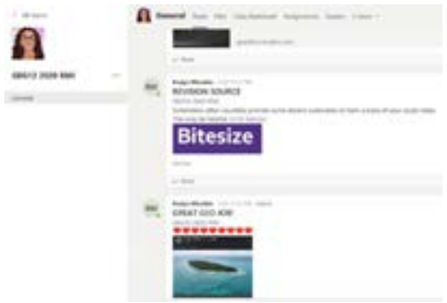
learning skills. The weekly lessons that were scheduled for all classes were supplemented by meetings between smaller groups of students. Staff also practised what they preached by using it to coordinate teaching teams when staff members were forced to self-isolate with much success. The use of video conferencing and chat feed functions helped create a sense of community among learners and these functions have been continued with significant success in our Senior Geography classes.

COVID-19 restrictions also played havoc with our Geographers fieldwork skills development program. Collection of primary data in the field for analysis of geographic questions underpins the inquiry model that is used in the discipline and from Year 7 students are engaged in the development of these critical thinking and data transformation skills.

The Year 8 students have just completed an investigation in Coastal Landforms and Processes. After much perspiration and significant inspiration, a set of virtual fieldwork modules were developed that students worked through to develop the skills required to survey and analyse a beach transect. They used their imagination to undertake these skills on the Bank of Queensland Oval and its environs instead of the beaches of the Gold Coast. Students then used their knowledge of the Excel software program to create a transect and analyse their findings. This activity required students to apply their subject knowledge in an abstract setting, utilising their critical thinking and collaborative skills with a healthy dose of imagination and creativity.

This activity is just one example of where we have ensured that the augmented learning experiences we have implemented have informed the design and implementation of student assessment tasks. Students are challenged to participate in learning sequences that will extend them and allow them to develop critical thinking skills. Whilst content knowledge forms the bedrock of inquiry in the Humanities at Ormiston College, it is the critical thinking skills that utilise this knowledge that helps prepare our students for their future career in any field. This is what makes the study of Geography and History so fascinating and why these subjects are crucial to the overall development of all students at every stage of their OC voyage of discovery. Our joint priorities of student engagement and academic success through the meaningful use of technology aim to help make our students attractive employees of the future but more importantly active, informed and engaged citizens.

To say that the educational experience of students in 2020 has been unique is an understatement. Similarly, the process of planning, designing, implementing and managing curriculum in such a fluid environment has been challenging and seen many a time where we have had to, as Dr Seuss puts it: *"Think left and think right and think low and think high".* ■



> *The ability to speak both English and Chinese enables one to communicate with approximately fifty percent of the entire world population.*

LANGUAGES

Paul Dhu
Dean of Studies
Acting Subject Area Coordinator – Languages

After extensive research into the use, relevance and future advantages of language study in the 21st century, the College recently introduced a new language program.

In 2019, we started teaching Chinese in the Junior School. Chinese is expected to continue to play a leading role through global trade, tourism and business and is the most spoken language throughout the world. The ability to speak both English and Chinese enables one to communicate with approximately fifty percent of the entire world population.

Spanish is also forecast as an extremely important language of the future. Currently, there are in excess of three hundred million native speakers and more than 420 million people who use Spanish as their second language. More importantly, it is currently predicted that the United States of America will be the largest Spanish speaking country within the next 30 years.

Introducing the new and withdrawing the old

Junior School

In 2020, students continue to study Chinese for one lesson per week for all students from Prep through to Year 4. Chinese for Year 5 and Year 6 students continues with two lessons per week.

Middle School

In 2021, Year 8 and 9 students who have previously studied Japanese or German, may continue one or other of the subjects as an elective for three lessons per week.

Chinese and Spanish will both be offered from Year 7 in 2021. Students may choose one of these options if they wish to study a language. Language study in the Secondary School is not compulsory.

Senior School

Year 10, 11 and 12 students who have previously studied Japanese or German, may continue to do so until the end of Year 12. The phasing-out of Japanese and German will come at the end of 2025. ■

Lilianna Mar

Finn Gilmour

Aimee Green

VISUAL ARTS

Visual Arts and Media Arts Reflections - 2020

Julianne de Lange
Subject Area Coordinator – Visual Arts

The Visual and Media Arts programs were modified during Term 2 to adjust to '*Learning from Home*'. Our students rose to the challenge of creating animations, photographic and video portfolios, along with the usual more materials-based work. The Year 10 semester culminated with at exhibition that showcased their work inspired by an excursion to Wellington Point, 'What's the Point'.

Finn Gilmour

"Although it was a bit nerve wracking, it was a good experience to show my work and see everyone else's work. I loved learning how to use Photoshop."

Finn was awarded a Highly Commended for his entry in the 2020 Animation Festival.

Michaela Manne

"I love working with different materials like paint and Magiclay."

Rosemary Scott

"Visual Art is creative. I love that we get to do it ourselves and try out different ways of working."

Lara Drvodelic

"I love using technology creativity and exploring the hands-on materials too."

Charlotte Lane

"I get to do what I want to do within the assessment task. It's fun, and our class is a supportive little community."

Claudia Young

"I can apply what I learn in Visual Arts to other subjects. It helps me to see the world from different viewpoints."

Aimee Green

"Visual Arts encourage me to be creative and expressive in a different way to every other subject. It is like a meditation - I can apply my creativity, skills and reasoning so solve a complex problem."

Kimberly O'Shea

"The topics are open; I can investigate what I enjoy thinking about. I love learning new styles, techniques and approaches to art making. I can apply what I learn to my everyday life."

Abigail Jackson

"Art is a cool subject. There are lots of opportunities for freedom and fun; I can be really creative."

Alice Durham

"I love interacting with other people who appreciate and love art as much as I do."

Zachary Dunbabin

"For me, Art is about expressing myself visually. I like having my work in front of me and directly interacting with it – manipulating and experimenting with materials and visual language as I go."

Imogen Hatherill

"I love the freedom to think outside the box. Visual Art is a judgement free zone; a safe place to create and express myself."

Imogen was the Winner of the 2020 Animation Festival.

Matthew Allen

"I like representing concepts that I feel strongly about, in new ways."

Zachary Dunbabin

Michaela Manne

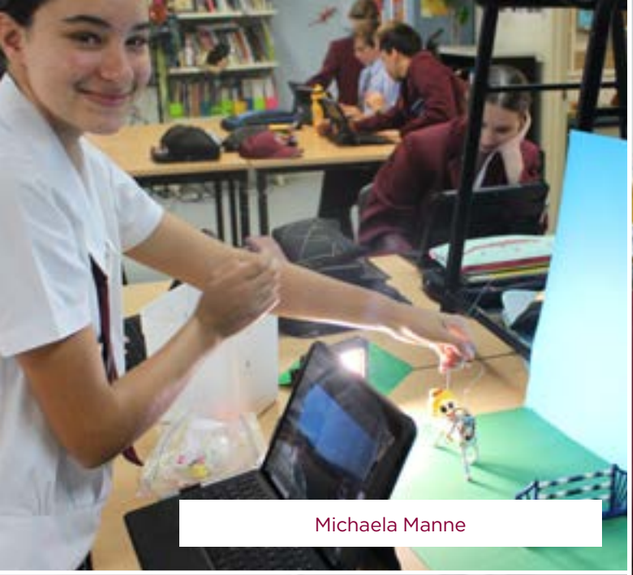
Alice Durham and Abigail Jackson

Kimberly O'Shea

Imogen Hatherill

Matthew Allen and Lochlann Harrison

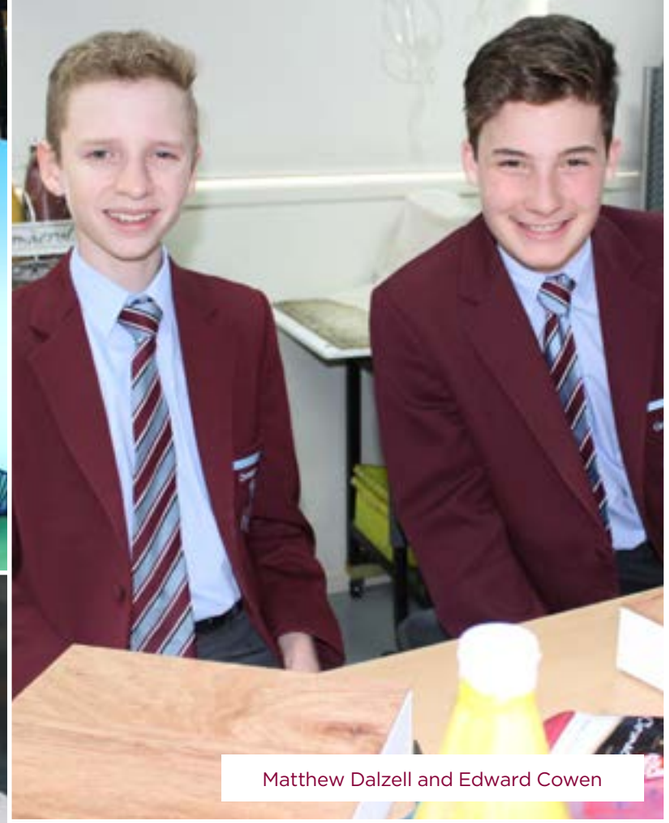
Rosemary Scott



Michaela Manne

Lara Drvodelic

Claudia Young



Matthew Dalzell and Edward Cowen

Charlotte Lane

> *'Every child is once an artist. The problem is how to stay an artist once we grow up"*
>
> **Pablo Picasso**

Lochlann Harrison

"Visual Art gives me the freedom to do what I enjoy doing."

Matthew Dalzell

"I can express my creativity and use exciting materials."

Edward Cowen

"I can look at any concept I want to – it is more expansive than any other subject."

Amelia Duncan

"I love creating artworks with my hands, my heart, and my mind."

Ashira Mead

"I love working collaboratively with my friends to make something new."

Amelia Chen

"I enjoyed Media Arts because the activities were fun and hands on. I learnt a lot of interesting things that I didn't know before about camera angles."

Holly Kyranides

"We have a lot of time before our stuff is due and there's no pressure. I also enjoyed the teamwork with other class mates."

Amelia Duncan and Ashira Mead

“It has been exciting to see many of our Junior School ensembles and students make their way on stage to provide entertainment.”

MUSIC

Performances in the Plaza

Jason Taggart
Dean of Music

In a year when so many major Music Department events have been cancelled, ‘*Performances in the Plaza*’ have provided a wonderful opportunity for our young musicians to showcase their outstanding talent and efforts to their peers.

Every Friday at lunchtime, Academic and Co-curricular, plus Vocal and Music Tuition students, have taken to the CLI Plaza Stage to perform for a very attentive and enthusiastic audience. A wide range of performances have taken place, including solo and duo acts, rock bands as well as the College Big Band. It has been exciting to see many of our Junior School ensembles and students make their way on stage to provide entertainment at what has become a very popular Friday lunchtime event. Students and staff alike have really enjoyed the music which provides a wonderful, happy atmosphere in the middle of their school day.

Maree Hall
Junior School Music Teacher

Learning is essential business in schools, and continuing learning during the COVID-19 lockdown posed immediate challenges and presented new opportunities to Music learning in the Junior School at Ormiston College.

In our weekly class Music sessions, we make music as a group: with instruments, with games, with song and dance. We watch recordings of other people making music and share our wonder, our joy, and our excitement. Music is a communal activity. We make music together.

So how do we continue to make music when we're not together? How do we continue our musical journey when we are apart, when we are away from each other? How do we do music? We look to 21st century technology to support us and to keep us connected.

Music comes from everywhere and everywhere people love music. This was especially evident during *Learning from Home*. The technology tools of the 21st century opened doors to music: technology helped us stay in contact, allowed us to explore and see what others were doing, helped us learn music with, and from, each other. From Zoom groups to Twitter posts, choirs, bands, orchestras and soloists from across the world shared their music far and wide. Music continued. Music is perpetual.

At Ormiston College, we PERSIST. Microsoft Teams, OneNote, Seesaw and YouTube – these digital applications formed the framework for Music in the Junior School during *Learning from Home*. Using Seesaw from Prep to Year 3, we enjoyed diverse activities to read and write music, to perform and record music, to explore and listen to others' music. Music was shared with families at home, extending our classroom to the kitchen and to the family room. From Mums and Dads in the backgrounds, to dogs in the backyard; everyone had the chance to be a part of the musical journey.

Teams and OneNote drove our Music programs in Year 4 and Year 5. Chrome Music Lab was discovered as an online composition tool. Real time became virtual time and music was composed, saved and shared with classmates. Learning about music came through lessons on OneNote, YouTube performances, and Quizzes on Forms.

> *"Ah, music," he said, wiping his eyes. "A magic beyond all we do here!"*
> **J.K. Rowling**

"Necessity may be the mother of invention, but play is certainly the father." ~ Roger von Oech (American toy-maker b.1948).

As we played with music online, we were learning in new ways. When learning with virtual instruments or listening to recorded music, we rely on our experience and ability to imagine sound while thinking about it. These audiation skills develop from direct instruction and regular practice with singing, playing, reading and writing music.

I look forward to taking our positive, online learning experiences forward to new ways of learning together in the classroom and beyond. ■

Rachel Hare, Jess Sutherland, George Hayden, Alasdair Wood, Lucy Branch, Ben Jackson

DRAMA

Jodie MacNamara
Speech and Drama Coordinator – Junior School

In 2020, the two most in-demand skills that employers are seeking are **creativity** and **collaboration**. Increasingly, the power of Drama education is being recognised as one of the most effective ways of developing these soft skills. Now, more than ever, the interpersonal skills that are readily acquired through Drama, are being acknowledged as providing outstanding advantages in the building of confidence and self-esteem, which are not obtained from other subject areas.

"Decades worth of research attests to the fact that the arts are among the most profoundly important and valuable ways to improve learning and promote success, from early childhood through adulthood."

Julie Andrews

Drama promotes the development of literacy and language skills as well as verbal and non-verbal communication. It builds self-assurance and leadership skills, encouraging students to stand up and speak up. It stimulates creativity and imagination, whilst helping children better understand human behaviour and navigate the world around them. It allows students to develop their emotional intelligence and empathy across a range of social, cultural and historical contexts. It helps students develop critical thinking whilst engaging in creative problem solving and decision making. It also fosters an environment of collaboration, teamwork and cooperation, and assists in nurturing positive relationships.

It is not surprising that so many Drama students take on leadership roles, become involved with inter-school debating teams, present on school assemblies, perform in school musicals and become great public speakers and orators.

Amelia Risson and Frances Appleton

Medal presentation to
Frances Appleton and Amelia Risson

Our Drama numbers are expanding throughout both the Junior and Secondary School

A growing number of Ormiston College students undertake Drama tuition, including Individual, Paired and Group lessons across the Junior and Secondary Schools. These students are certainly seen as reaping the benefits of a great array of skills.

Comments from parents:

"We can see both of them gained lots of confidence and courage to stand on the stage to perform, they both did well, we are so proud of them."

"Our child was very pleased with his Eisteddfod performances and seems to have developed a lot more confidence."

"Seeing my daughters succeed with their peers was a wonderful thing, and the pride they have taken away is simply fantastic."

A valuable opportunity to perform in front of an unknown audience

In Term 3, students participated in the Brisbane Eisteddfod. Competitors travelled far and wide across Queensland to participate in this prestigious annual event, which has been running for well over a decade. There is no doubt as to the value gained by students when performing, as a competitor, to an unknown audience. Drama students are not only given this opportunity to present their work, but they also receive a professional written adjudication regarding their overall performance, plus the exciting opportunity of receiving a ribbon, trophy, bursary or certificate. It also provides our students with an indication of the standard of their work as compared against their unknown competitors, who share the same age group.

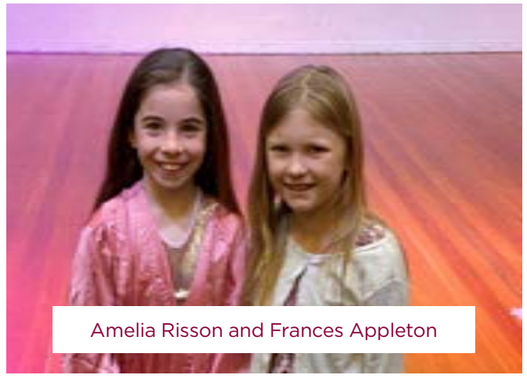
Yet again Ormiston College students received outstanding results

Ormiston College participants were awarded an impressive haul of over 140 prizes, trophies, medals and bursaries. Students competed in a huge variety of performance sections over the eight-day period, allowing them to showcase their technique across a range of dramatic genres including Poetry, Prose Recital, Character Recital, Duologue, Storytelling, Impromptu Speaking, Sight Reading, Improvisation and many more. The exceptional performances by so many of our students earned them striking praise from the esteemed adjudicator, despite the competition being of a very high standard. This is a testament to the many hours students spent refining their dramatic technique and finetuning their stagecraft through rehearsal.

Isla Lutz and Delaney Oosthuizen

Matilda Pincott

Theo Hanasy and Alannah Gooley



Amelia Risson and Frances Appleton

Frances Appleton, Amelia Risson, Sophie Tamas, Lily Christie

Riley Bell, Chloe Richter, Imogen Hatherill, Steffan Doyle, Abigail Thomas, Danielle Manne, Michaela Manne

Aiden Gooley and Sophie Papa with Kathleen Iron (Teacher)

Frances Appleton, Amelia Risson, Lily Christie, Sophie Tamas, Kara Cooper, Alicia Moss

Our students were awarded a range of distinguished major prizes at the event, including:

- Junior Speech and Drama Champion – Jess Sutherland – Awarded Trophy and $100 Bursary
- Senior Speech and Drama Champion – Abigail Thomas – Awarded Trophy And $200 Bursary
- Adjucators Award (Prepatory) – Katie Sutherland – Awarded Trophy
- Adjucators Award (Junior) – Ben Jackson – Awarded Trophy
- Adjudicators Award (Senior) – Imogen Hatherill – Awarded Trophy
- Adjudicators Award (Senior) – Chloe Richter –Awarded Trophy
- Adjudicators Award (Senior) – Steffan Doyle – Awarded Trophy

Not only did students achieve exceptional results at this event, but they also demonstrated their empathy by fostering an environment of encouragement and support at the event. Students were seen offering high fives to their peers, cheering for each other and praising each other's performances.

“These talented students continue to develop a practical foundation of skills in theatrical performance.”

A Tea Party in Wonderland

In Term 3, a group of talented and dynamic performers in Years 4, 5 and 6 took to the stage to perform in the highly anticipated production of *A Tea Party in Wonderland*. With just nine weeks to prepare, it was a magical race against the clock. These dedicated students worked tirelessly to bring this well-loved, whimsical journey through Wonderland to the stage for a live audience. Participation in this production offered a distinctive opportunity for students to showcase the incredible progress they have made whilst studying the dramatic arts.

These talented students continue to develop a practical foundation of skills in theatrical performance, and of course, create friendships and shared memories that will last a lifetime.

A large undertaking such as this cannot occur without incredible support from fellow students, parents and staff. Special mention must go to the incredible Samantha Allen who developed all stage and costume design, ensuring the show was visually spectacular. ■

“The students commented on the importance of socialising, developing confidence, personal wellbeing and having fun.”

SPORT

How does sport support me **through school and life?**

Jack Pincott
Dean of Activities

We find ourselves in unprecedented times, which is having a profound effect on all areas of life, including sport participation. The disruption to the weekly sporting routine of multiple training sessions plus Saturday morning games, has left a hole in the lives of many Redbacks.

In moments of reflection, this continuing disruption made me wonder what the actual impact of sport participation has on our students. I decided to ask a couple of questions, firstly *“What impact sport has had on their life?”* secondly, *“How has sport supported them through their schooling?”*

Students:

Raquelle von Stein – Firsts Hockey, Seconds Girls Volleyball

Graeme MacNair – Sporting Prefect, Sailing Captain, Cricket Captain, Seconds Football Captain

Poppy Steyger – Firsts Girls Tennis Captain, Seconds Touch Winger

Vaotiale Filipi Taamia – Firsts Girls Tennis, Firsts Girls Volleyball, Firsts Girls Netball

Sheer determination demonstrated by Raquelle von Stein

Question: What impact has sport had on your life?

Raquelle: *"Sport has been a life-changer for me and really uplifted my school experience. In Year 10, I was placed into the Firsts Hockey team. This was the first time I had played with girls outside of my grade and I was so nervous about playing alongside such talented players. However, the Senior girls of 2018 made me feel so welcome to the team. Their spirit and passion made the season a premiership-winning year and a team I will never forget. They were great inspiration to me, which encouraged me to play better hockey and they remain great friends that I still talk to today."*

Question: How has sport supported you through school?

Raquelle: *"One of my favourite aspects of sport is the community spirit. When playing sport with older and younger girls everyone needs to come together for a common cause and I like that feeling. Meeting other people has also helped me develop my social skills. The afternoon training sessions were an outlet to forget about studies and other dramas going on. Sport really helped me through stressful times."*

Shot of the century, Graeme MacNair

Question: What impact has sport had on your life?

Graeme: *"Almost all my mates are people I have played sport with. You get to spend more time with those people and build stronger friendships. When things get tough you can turn to these people and also be there for them. My confidence has increased, and I feel happier because of the experiences I have had playing sport."*

Question: How has sport supported you through school?

Graeme: *"Afternoon training sessions always meant the day finished with a bit of fun. If I was having a mediocre day, then sport training would always pick me up. Not all my mates do the same subjects as me, so I looked forward to playing a bit of sport with them after school. The responsibilities of being a Sport Captain also required me to step up as a leader and this helped with my confidence immeasurably."*

High Five – Coach Matt O'Neil, Poppy Steyger and Vaotiale Filipi Taamia

Question: What impact has sport had on your life?

Poppy: *"I have loved the social aspect of playing sport. You cannot socialise during class and you do not get in trouble socialising while playing sport, usually. Being Captain of Girls Tennis helped me come out of my shell because I had the responsibility of helping the younger girls, plus I had to do things like speak on assembly in front of hundreds of people. I met people that I would normally not have met and have formed some great friendships, like with Tiale."*

Question: How has sport supported you through school?

Poppy: *"My mum might think this is funny to hear, however, I came to like the morning training sessions! I was not a fan of them when I was younger, but I found I was more productive and alert on the days I trained. The confidence I gained from the achievements I made in sport, proved to me I can be successful. Likewise, if I was showed effort and courage in other areas of my life, I know I could also be successful."*

Question: What impact has sport had on your life?

Tiale: *"Sport helped me to have a balanced life. I met lots of people and this helped with my social skills. When I was in Year 10, I looked up to the older girls and now I am in Year 12, I am aware that I am being looked at by the younger girls. I played a lot of tennis and I could see my game improved with effort. This has certainly helped with my confidence."*

Question: How has sport supported you through school?

Tiale: *"Playing sport is fun, so it supported me in creating positive memories. Aside from that, training sessions got me out of my room from doing assessments and preparing for exams. I needed the break from study and school work and sport provided that outlet for me. It lightened the mood of the pressures to perform well academically."*

The answers speak for themselves

The recent disruptive months have given us time to reflect upon all aspect of our lives, due to the fact that we have missed out on so much. After speaking with these students, I have come to realise just how significant the impact of sport is upon their lives. The students commented on the importance of socialising, developing confidence, personal wellbeing and having fun. It is hard to imagine another activity that can provide all of these important things.

If there was a positive to come out of not being able to play sport as we normally would have in 2020, it would be a major reinforcement of the importance of sport participation.

Ormiston College has always been very supportive of students playing sport, and we are even more motivated to provide quality opportunities for our Redbacks. ■

ORMISTON COLLEGE
PRESENTS

THE 2021 COLLEGE MUSICAL

DUST OFF THOSE LEATHER JACKETS
AND THOSE DANCIN' SHOES!

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AND THE PINK LADIES

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