

The Woollahrian

Our Meeting Place



ISSUE 1, 2022



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With Special Thanks to: Ms Hayward, Ms Molloy, Ms Petriella, Miss Cuthbert, Ms Lee, Mrs Macdonald, Ms Grindrod, Mrs Garber, Mrs Warhurst, Mrs Fetherston, Ms Costello, Ms Walker, Ms Lingard, Mrs Wood, Mrs Pellow, Mr Witschi, Miss Brandon, Mr Owens, and all the teachers, for their support, help, advice and photos.

Acknowledgement of Country

The Woollahrian acknowledges the Gadigal people of the Eora Nation, the traditional custodians of the land on which our school is situated. We pay our respects Elders past, present and emerging.

Principal's Message



It's both an honour and a delight to be writing this message for the first edition of **The Woollahrian**. Charlotte (5H) first proposed the idea of a student publication early this year. I was excited about the idea and potential of an initiative such as this. I must say, however, as I look at the final draft as it's being finalised for publication, it has exceeded my expectations. I know our whole school community will enjoy reading a professional, engaging and informative newspaper that epitomises all that is important to our school community.

The Woollahrian exudes a strong sense of curiosity, exploration and connection with community. Most importantly, it is written by students for students and celebrates student voice in all its forms. As I make my way through the various

articles, I get a strong sense of the opinions, perspectives and interests of the children at our school. This makes my heart sing.

I encourage all students at Woollahra to have a voice and express themselves in many ways. **The Woollahrian** does that with great thoughtfulness. I love that so many children have contributed, and my congratulations go to those students for their brilliant work.

I'm excited about this new Woollahra publication that I know will be an important part of our school community for a long time to come. I look forward to supporting the work of our student writers, photographers, artists and editors as we embrace this exciting project.

With many congratulations and much excitement,

Ms Molloy



A Blueprint for a Student Newspaper

Creating *The Woollahrian* and bringing it to life was a dream that has now become a reality. Here are the blueprints that make up the beating heart of this student newspaper. The hope is that it will now have a life of its own, and continue to grow together with generations of future students to come.

The Woollahrian
Our Meeting Place



A Place for
Sharing and
Community

Masthead Design & Symbol

First letter of each word in **The Woollahrian** - Font: KellyAnnGothic; Rest of the letters of each word - Font: Teutonic No1. **Motto:** 'Our Meeting Place' - Font: T4C Beaulieux. **Symbol:** W in KellyAnnGothic font

Editorial Committee

The Woollahrian Editorial Committee will consist of student volunteers. Roles may include:

- Editor(s) - responsible for the coordination, design, content, and publication of **The Woollahrian**.
- Deputy Editor(s) - coordination of articles, proof-reading. This role may also be suitable for a student thinking about being a future editor.
- Stage / Class Representatives - to help identify school events that can be reported in the newspaper, and student reporters to write articles.

There will be editorial oversight by The Principal, School Leadership and class teachers.

Rules for Article Submission

Students are encouraged to submit articles that they would be happy to be read by their classmates, teachers and parents.

Examples of articles include:

- Reports on class learning
- Reports on school excursions and camps
- Reports on co-curricular activities, sport and school events
- Feature articles on topics that are of interest to the general school community
- Pieces of creative writing or classwork which are of interest to the school community.
- Artwork

For future editions, we hope that class reports written by students, which are currently published in the school newsletter, will also be published in **The Woollahrian**.

As this is a student publication, there will be no advertising in **The Woollahrian** (other than announcements from The Uniform Shop, or notices about P&C events).

There are currently no rules or restrictions relating to the submission of viewpoints or opinion pieces. However, if students are planning to submit opinion pieces, they will be encouraged to provide a balanced perspective. We encourage students thinking about such articles to discuss their plans with their teachers and parents.

Publication Format

Issues will be published twice per year (at the end of Terms 2 and 4).

The newspaper will be published in electronic format.

Digital Privacy

The Woollahrian will try to find a good balance between celebrating the achievements of students and protecting their privacy. Therefore, it will observe the following principles:

1. Students will only be identified by First Name (and, sometimes, surname initial).
2. Photos of events, activities and students will be sourced either from teachers, school websites and existing school newsletters, and only if there is pre-existing permission to publish.

Background blueprints: Old drawings of Woollahra Public School.

Source: 'The House That Ben Built. A Child's History of Woollahra School' by Jennifer A. Reidy, 1977.

WOOLLAHRA PUBLIC SCHOOL

From the Editor

Welcome everyone to the first issue of **The Woollahrian**, our student newspaper!



student reporters. This will give students an opportunity to showcase their work, reflect on their achievements, and also celebrate the successes of their classmates.

Ultimately, **The Woollahrian** will serve as a place where the school community can come together – in our own *digital meeting place*.

I especially thank our incredible Press Team (see Contents Page), our wonderful teachers, as well as Ms Molloy, Ms Hayward, the entire School Leadership Team and the P&C. Bringing **The Woollahrian** to life has been a a year-long journey from concept to reality. This newspaper wouldn't exist without you all!

The Woollahrian was created as a way of connecting students across different classes and grades. Written “**by students, for students**”, it will allow students to see what students in other classes are doing. For the younger readers, it can also help them find out about experiences they can look forward to in future years. Articles in this newspaper are written by

This issue is only a prototype. Here, the aim is to show that the idea is achievable, and to get the newspaper up and running. As a result, while this issue provides a delightful smorgasboard of reports and feature articles, it sadly does not include all the fabulous events that occurred in Semester 2.

This issue, however, offers a taste of what **The Woollahrian** will become in the future. With your support, I know that future issues will try to cover all the wonderful learning and social activities that our school offers. This will truly turn this newspaper into a place where students from all grades can share their experiences and creativity. My hope is that this newspaper will help further enhance the feeling

of belonging and school pride for everyone in our community.

Wishing you all the very best, and happy reading!

Yours sincerely,

Charlotte H (5H)
Editor

Why is it called **The Woollahrian**?

The name of our student newspaper is important. Its name should help enhance a sense of belonging and pride. While this newspaper could have been called ‘*The Woollahra Telegraph*’ or even ‘*The Woollahra Times*’ (an earlier name for the newspaper), we liked **The Woollahrian** better.

This name was chosen because students at Woollahra Public School refer to themselves as *Woollahrians*. This newspaper is all about connecting students, young and old. After all, as the saying goes: ‘*Once a Woollahrian, always a Woollahrian!*’

The name ‘Woollahra’ originates from an Aboriginal word for ‘Meeting Place’. The motto of **The Woollahrian**, ‘Our Meeting Place’, acknowledges this important heritage, our school song, as well as the reason behind this newspaper’s creation.

The Woollahrian will strive to help us all find our identity. Its stories will remind us of who we are, from where we have come, and who we will always be.



Message from the Student Leaders

Nevada W (6W, School Captain)

What is it like being school captain?

Being school captain is a wonderful experience. You have so many opportunities to jump out of your comfort zone and take on several great responsibilities. My experience so far has been amazing and I have enjoyed lots of different roles and activities throughout the process. Some of those things include excursions, public speaking and working with a group of incredible leaders; so for the captains of the future, take in every moment of the job because it goes fast!

What are the responsibilities of a school captain?

As a school captain, some of the responsibilities include giving speeches at assemblies, helping to organise large school events and fundraisers, meeting and greeting new students when they arrive at the school and most of all, giving the Principal a helping hand.

What are some character traits you want to develop in this role?

Some characteristics that are important in everyday life are kindness, gratefulness, creativity and persistence. However it's important to be a leader who uses these traits. Some of the ones you want to develop throughout the process include leadership, perseverance and patience. Showing these qualities doesn't only help the people around you, it also helps you to have an idea of what is expected in your future.

Joshua C (6P, School Captain)

Hi!

I'm Joshua C. The School Captain has multiple roles and responsibilities to uphold, including attending frequent meetings, running assemblies and helping our wonderful principal, Ms Molloy, in a variety of ways. Being involved in the Student Leadership was an amazing opportunity for me to bond with students across different grades, and enhance my collaboration and communication skills. I am certain that this experience will be a fond memory that I will always cherish in the years to come.

Being School Captain has affected me positively, helping me strive to be the best person I can be, and inspire younger students to do the same. I believe that being elected as School Captain this year shows that the election isn't all about being the most popular student in the grade. It's about having

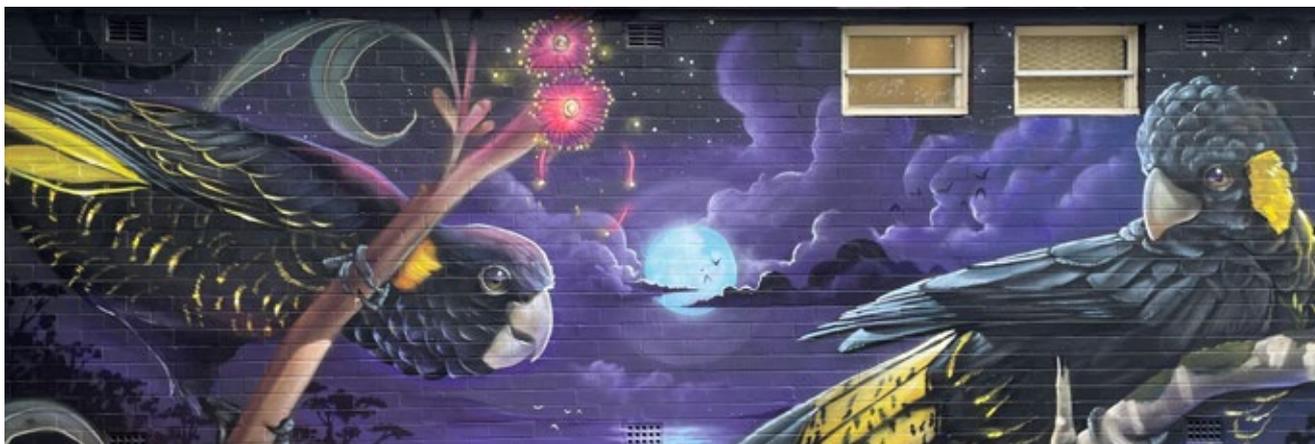
ideas, from which your leadership skills and goals stem. And not all these ideas have to come true. The fact that all those running for leadership this year are brave and hardworking enough to push through the tasks is what they should be proud of and should focus on, not the pressure of having to fulfil the goals if they're elected into the team. Every person has a role to play. Everyone can use their abilities and strengths and add to the leadership team, allowing them to make the school a better place.

The fact that so many brave students in Year Five have participated in and created such a wonderful variety of ideas, from Writing Forums to Game Nights and even this very newspaper for Woolahra Public School, is really inspiring the next generation of students to follow in their footsteps.

And to me, that makes all of them leaders already.



Above: The 2022 Student Leaders



Autumn and Charlie - best friends

A story written by Alice E (2G)

A new mural was recently painted on one of our school buildings. This beautiful painting inspired the following story by Alice E in 2G.

Autumn and Charlie were good friends. They liked to play together, and they also liked to explore.

One night after leaving their nests, they decided to get closer to the full moon. Up in the night sky, the moon was so bright, and the friends were curious to see why it was sooooo bright.

Suddenly, Autumn and Charlie heard a loud noise coming from behind them. The noise frightened them, so the friends tried to fly as fast as they could to get away. Autumn could see fireworks shooting past them. A firework hit Autumn on the head. Slowly, she fell towards the ground. Charlie followed her quickly and caught her before she landed.

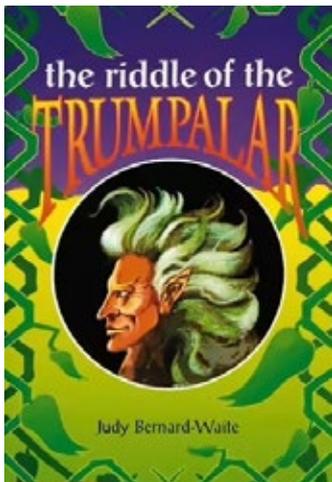
While Charlie tried to carry Autumn back to her nest, he also called out for help.

Sitting in their nest, Autumn's Mum and Dad heard Charlie's calls for help. They flew to Charlie and Autumn as fast as they could.

When Charlie saw Autumn's parents, he felt relieved. He knew that Autumn would be safe.

The next morning Charlie and Autumn were back on their trees in the mural.





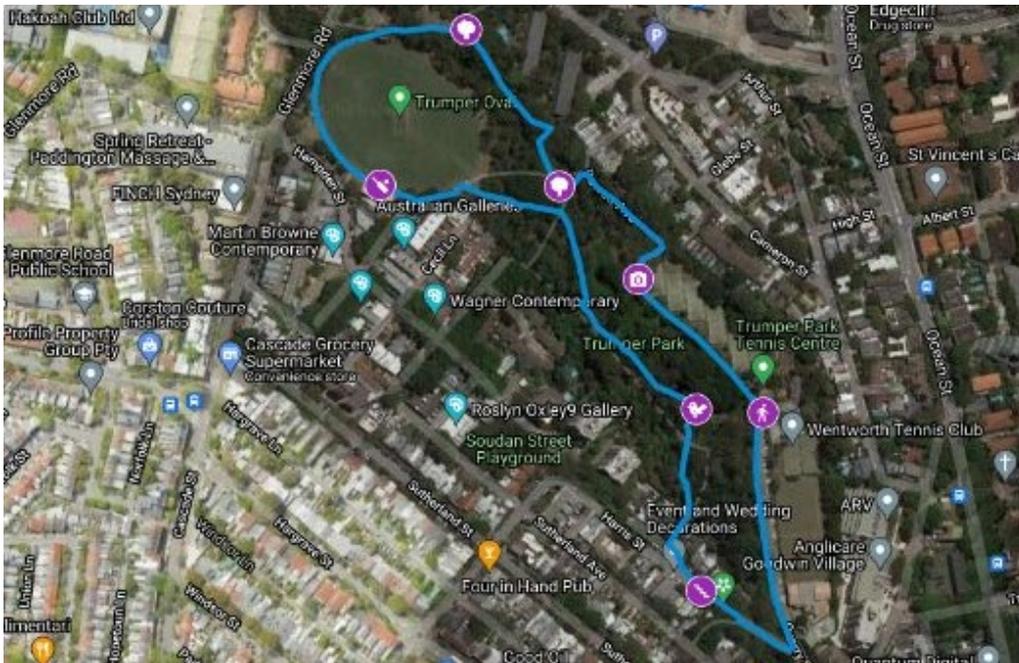
Top: Trumper Park Tennis Courts

Middle: Infants Athletics Carnival at Trumper Park

Left: The Riddle of the Trumpalar by Judy Bernard-Waite

ABOUT VICTOR TRUMPER

Victor Trumper (1877-1915) was a famous Australian cricketer who lived at the turn of the 20th Century. He grew up in Paddington. He scored 8 centuries and 13 fifties in 48 Tests for Australia during the Golden Age of Cricket.



Left: A map of Trumper Park (Source: Woollahra Municipal Council)

In Search of the 'Trumper Tree'

By Charlotte H (5H)

Starting a new tradition, each issue of The Woollahrian will feature an article highlighting an interesting part of our school's history or the local history of our surrounding neighbourhood. Our inaugural issue's feature article is about Trumper Park and its enigmatic 'Trumper Tree'.

Trumper Park

Trumper Park and its accompanying oval were named in honour of the renowned Australian cricket player, Victor Trumper. This park is a verdant oasis straddling a gully on the border of Paddington and Edgecliff. Within this scenic bushland, there is an assortment of towering Moreton Bay figs and eucalyptus trees. Beneath the canopy of these giants is a hidden rainforest filled with Bangalow Palms and tropical ferns, where native birds and waterfowl roam.

On the western side of the park is a tennis centre that is well-known to students at Woollahra Public School. These synthetic grass tennis courts are home to one of our 'Choice Sport' options. On the park's northern side is Trumper Oval, where our athletics carnivals are sometimes held. This oval is the furthest part of Trumper Park from our school. A long asphalt walkway, 'The Trumper Park Trail', bisects the park, linking its Paddington and Edgecliff ends.

What is the 'Trumper Tree'?

The 'Trumper Tree' is an enormous Moreton Bay fig tree that lives inside Trumper Park. This tree serves as the main plot device for a famous Australian novel, 'The Riddle of the Trumpalar'. This book was written by Patricia Bernard (under the pseudonym Judy Bernard-Waite), who grew up in Paddington. 'The Riddle of the Trumpalar' has been a classroom text at Woollahra Public School for many decades.

In this book, Cass and Carl, two primary school-aged siblings who live in Paddington, find out that the 'Trumper Tree' is scheduled to be chopped down to make way for a new housing development. Unknown to them, the 'Trumper Tree' is a time portal, and the tunnels within its roots provide a pathway into the past and the future. While visiting the 'Trumper Tree', the children meet 'The Trumpalar', an elf-like being who is the tree's guardian. He gives the children a riddle that they need to solve in order to save the Trumper Tree. While exploring the hidden tunnels within the tree, Cass and Carl are transported back in time and find themselves in Sydney during convict times. The children meet Mary Sinclair, a woman who was running away from soldiers, and Obediah West, the son of Sydney's first flour mill owner. During their adventures in Sydney's convict past, they eventually gather enough information to solve the riddle and help save their precious tree in the present.

Finding the 'Trumper Tree'

During the Term 3 school holidays, I went looking for this mysterious 'Trumper Tree'. Armed only with the knowledge that the 'Trumper Tree' was a Moreton Bay fig tree, and using the author's map inside the novel, I started my journey at the Trumper Park Tennis Courts. Heading northwest along the walkway, I noticed that there were two Moreton Bay fig trees on the border of the park. The novel makes mention of a row of four Moreton Bay Fig Trees.

"At the top of the hill stood four beautiful Moreton Bay fig trees. The Becketts had stared in horror when two of the great trees were chopped down to be replaced by a modern building. Mrs Valchase's new house!" (Page 5)

Neither of these trees was the 'Trumper Tree', but I believed that these two trees were part of the group of four Moreton Bay fig trees, two of which had been chopped down to

make way for new housing. As you can see in the picture, these trees have been transformed into a magnificent treehouse.

I continued to walk towards Trumper Oval. In the far distance, I spotted the canopy of an enormous Moreton Bay fig tree near the oval. I turned right, just before the oval, and after trekking through the dense bushland, I arrived at its enormous trunk. Only then did I appreciate how big this tree really was. I thought that this tree was most likely the tree that I had been seeking. It certainly was the largest tree in Trumper Park! However, I remembered that the 'Trumper Tree' in the novel was situated in the centre of the park. Therefore this tree wasn't the 'Trumper Tree'.

"The Trumper Tree grew in the centre of the park, halfway up the hill..." (Page 6)

Right: Two Moreton Bay fig trees. The nearby residents have constructed a tree-house among its branches and roots.



Below: The huge Moreton Bay fig tree in the northern corner of Trumper Park. This is the largest of all the trees in the park.



T HE TRUMPER TREE

I therefore must have missed seeing the 'Trumper Tree' on my way down to the oval. I retraced my steps. Suddenly, I found a behemoth of a tree hidden behind lots of shrubbery, ferns and Bangalow Palms. Although this tree was slightly smaller than the tree in the northern end of the park, it was in the middle of the park, and halfway up the hill. I figured that this tree was, indeed, the 'Trumper Tree', as it fulfilled all the criteria. When I stood next to the tree, I could imagine Cass and Carl exploring its gnarled roots and being enthralled by the magic that lay hidden within.

Trumper Park is well-worth a visit on the weekend (or after an afternoon playing tennis). It is really quite amazing that, less than a kilometre away from our school, there is a special bushland paradise with an intriguing backstory. Our school also has a Moreton Bay Fig Tree in the Kindy Courtyard. I've been told that our own tree is over a hundred years old, although it isn't nearly as large or as old as its relatives in Trumper Park. Every time I pass our school's Moreton Bay fig tree, I am reminded of the ancient trees that live in Trumper Park and the magical green oasis at our doorstep.

Photo: The 'Trumper Tree'

Sources:

1. 'The Riddle of the Trumpalar' by Judy Bernard-Waite. Published by Scholastic Press, 1981
2. Map obtained from Woollahra Municipal Council.

Website: https://www.woollahra.nsw.gov.au/recreation/walks_in_woollahra/trumper-park-trail

Blast to the Past

Experience the life of a convict on Cockatoo Island

By Bridget D (4L). Illustration by Emma D (4L)

On Wednesday 14th of September, Year 4 of our beloved school went on a history-based excursion to Cockatoo Island. At 8:30 am the students, along with Mrs Garber, Ms Hoare, Ms Lee, Mrs Wall and Ms Isaacs, boarded two buses. The buses took them through the beautiful city of Sydney to Circular Quay, where they then rode on a ferry, the Liz Ellis. At the wharf, they also saw the ferries, the Fishburn and the Borrowdale.

When they arrived at the island, they had crunch and sip on a sunny lawn near the water. As they were finishing it off, they met the tour guide, Beryl, who took one group (4W and half of 4L) to explore the upper half of the island. They looked at the mess hall in the convicts area, which on Sundays was turned into a prayer hall. They were told that the convicts only got one pair of trousers and two shirts each year. One shirt had to be kept clean just for prayer Sundays.

The group next walked along a metal boardwalk hundreds of metres above the ground to see silos dug into the stone. A silo is an isolation cell for punishing prisoners that the convicts themselves had to dig into the stone.

Afterwards, Beryl showed them the house where the convict overseers lived. A convict overseer is a convict who is given the responsibility of commanding the other convicts. The house had rather strong protection because some of the convicts would be angry that they got to be in charge and would've called them a traitor and tried to kill them.

The first convict overseer to live there was cruel and had no children. He believed in harsh and painful punishments and used cat-of-nine tails and was the one who had the silos built. His name was Ormsby.

The second convict overseer to live there was called Gother Kerr Mann and he had twelve children. Gother Kerr Mann was a kinder man and he got rid of the silos and instead put in a new dry dock.

Beryl also showed them the guards' barracks and the convicts' barracks. The guards' barracks were much nicer and they even had a fireplace and chimney. Their windows were much bigger and there were hooks in the walls to hold their things.

There were also other windows that the guards would stick the tips of guns out to fire easily and make a smaller target if the convicts broke out. The convicts on the other hand, had no fireplace, tiny windows high on the walls and one bucket to do their stuff, shared between about three hundred convicts. These three hundred convicts were all crammed in on short hammocks or on the floor underneath the cold stone floor. In their barracks diseases spread quickly, and rats had lots of ways in. The unfortunate convicts were locked up in those disgusting rooms for ten hours each day.

There was also an infirmary which was the only place where the convicts could get vegetables. These buildings surrounded a gravel courtyard with a big well in the middle.

After the tour, that group of students returned to the lawn and had their lunch, while Beryl took the other half of year four, made up of 4I and the other half of 4L for the tour.

When the first group finished their lunches, they first played a bit of 'Cops and Robbers', and then went through a sandstone tunnel called the Dog Leg Tunnel. The tunnel was used as an air raid shelter, because they made the navy ships and were a target for enemy bombs.

The tunnel deposited them under the high metal boardwalk that they had come over earlier on the other side of the island.

A few minutes later they went back through the tunnel and had three minutes of silent relaxation on a different lawn right next to the water.

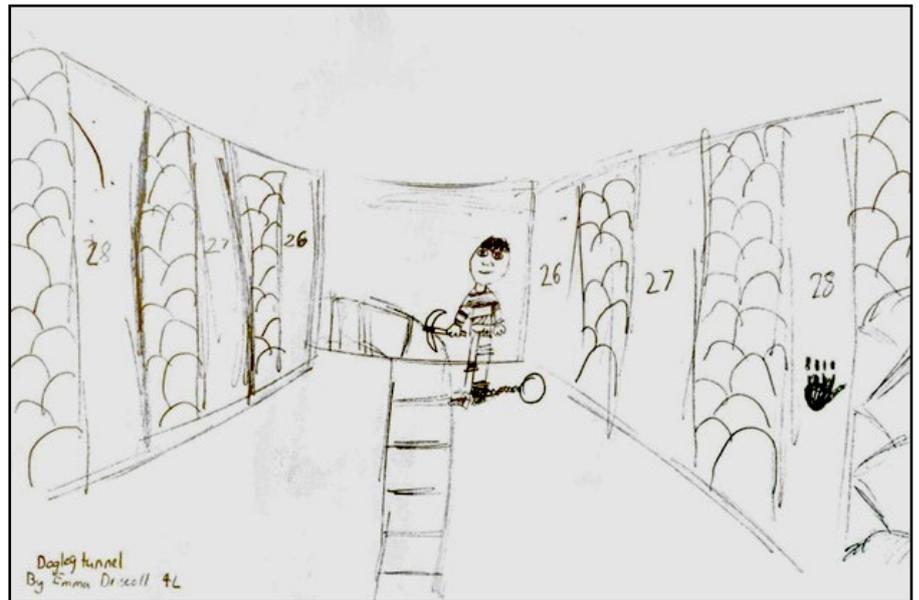
Meanwhile, the other group of Year 4 were adventuring around the top half of the island with Beryl, looking at boats. There was a big thing in the water that looked like a boat but was actually a plug because in World War II that was where they made and repaired the ships for the navy.

Cockatoo island was first a place where Indigenous Australians came to fish, then it was a convict prison, then a girl's school, then the building site of the navy ships, and now it is a National Heritage Listed site.

Then, finally, the big group met up again to go home on the ferry. This time, they went on the Golden Grove, named after one of the ships in the First Fleet.

When the procession arrived at Circular Quay, they walked past an ice-cream shop and once again took the buses back to school. For the rest of the afternoon, they did activities recounting their time on marvellous Cockatoo Island.

Actually, they should really change the island's name, as we didn't see a single cockatoo!



Stop Motion Animation

By Bridget D (4L)



A few weeks ago, some people from Startime Studios came into our wonderful school to teach Year 4 how to make stop-motion animation short movies. Stop motion animations are little videos made up of thousands of photos, each time moving the model a tiny bit to make it look like it is moving.

The students in Year 4 were put into small groups of about five people each, and were given an Ipad and a kit of coloured modeling clay.

The classes of Year 4 spent the day adding on to their little clips/movies, and some groups even made sequels to their originals.

At the end of the day, they all sat down and watched everyone's movies. It was a fun experience that they were very lucky to have.



The STEM Fair - Explained

By Saumya B (5H)

STEM (Science, Technology, Engineering, Mathematics) is a key part of our learning in Stage 3. Saumya B (5H) reports on the STEM projects and STEM Fairs which occur each semester.

At the end of Term 3, 2022, the Year 5 OC classes, 5H and 5C, held a STEM Fair in which they showcased their learning throughout their STEM sessions to create and design a solution for the driving questions: **Is Woollahra Public School a bee-friendly environment? How can we as students ensure that we are doing our part in helping the survival of bees?** 5H and 5C used the Design Thinking Framework (see Page 14) to find a solution.

The Design Thinking Framework is a technique used to brainstorm solutions for a problem creatively. The framework has five stages: Empathise, Define, Ideate, Prototype and Test.

In the Empathise Stage, Year 5 OC had to empathise with the users (Bees) and figure out what they needed, what was happening and possible solutions. To do that, students completed Empathy Maps. They split a page into 4 sections with the headings: Said, Did, Thought, and Felt. After watching videos on the subject, they listed what they thought went under each heading.

In the second stage, Define, the students had to elaborate further on the problem by defining it (i.e. understanding the problem). They did this by using the "5 Why's". The "5 Why's" is a simple but effective process used to find the root cause of a problem and not jump to conclusions. It would go something like this:

1. Why are the bees dying out?

Because of colony collapse disorder.

2. Why is Colony Collapse Disorder happening?

Because of pesticides, climate change, varroa mites and habitat loss.

3. Why aren't we stopping this?

Because people don't know how to stop it.

4. Why don't they know how to stop it?

Because they don't understand what bees are going through.

5. Why don't people understand what bees are going through?

Because they don't know enough about bees and why they are so crucial to our society.

In the third stage, Ideate, students started brainstorming solutions to the driving question. For this, they used another useful technique, the "Crazy Eights". I know it sounds crazy (!!!) but hear me out! The "Crazy Eights" is a technique where you quickly and loosely brainstorm ideas off the top of your head. You split a page into eight sections. In each grid, you have to brainstorm a different solution to the question in 40 seconds. In this way, you can brainstorm a bunch of different solutions.

In the fourth stage, Prototype, after the students have selected their chosen solution, they are required to make a working prototype. If you went to our recent Year 5 OC STEM Fair, you would've seen the different prototypes of each group. Some of the groups'





ideas may have been a model instead. This is because even though their idea is feasible, the required materials are hard to get or too costly to buy or make. Therefore, some groups used models to show their ideas.

In the last stage, Test, students tested their prototype to determine whether it functioned as

intended, what happened during testing, and noted it down to make improvements. This way, the groups could refine their designed prototype.

If you went to the Year 5 OC STEM Fair in Term 3, you would've noticed that each group, or "Business Team", had a board set up, with several colourful pages plastered onto them, filled with printed material and decorated with bee aesthetics. Each of these pages explained what the group did for the Design Thinking Framework.

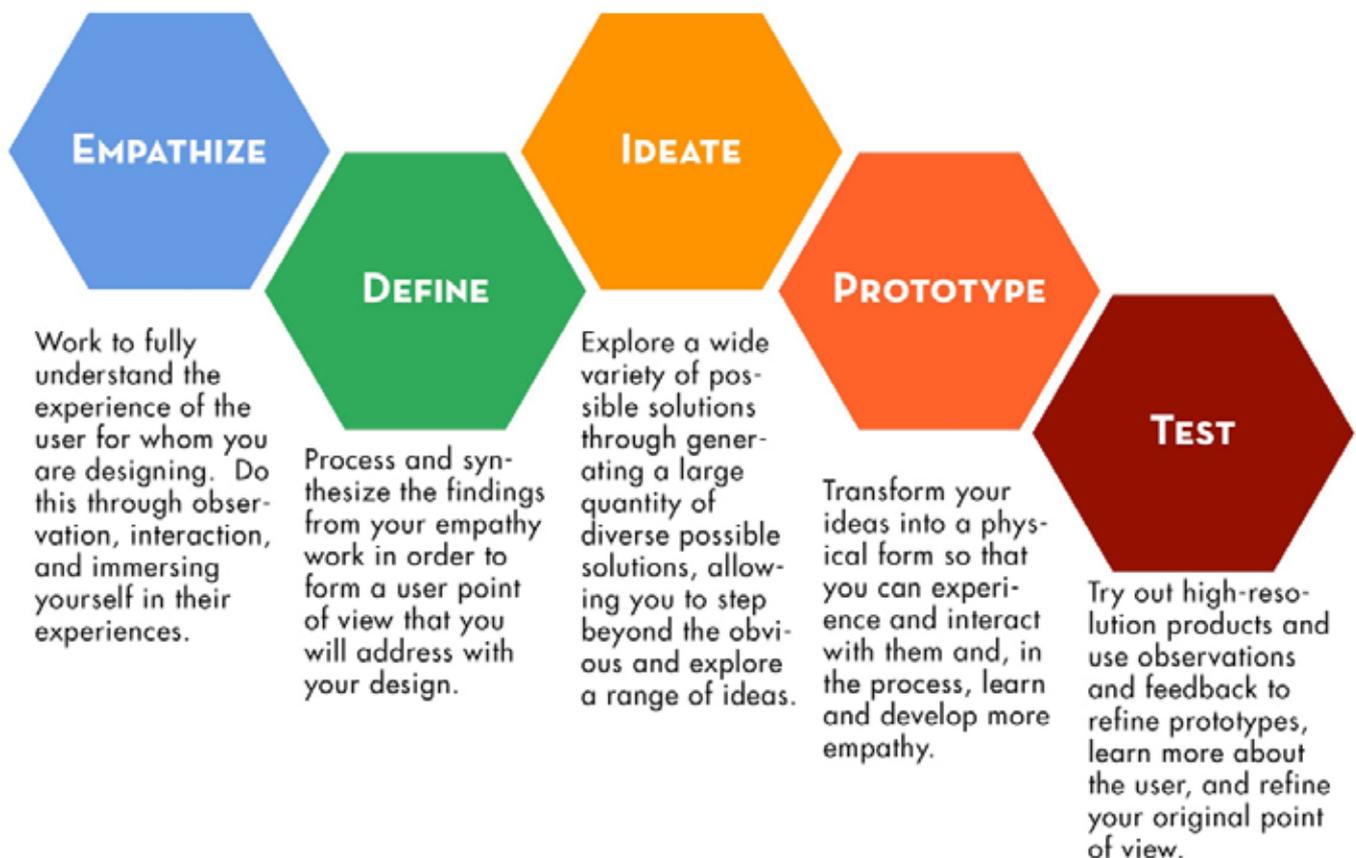
The STEM Fair also was a great success, because of how well-organised the groups were. The STEM Fair was quite interesting with many groups doing raffles and games to interest people to come to their group. There were also free giveaways such as bookmarks, and toys. Also, you may have received a collectible from some of the groups. Rumour has it that the two classes copied the 'Year 6 Notables Fair' and stole their collectible idea.

Sorry Year 6, we aren't going to give you a refund on that idea, but we'll give you some credit!



Right: Stem Boards from the Term 3 STEM Fair

Below: The Design Thinking Framework





The Year 6 Centennial Park Excursion

By Jayden L (6W)

On the morning of Monday, the 8th of August, after a brief roll call, the students and teachers of the Year 6 mainstream classes of Woolahra Public School set off on a walk to the Centennial Parklands. For 20 minutes we walked along Ocean Street and Oxford Street, crossing multiple streets before reaching the gates of Centennial Park.

The point of the excursion to Centennial Park was to learn about and observe the bat colonies that lived there, along with learning about the adaptations of certain animal species that resided in the expanse of nature found in the park. 'Adaptations' was also the science unit of the previous term, and it was because of this that the excursion was organised.

Upon arriving at Centennial Park, we all sat down to eat our morning tea as the teachers talked to one another. After about 10 minutes, we began walking a short way to the Wildplay Education Centre. When we arrived, we were greeted by three members of the centre. One of them, named Dave, began talking about the history of Centennial Park, the reason and how it was created. He then began

talking about animal adaptations, and when he completed his speech, we were all split into groups based on our classes.

My class got Dave as our educator for the day, and he led us to the outside of what looked like a forest, where he began talking about different bird calls and Tawny Frogmouths, and gave us the challenge of trying to find one of them, although it was not guaranteed we would spot one. After a few minutes of searching, a person from my class spotted the back of the bird, carefully camouflaged against the bark of the tree it was perched upon.

After a brief lecture about the similarities and differences between owls and Tawny Frogmouths, we diverted our attention to the Flying Fox colonies hanging upside down high up in the canopy. We were split into small groups and given a task of observing a single bat of our choice. We then had to write down our results on a worksheet given to us by Dave.

He then gave each group a gadget to observe certain weather conditions such as wind speed, temperature and air humidity. We then put down our results on the worksheet. When everyone had completed the task, Dave led us into the forest, stopping next to a swamp underneath the shade of some towering trees. We then, once again, used the devices to measure the conditions inside the swamp, which we then put down on the worksheet and compared with our previous results.

Leading us further into the forest, Dave showed us some of the plants that resided in the park, and asked us to try and identify the plants in the underbrush, the ferns and the canopy. He then talked a little about the history of the plants and how the ferns had been carried into the park by the bats, due to fruit bats pollinating plants and spreading their seeds with their droppings.

Dave also talked about the issues affecting the Flying Fox colonies, and so when we got back to the Education Centre later on using a small detour, we began creating something that could help the fruit bats with some of their problems. Using clay that the centre provided us with, as well as the nature around us, my group built a tent-like shape using interlocking branches we found on the floor to create a sort of shade for the bats. We also found thin branches with leaves still on them which we used to provide some extra shade.

When we finished building, we then went back to the Wild Play Discovery Centre and from there we waved goodbye to the educators. We found an open field to eat our lunch, and while my friends and I were running around and playing Handball, we found a Kookaburra on the grass, probably looking for worms. It was my first time seeing a Kookaburra in real life, and I was amazed. After eating lunch, the entire Year 6 began walking up a long, steep hill. We soon exited the park, and later arrived back at school, after a long, eventful day.

THE HISTORY BEHIND OUR SCHOOL HOUSES

By Charlotte H (5H)

Our school has four sporting Houses (Bates, Gilmore, Parkes and Wentworth), which compete against each other during sporting carnivals. Similar to the four houses at Hogwarts School of Witchcraft and Wizardry in The Harry Potter series, students are "sorted" into these houses at enrolment. The exact sorting process at Woollahra Public School remains a secret, but what we know for certain is that, unlike at Hogwarts, there is no Sorting Hat! 5H is currently learning about Australian history as part of our "Forces in History Module". This article explores the history behind the four famous Australians after whom our Houses are named.

BATES

Daisy Bates CBE (1859-1951) was a famous Australian journalist, welfare worker and anthropologist, who devoted her life to studying Aboriginal culture, languages, history and customs.

She was born in Ireland, but emigrated to Australia in 1882. She moved back to England in 1894, but in 1899 set sail for Western Australia. Before returning to Australia, she had read an article in *The Times* about the harsh treatment of indigenous Australians by the Western Australian settlers. She offered to investigate these claims. She wrote articles about living conditions for local newspapers and *The Times*. Daisy Bates set up camps to help the Indigenous Australians in Western Australia and South Australia. She compiled a dictionary of several Aboriginal dialects.

Some other interesting facts:

- Due to her lifelong work and closeness with Aboriginal communities, she took on the word Kabbarli, which is an Aboriginal word for grandmother.
- She was married, for a short time, to Harry "The Breaker" Morant.



GILMORE



Dame Mary Gilmore DBE (1865-1962) was a famous Australian writer and journalist. She was born in Goulburn, New South Wales. She became a schoolteacher at the age of 16 and taught in schools in Sydney as well as in the country.

Her experiences of poverty in both the country and the city encouraged her to embrace the the labour movement and campaign for the disadvantaged. She was the first female member of the Australian Workers Union, joining under her brother's name, and became a member of its executive. She worked as the editor of the women's section of *The Australian Worker*, and wrote for *The Bulletin* and *The Sydney Morning Herald*.

Sources:
The Big Book of Australian History. Editors: Stephanie Owen and Joanna Karmel. Published by the National Library of Australia, 2013.
The Story of Australia – a Childcraft title. World Book (Australia), 1993.

Dame Mary Gilmore became most famous for her literary achievements. She published enormous collections of poetry. She used simple colloquial lyrics to express the joys and disappointments of everyday life.

Some other interesting facts:

- Dame Mary Gilmore features on the Australian \$10 note
- The Federal Division of Gilmore, which is in the Shoalhaven and southern Illawarra regions, is named after her.

PARKES

Sir Henry Parkes GCMG (1815-1896) is most famous for being known as the 'Father of Federation'. He served for five terms as Premier of New South Wales between 1872 and 1891.

Parkes' policies resulted in the Public Schools Act of 1866 and the Public Instruction Act of 1880, which introduced compulsory free education and severed connections between the church and public schools. In his ministries between 1872 and 1887, he established New South Wales as a free-trade colony.

Parkes first spoke in favour of the Federation in 1867. In 1889, as Premier of the Colony of New South Wales, he delivered The Tenterfield Oration at the Tenterfield School of Arts in Tenterfield in rural New South Wales. There, he called for the Federation of the six Australian colonies, which at the time were not

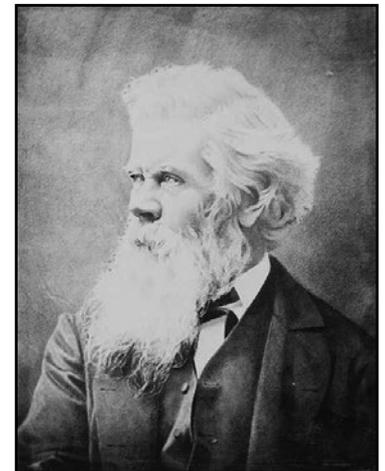
states of a united country, but separate self-governing colonies. He later presided over the National Australasian Convention in 1891. He died in 1896. Five years later, the Commonwealth of Australia was established.

Some other interesting facts:

- Parkes, a regional town in Central West New South Wales, and the Parkes Observatory, are also named after him.
- The Division of Parkes in the House of Representatives is the largest electorate of New South Wales (in terms of land area). It covers most of central and western New South Wales.
- In 1850, Sir Henry Parkes, established the *Empire* newspaper, which was published in Sydney between 1850 to 1875, and was its first editor.

DID YOU KNOW?

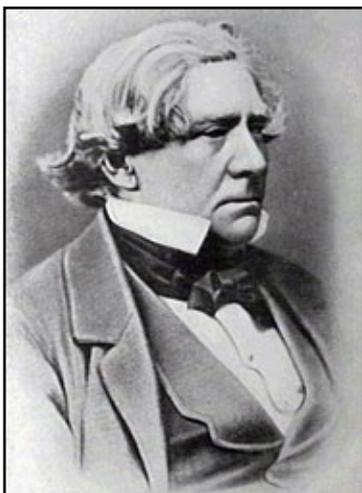
As well as all being important figures that helped to shape Australian history, each of these people had, at some point in their lives, held jobs in journalism or had important roles in newspaper media.



WENTWORTH

William Wentworth (1790-1872) was a leading Australian public figure during the 19th Century. He is famous for being an explorer, pastoralist and statesman. His lifelong work in advocating for colonial self-government resulted in the establishment of the Constitution of New South Wales in 1855.

Wentworth is probably best known for being one of three explorers (the other two being Gregory Blaxland and William Lawson), who found a route from Sydney across the Blue Mountains. This opened up a vast new area for grazing in Central New South Wales. His book 'A Statistical, Historical, and Political Description of the Colony of New South Wales and Its Dependent Settlements in Van Diemen's Land' (1819) publicised opportunities for colonisation and argued for a liberal voting franchise. In 1824, together with Robert Wardell, he established *The Australian* newspaper.



Wentworth also helped establish a state primary school education system and the first Australian university, The University of Sydney. He retired to England in 1862.

Some other interesting facts:

- Our electorate in the House of Representatives, Wentworth, is named after William Wentworth. Wentworth Falls, near the Blue Mountains, is also named after him.
- Wentworth lived in Vaucluse House, which is a heritage-listed house in Vaucluse. Students go on an excursion to Vaucluse House in Year 2.

Tournament of the Minds

By Chloe T (6MG) with Alejo H & Claude H (5H), Ella N & Sophia N (6MG), and Winter W (5C)

Our school has a long tradition of nurturing creativity, bravery and independence through its wide range of co-curricular activities. One of our school's co-curricular programs is Tournament of the Minds (TOM). This year, Woollahra entered three teams into the Tournament. One team won the International Final, one team came 2nd in the State Final, and the third team came 2nd in the Regional Final. Our school's Tournament of the Minds program is run by the amazing Ms Hayward (5H teacher and Assistant Principal, Stage 3). The following four pages are a report of the amazing adventures and achievements of our school's TOM teams this year.

What is TOM?

Tournament of Minds, also known as TOM, is a fun competition which combines teamwork, problem solving and creativity all in one. It is an international competition that is mainly based in Australia. Students at Woollahra Public School in Years 5-6 have the opportunity to try out for our TOM teams. This year we have three TOM teams, all of which competed in different categories such as 'The Arts', 'Social Sciences', 'Language Literature' and 'STEM'. This year we did not have a STEM team, but depending on demand we might have one next year. Each team is given a challenge, for which they have six weeks to provide an answer. The challenge depends on the category they are in (i.e., Social Sciences, etc.). This challenge is complex and really pushes you to think outside of the box. Your team has to submit an answer to the challenge by acting out a 10-minute performance inside a 3 x 3 metre square area. There is also a spontaneous challenge that we are given on the competition day, where we are given a challenge and we have to provide the most original and creative answers

in 4 minutes. Teamwork is worth 50% of points. If you advance to later rounds you compete in a 3-hour challenge. This is very similar to the 6-week (long term) challenge, but you only have 3 HOURS!

Why do we love TOM?

We love TOM because it gives us an opportunity to build on what we are passionate about, but also make new friends and learn how to be a team player. Although tournaments are a big commitment, we spend all of this time having fun and learning how to be creative and work around a time frame! We love that we can turn our ideas and opinions into a performance that at the start seemed impossible! By the end of our TOM season, we were gobsmacked at the improvements we have made. Overall, we have found TOM so fun and rewarding. Although there were challenges, we had fun working through them and learning to become resilient.

Below: The Social Sciences team at the NSW State Final



The Regional Final

The Regional Final was held at Randwick Boys High School. Each team came at a different time. Each team performed their Long Term Challenge (the one they had prepared for 6 weeks). The Social Science Team had a challenge where they had to choose a circle and show why it should be preserved. They chose the Aboriginal People's circle: Wurdi Youang. There is an oil company which is trying to take the sacred site of Wurdi Youang. People start to send hate messages to the oil company which makes the oil company sue the local Aboriginal people. The judge doesn't know what to do as she states in her speech. Then there is a group of Aboriginal people who discuss what to do, and at the end the two sides are speaking to each other so they can come together in peace. The Language Literature team had a challenge where they had to choose 3 antagonists and show how their story could be different. They chose the antagonists: the Giant from Jack and the Beanstalk, the Kraken from the Kraken poem and Shere Khan from the Jungle Book. The Arts Team had a challenge that went like this: A mystery person has been delivered to the police station. This person has no memory of who they are or where they have come from and is unable to speak. The person's arms are elaborately painted using body paint. They are wearing an interesting piece of jewellery and are dressed in a fabric that appears to be representative of a culture. In their solution, they chose to represent these cultures: the Inuit People and Indigenous Australians.

Teams then performed a Spontaneous Challenge, for which they had 4 minutes to prepare and 2 minutes to present. The Spontaneous Challenge was called 'Money doesn't grow on Trees'. We had to provide 3 things that would be useful to grow on trees and the reasons for it. The Social Science Team chose water, stationery and medicine. The Language Literature team chose water bottles, nutrient bars and batteries. The Arts Team chose Clothes, Education and Shelter.

The State Final

The State Final was held at UNSW. The Social Sciences and Languages & Literature teams had to be there by 8AM, wearing only black. At 8AM the two teams were escorted into different halls where the supervisors explained what was happening.



The Arts team:

Annie B
Phoebe H
Elisabeth R
Beatrice I
Karin I
Elizabeth N
Winter W



Social Sciences team:

Ella N
Alejo H
Riley J
Victor R
Zahara G
Viet H
Max K

We were put into small rooms and given a new challenge which was very similar to the one we prepared for Regionals, except... we only had 3 HOURS to complete it! As you might have guessed, this was very difficult, but both of the teams started working until about halfway through, when the Spontaneous judges came into our room. They gave us a new 'Spontaneous Challenge' which was in the same format as the one they gave us at Regionals. The task was: If there was a fourth emergency service what will it be and you have to design a new logo for it. This was a very interesting task as we only had 1 minute to explain all of our ideas to the judges. The Social Sciences team decided that the emergency service would be an emergency service for animals in need. We would have some volunteers, and some paid people to help animals. Many animals are dying everyday, and many animals are endangered. Think about tigers: they are endangered, but people can't help them as they might get hurt. This is why we invented this service, so trained specialists can keep the environment and ecosystem healthy. Our poster was a badge with a picture of bees and orangutans as they are both declining in population. With our new service, no more animals would go extinct. The Language Literature team stated that the new emergency service would be for cleaning as some people need help cleaning to create a safe environment for themselves and others at home. In addition, the Covid-19 pandemic has brought up a need for extra cleaning precautions, especially in the case of an outbreak.



Above: The Opening Ceremony of the Tournament of the Minds International Final.

Right: Language Literature Team with the Regional Final Trophy.



Below: The Language Literature Team at Parliament House.



A Victory for TOM

By Claude H (5H) & Roxanne H (5H)



TOM is an opportunity to learn and work with others. After passing the school try-outs, The Shining Knights entered the Regional Competition, along with The Arts and Social Sciences teams. Earning a win there, we went on to the State Finals (where we won!), and were given a place at the International Finals in Canberra, ACT. We arrived on Thursday October 13 and departed on Sunday October 16.

Arriving in Canberra, we had a NSW team dinner and went to bed. On Friday, there was more action. At the opening ceremony at Parliament House, we received various talks, one of which was from a scientist who talked about space and its history/future.

After a quick morning tea at Parliament House, we set off around the National Triangle for a scavenger hunt. Tired out after failing miserably at the hunt, we went to the National Library (where the Language Literature teams met) to receive another talk from Jack Heath, the famous author of the popular book series, 'Minutes to survive', and we explored the National Library. We then went back to our hotel for a night's sleep.

On Saturday, we woke up early and had a quick breakfast before the big competition. After our bus arrived at the university and we were given a quick orientation, we went to our rooms for the lockdown...

Members of the Language Literature Team: Chloe T, Sophie N, Alexander K, Claude H, Isaac W, Roxanne H, Sophia Y

Couldn't have done it without: Ms Hayward and Ms Costello

The Challenge:

Minor characters are often overlooked, but the TOM (Treaty of Minorities) has rallied up to give them a voice. Your job is to choose 3 minor characters from a fairytale or traditional tale, show the story from their perspective and give them a bigger voice. How would the moral be different? Your presentation must include a re-written version of 'Let it Go' from Frozen with three verses, one for each minor character and a chorus between the verses. We decided to go with The Beaver, The Mistress/Maid and Santa from 'The Lion, The Witch and The Wardrobe'. They were all trapped in some way, so after they found their voice, they went to the TOM to tell everyone how to find their own way without help from the protagonists.

After the lockdown, we went for lunch and went over our lines in our head before heading back to the theatre to perform. We were the second state to perform after Tasmania.

After the performances, we went back to the hall for a disco and then dinner. Finally, we went to an even bigger hall for the results to be announced. The Arts and STEM prizes were called out first, then Language Literature. After 'The Honours' (second place) went to Queensland, tension was in the air.

Waiting there for the results to be called out was so tense. I was holding a water bottle at the time, but at the end, it didn't even look like a water bottle. I was squeezing it so hard!

When they announced that the winner was Woolahra Public School, the directors didn't even have enough time to say which state we were from before we jumped up, screaming. We ran to the stage to be handed our medals. WE HAD WON!!!!!!

This whole experience has been amazing, even if we hadn't won.

This whole experience was a victory. It truly was. A Victory for TOM!

An Interview with Allen L

By 2E (with help from Mrs Macdonald)

Allen L (5H) recently performed a solo violin item at the Festival of Instrumental Music. 2E interviewed him after his performance.

2E's interview started with a standing ovation for Allen after they watched a video of him performing his solo piece at the Sydney Town Hall on Monday night.

2E: When did you start learning the violin?

Allen: I started when I was about 5 years old.

2E: Do you play any other instruments?

Allen: I also play the piano.

2E: Do you like playing one more than another?

Allen: I personally like playing the violin more than the piano. One reason is that I'm better at the violin, which makes me feel that I belong to the violin a bit more. That makes me like it more than the piano. But I also like playing the piano.

2E: Have you ever been scared on stage before?

Allen: Yes, I have! Even at the Sydney Town Hall on Monday night, I was quite nervous. And my accompanist was quite nervous too. When I feel nervous, I just breathe deeply and try to calm down. Also, a tip is to you run your fingers down the violin, going through the piece you are going to play, using just your left hand, not your right hand. That helps too.

Owen, 2E: Here's a tip for you Allen. Start with your eyes closed so you feel safer, and then you can open your eyes when you feel ready. Just look down at your instrument and not at the audience.

Allen: Yes, my Mum says to pretend the audience is fruit and vegetables and just focus on your accompanist and what you are playing.

2E: What was the first piece you ever played?

Allen: I can't really remember, but I think it was 'Twinkle Twinkle Little Star'.

2E: What made you want to play these instruments?

Allen: At first my Mum thought playing the piano would be good. Then she introduced me to my violin teacher.

2E: If you mess up the violin does it sound bad? Does it sound like a screeching sound?
Allen: If your right hand is too heavy it might make that sound. It sounds OK if it is just a little bit. But if it's a lot, it doesn't sound good.

2E: Have you ever made a screeching sound in a competition?

Allen: I think I did probably when I was younger.

2E: What is your favourite piece?

Allen: That is a really hard question to answer because I like so many pieces. But my top three favourites are Dvorak's 'Songs my mother taught me' which is very beautiful, Concerto No. 5 by Vieuxtemps (it is very hard but very, very beautiful), and Beriot's Concerto No. 9 in A minor.

2E: How often do you practise?

Allen: Around three hours every day. If I don't have much time, I might only do two hours.

2E stunned into complete silence.

2E: Are you going to be a musician when you grow up?

Allen: I hope so. I hope I might become a concertmaster in an orchestra. That's the most important person in the orchestra.





The Sydney Town Hall Concert

By Annika F (3W)

On the 19th of September, the Year 3 and 4 Primary Choir students went to the Sydney Town Hall to sing in the Brindabella Proms concert with 15 other public schools (that's over 400 kids singing together!). We had to wear these special black t-shirts with whales on them. First, 30 of us left school at 11:30 am with Ms Grindrod and Ms Hoare and got on board a bus to the Town Hall for the practice concert.

When we got there, we had lunch and then put our bags inside and got ready for the rehearsal. The Town Hall is a big sandstone building built in 1869. We were sitting in the front row of the choir section right behind the orchestra. This meant I got to sit right behind some drums – it was very loud.

We practised all day until 3:45 pm, which was when our parents picked us up outside.

We had to be back at the Town Hall at 6:30 pm to get seated and be ready for the 7:00 pm performance. There were many people in the audience watching us sing because everyone's family and friends came to see us. I thought it was exciting to sing with so many other kids my age. My favourite song was "I bought me a cat". The concert also had school bands, a signing choir as well as some soloists including Emma D in Year 4 who played the cello, and Allen L in Year 5 who played the violin.

The concert was a complete success and everyone was clapping at the end. Even though at school we had to practise a lot I think it was worth it.

Above: The Combined Year 3 and 4 Primary Choir singing in the Brindabella Proms at the Sydney Town Hall

Below: Emma D (4I) playing the cello.



PSSA AFL Grand Final

By Jem R (5H)

It was Friday in the seventh week of the third term and the day had finally come. The Woollahra PSSA AFL team had been training hard for this, and the Junior and Senior teams were coming into the big game with high hopes and a positive attitude.

The Senior team would play first. After kicking a ball around to warm up for the match, the Senior team, which included me, came into the game expecting to win. But the Randwick team had a fantastic squad, including some of the absolute best players with whom I play outside of school. The Seniors wouldn't stand a chance against the opposition.

Sure enough, the Randwick team got ahead fast. They were constantly scoring goals, while not conceding any to our team. The only goals Woollahra ended up



scoring were two early goals in the last third. Randwick ended up winning by around 50. But still to come was the Juniors' game, also against Randwick, and this match would be very different.

The two Junior teams got off to an even start, and it started getting intense at the end of the middle third. Scores were even pretty much the whole way through, and this would be the deciding third. Soon every goal went to the opposite team to the team who scored the previous goal, so the two teams were constantly swapping the lead. But sadly, luck was

on Randwick's side, and they had the lead when the time ran out.

So, in the end, our school AFL team had a double chance of winning, but sadly we didn't end up taking home the gold. But all in all, what matters is to have fun, and that we absolutely did!





PSSA Netball Grand Final

By Bridget D (4L) & Sarah BZ (4L)

Our school's netball teams have had a very successful season this year, under the supervision of Ms Costello and Ms Abbott. Here is a report of the PSSA final.

The ball whizzed down the court. Spectators cheered on each team. There was nail-biting suspense. It was the PSSA Grand Final and everyone was incredibly tense.

It was Friday 2nd September, a moment everyone on the Woollahra PSSA netball teams had been waiting for. The Senior B team and the Junior A team were competing against other schools for first place and the Senior A team was competing for Third place. At half-time, the Junior A's were down by two goals. As they stood under the tin roof of the cafe to shelter from the rain, something happened that they believed helped them win. They were given sugar. *Gobstoppers*, to be exact. The sugar in these little balls gave them the energy to push through to hopefully win.

As they went back onto the court, they were filled with newfound energy and excitement.

Soon, a goal was scored. Then another, and another. Soon the Junior A's were leading by many, many goals.

Even in the pouring rain, water bucketing down on their shoulders, soaking them through. They still played on.

Finally, the final whistle blew. They had won! Cheering, they raced over and celebrated with their friends, family and wonderful coaches. The Senior B's had come second, the Senior A's had secured third, and the Junior A's were the champions!

As a reward, the Junior A team got the back of the bus on the return to school. On the bus, the Year Sixers led a karaoke sing-along. Once they got back, they had a big party in Ms Costello's room, and Ms Abbott and Ms Costello gave all the netball teams ice blocks, and although they were cold, they were still a sweet treat.

And for the rest of the evening, the netballers were filled with joy (and ice-blocks).

Even now, that wonderful afternoon still feels like a dream.

Year 5 Camp

By Hayden B (5L)

Year 5 had an opportunity to go to Narrabeen Lake and camp at the Sydney Sport and Recreation Academy. Students were split into four groups (Jade, Rainbow, Orange and Gold) to maximise their ability to adapt to being with people with whom they usually didn't play, and to help them make new friends. The camp lasted three days and two nights, and was full of fun activities! Some of the activities included kayaking and canoeing, archery (with soft arrow tips and safety helmets), trivia/quiz nights, bushwalking, making damper, and other exciting adventures!

Day 1

We took off on the bus, waved goodbye to our parents, excited and nervous about what lay ahead. Trying to imagine what camp would look like, what it would be like. Talking noisily amongst ourselves, full of energy and excitement, we just couldn't wait for our first school camp. We were going away again, just two weeks after an excursion to the Sydney Royal Botanic Gardens. We felt like we were being spoiled rotten, and we were extremely grateful. Finally, when we got there, we put our luggage away and explored our cabins. Overjoyed, we set everything up and headed to the main hall to figure out what group we were in and what activities we would do first.

We were split into four groups: Jade, Orange, Rainbow and Gold. Jade and Orange did bushwalking and making damper, while Rainbow and Gold constructed chariots and played archery tag. Our instructors

for Jade and Orange told us we needed to collect wood to make a fire for our damper. When we arrived at our destination, we each chose a long stick to cook our damper. Once we cooked our damper enough, we put honey on top! It was delicious.



After we got changed in our cabins, we moved to the dining hall and waited for our delicious food. The food took a while to come out, so we tried to 'conceptualise' what we were having. We were noisily chatting away. We found out we were going to have curry with rice. Shouts of excitement and hungry chatter filled the atmosphere. Table by table, everyone was called up to the serving counter and took their dinner and headed back to their tables. With everyone stuffing themselves, those who wanted seconds were called, and this kept happening until we had fourths!

After dinner, we had a 'Trivia Night'. We were all tired at that point, but we took part nonetheless. The first round was exceptionally easy, but still challenging enough that we had to concentrate. The second round was an initiative challenge. We had to take one shoe off and each group had to try and make the tallest tower. The third round was the same as the first round, but more difficult. The fourth round was another initiative challenge, but we had to balance three golf balls on top of each other. After trivia, we were called to our cabins and we fell into a refreshing, deep sleep.



Day 2

When we woke up the next day, the teachers called us to the dining hall. We hungrily clambered to our destination, eager to find out what was for breakfast. We would be having toast and cereal! Rather much the same as the night before, table by table we were called to get our food. When chatted noisily while we ate.

After breakfast, we could go back to our cabins for an hour before we started the glorious day. Finally, the groups scattered to their activities. Jade and Orange did archery and

chariot making first, then kayaking in the afternoon and the other groups did initiative challenges and orientation (where we explored the bushland using maps and compasses).



We first did archery. We wore heavy helmets and were armed with bows and soft arrows. After we practised how to use our bows, we played against each other in two teams. Shooting arrows at each other was so much fun! Then, we did chariot making. We were given wooden parts and screws for our chariots. In the end, we had a race!





Kayaking was a little more complicated. We had to learn how to paddle and sometimes we kept on bumping into each other. The hardest part was we needed to paddle with our friends in unison! We also played a few games called 'Fruit Salad' and 'Paddle' (I might be wrong). In 'Paddle', we had to use our hands while the teachers had to tip us! Unfortunately, they only had single boats, which were much more stable in the water. So unfair!

After our activities, everyone could have free time for another hour. After we rested and showered, it was time to have dinner! As the night before, we chatted noisily, trying to guess what we would have for dinner. We found out we would have spaghetti bolognese, with ice cream afterwards. After all the tables were called, and everyone had mouthfuls of their serves, they quickly ran over to the ice cream box and couldn't wait for the teachers to give it to them. Countless hordes of students

received their ice cream and sped over back to their table.

After dinner, we went to the gymnasium to play some games on the basketball court. It was massive. Although it was great fun, we were all so tired. We returned to our cabins and had quiet time for an hour before going to bed, ready for the last day of camp.

Day 3

We woke up to a rainy day. As we packed up our belongings, we were told that we were going to have breakfast in a different building, near the dormitories. We were told that we got to stay in the nicer part of the campus, in the Motel. Oh, how we were grateful! We had the same breakfast, except this time we shared the dining hall with teenagers (who were also doing this camp).

However, this was no time to be mucking around. Everyone in the Rainbow and Gold groups had kayaking in the morning, and they had barely enough time to get ready. While the Rainbow and Gold groups were busy in the water, the other groups did initiative challenges and ori-



entering. The initiative challenges were sets of tasks we had to complete. The most difficult one was when we had to stack the packing crates into the tallest tower. At first, we were confused about how to get the crate so high as they were rather large. We then realised that we had to lift a part of our tower and insert the new crate in the gap, carefully. We set a new record too! We stacked thirteen crates!

Next was orienteering, where we had a list of directions and used compasses to find wooden blocks with notes on them that matched our team's colour. It was quite confusing. We never got to finish the puzzle, but it was fun nonetheless.

Lunch on the last day was burgers! They tasted amazing, and it was such

a bummer that we couldn't have more because we had to head back to school.

We were so grateful to have the opportunity to go to camp. For many of us, it was our first time at school camp.

Thanks to all our teachers for taking us on this amazing three-day adventure!



Did You Know?

This beautiful artwork (left) found on our school website can be found somewhere inside our school!

Your task, before the end of the year, is to find where this artwork lives. The answer will be provided in the next issue of **The Woollahrian**.

Year 6 Camp

By Jayden L (6W)



The entire Year 6 grade had a camp recently and explored our nation's capital. Jayden L reports:

Our trip to Canberra was on Wednesday the 19th of October, but the planning and excitement began several weeks beforehand. We received several school notes and permission slips, which explained the cost (approximately \$370) and a medical form which our parents needed to complete. One week before the excursion, Year 6 gathered in the school hall, and we chose the people with whom we wanted to share a room. I got into a group with my friends, which was a win-win decision for us. The whole of Year 6 gathered together on the Friday before camp, and we were given our bus and our room assignments. My group's room number was 420, and we were on the first bus.

On Wednesday morning, after I finished brushing my teeth, I stuffed my toothbrush into my luggage and arrived at school at 7:10am. We were all seated in our bus lines by 7:30am. I waved goodbye to my other friends and we boarded our coaches.

The name of the bus company was Sid Fogg's Coaches, and our driver's name was Barry. The seats were like the ones you see on trains. They had blue seats covered with red and yellow dots spots all over. The bus had green curtains to cover the windows and air conditioning controls above

our heads. The seats were also able to be reclined backwards. We got comfortable in our seats, remembered to fasten our seatbelts, and off we went to Canberra!

After a few fun hours of driving - with everyone singing songs and playing card games - we arrived at Canberra, and so our excursion began! We practically went to all the major tourist attractions. We drove past the embassies and high commissions, visited the Australian Electoral Commission, the Australian Institute of Sport, the Mount Ainslie lookout, the Australian War Memorial - you name it, we saw it all! However, if I was to write about every place we visited, then this recount would be far too long.

So here are my three most memorable experiences in Canberra.

The first of these was right in the heart of Canberra; the heart of Australia. This place was Parliament House. This building was as grand and majestic as the images you see online. There was an Australian flag the size of a double-decker bus on top of its enormous flagpole, and it had long grass plains that sloped down each side of its pyramid-shaped building. I'd say that the 80 acres and 1.1 billion dollars that was spent on its construction were put to good use! One of the main purposes of our three-day excursion to Canberra was to learn about democracy, and so this was the most important place we visited. In this building, we learnt about how 'bills' (or 'pre-laws') were passed through Parliament. We got to go to private areas of the building. Laws first start as bills, which are proposed in the House of Representatives.

In this room, there is a tall seat for the Speaker, the person who is in charge of proceedings, and there are multiple seats in a large 'U' shape. On the left side of the 'U' is where the Government sits, and on the right side is where The Opposition sits. There is a 'T' shaped table between the Speaker's chair and the 'U' shape, and on that table sits the Prime Minister and the Leader of the Opposition. In the centre of the 'U', between the Government and the Opposition, sit the minor parties and the Independents. This is where Allegra Spend-

er, our local Member of Parliament who represents Wentworth, sits.

After a debate between the Government and the Opposition, a vote is then called on the bill. If the bill receives the support of a majority of representatives, it is then passed by the House of Representatives and moves to The Senate. The Senate consists of senators, who are the state and territory representatives. Each state has 12 senators, while each territory has only 2. Here, the bill is discussed again. Amendments to the bill can be proposed if the Senators think changes are required to make it more fair. A vote is again called on the bill and if the bill receives the support of the majority of Senators, it can then be passed on to the Governor General to be signed. However, if the bill has been changed by The Senate, it has to go back to the House of Representatives to be voted on again, before being sent to the Governor General. An exciting thing we did was to have a roleplay where we acted out what would happen in the House of Representatives. I was the Independent representing Melbourne.

My second most favourite part of the Canberra excursion was Questacon. We entered Questacon and we visited all the galleries. In each gallery, we stopped to look at the theme and

its activities. The only gallery that didn't have an activity was the one with the 'Moon' theme. The first gallery we visited had a 3m drop slide. I was the third to have a go, and it was an exhilarating experience. There was also an air hockey game, where 4 players could play at the same time. There were also other games like a marble run. Another gallery we went to was full of experiments and other cool science exhibits. There were microscopes through which we could look at fossilised spiders and insects that had been preserved in amber, and there was also an obstacle course for a baseball. There was also a film about marine animals. Another gallery had an earthquake simulator and we got to experience what it would be like to sit through the largest earthquake ever to occur in Australia. It was easier than I expected, and I managed to stay upright while balancing on one foot. There was also a cloud simulator and a dried ice exhibition. It showed dried ice releasing its gas which propelled it along a thin layer of water. Last, but not least, there was a lightning simulator that fired every 15 minutes. It was more mundane than we expected, but it was still very cool. However, the best thing was the gift shop. I bought a Newton's Cradle, but there were many other gadgets on offer too. My third most favourite place was the Royal Australian Mint. We

learnt about the history of Australia's currency and about minting. We were introduced to two important robots which worked at the Royal Australian Mint, Titan and Penny. Titan tipped barrels full of coin blanks into hoppers to be sorted out. Titan was able to lift 1000kg weights. Penny was another robot. Her job was to bring minted coins to the Mint Warehouse. Each day, she would bring barrels of empty blanks for Titan to throw into the hopper. She is what's known as an Automated Guided Vehicle or AGV, and she is computer controlled. She uses extremely precise laser systems to navigate throughout the coin production area, and she is so precise that she and the other AGVs have caused track marks to appear on the floor. At the end of the tour, we visited the gift shop where we paid \$3 to get a special \$1 dinosaur coin.

These were just three of the things I enjoyed the most. However, we visited so many other places. The journey back to Sydney was equally as fun as the trip to Canberra. By the time we arrived back at Woollahra Public School on the Friday, we were all worn out, but we had all been inspired by Canberra and the many things we got to experience.



About Independent Literature Studies (ILS)

By Charlotte H (5H)

Legend has it that one particular unit of study in the Woollahra Public School Opportunity Class program has been part of its Year 5 and 6 curriculum for nearly fifty years!

This unit of study, Independent Literature Studies, aims to encourage students to read widely, while giving them opportunities to complete comprehension and creative tasks, using their text as a stimulus. Here is a summary of what this unit involves.

Non-Fiction	Award Winning	Action & Adventure
Magical Realism	Culture	Family
Australian Author	Gothic	Nature

Above: An example of an ILS Matrix in Year 5. Each square contains a different genre. During the term, students are required to read three novels. The books chosen must fit the categories on the matrix in a row, column or diagonal. This matrix changes each term, and different genres are swapped into each square.

Our ILS units form a key part of our learning in 5H and 5C. Just like our Concepts units, ILS is also a central piece of our inquiry-based learning curriculum. Similar to our novel and picture book studies, our ILS units require us to read a wide variety of texts, and then complete tasks that test our understanding of the books we have chosen. These units are completed independently and individually, as suggested by its title. We usually have two sessions per week devoted to ILS, during which we complete different activities for our books.

How does ILS work?

Each term, in ILS, we are given three sets of pages to stick into our ILS book. The first page is our matrix. This is a three-by-three grid with different genres in each square. Sometimes, there will be a compulsory book in the centre of the grid which everyone must read (e.g. in Term 2, everyone had to read 'A Wrinkle in Time' by Madeleine L'Engle). We must read three books in each term from three different genres. This encourages us to read different styles of writing, which is important because it can help we learn how to write in

different styles as well. We select our book genres by choosing any column, row or diagonal of the grid. If we finish our three books before the deadline, we can read an additional book with no genre restrictions.

Then we stick the activity list into our book. There is a long list of activities and instructions on how to complete them. We can choose tasks that are worth five, ten, fifteen or twenty points. We must complete forty points worth of tasks for each book. There are some rules about how we can choose our tasks. As an example, we cannot complete eight five-point tasks. We can complete two 20-point activities to make up our points for a book, but each term, at least one book needs to have a combination of three or more activities.

We also need to complete a title page for all three books. First, we split the page into thirds, and draw a new title page for each book in each section of the page. We may not use the internet to find a new title page, as we are supposed to nurture our own creativity.

Finally, we glue in a table where we write the name of the activity we have completed and its point evaluation. Then our teacher will give us a mark depending on our presentation (Is it neat? Did we answer the question well? Did we show our understanding of the book?) and the value of our work (Does our response demonstrate deep thinking, or is it very simple?). We might receive extra points if we have completed the task extremely well. Our entire ILS unit should be completed by the end of the term.

The following is an outline of how we are scored for each unit:

- Title Page: 30 points
 - Matrix completed: 10 points
 - Correct headings: 10 points
 - Presentation: 30 points
 - Novel activities: 120 points (40 points per book)
- Total: 200 points

Why do we enjoy ILS so much?

Our ILS unit helps us to understand and appreciate many different types of literature. We are encouraged to complete our tasks creatively and to be brave with our ideas. ILS lets us reflect and consider all the possibilities when it comes to comprehending the text in our books. Although the deadlines are sometimes a little intimidating, the activities are generally very enjoyable to complete and there are lots of different options. As we get to choose our books for each term, we usually find the reading enjoyable. Most important of all, ILS teaches us to look for the deeper meaning within the books we read.

SAMPLE 5 POINT ACTIVITY

Map: Draw a map of the character's journey. Explain why each stop on the journey was important to the character.

SAMPLE 10 POINT ACTIVITY

Purpose: What is the purpose, theme or main idea of your book? How effectively do you believe the author has conveyed this message? Justify your opinion with reasons and evidence from the text.

SAMPLE EXAMPLE 15 POINT ACTIVITY

Main Character: Was there any growth of the main character (mentally, physically or emotionally)? Write two or more paragraphs to explain. Use evidence from the novel to support your ideas.

SAMPLE 20 POINT ACTIVITY

Judgement Day: Do you think the main characters were right or wrong in what they did? Was their behaviour good or bad? Choose two characters that were involved in a particular event. Describe the event first then state how each character was wrong or right in their actions.

Public Speaking

Oliver D (5H) recently WON the Bondi Network Final of the South Primary Schools Public Speaking Competition! He prepared a 4-minute speech on the following topic of interest: 'Is social media making people unsocial?' Oliver argued that the amount of time people spend on phones does make people more unsocial. He also presented some tips for reducing time spent on social media, though stressed this was really an individual choice. Oliver was also given the impromptu speech topic of 'Travelling', where he stressed the importance of travel for making people aware of different cultures and different perspectives on life and living. Oliver said he likes public speaking because it allows him to express his opinion, spark ideas and teach others. We wish him all the best for the South Primary Schools Public Speaking Grand Final! Jacob (representing Stage 2), Lewis (representing Stage 1) and Marli (representing Kindergarten) were also finalists in the Bondi Public Speaking Competition. Congratulations to all the students! We thank Mrs Warhurst and the team at school for all their hard work and help.



Debating

By Sophia Y (5C)

Woollahra is an amazing school - many teams and talents sparkling in this glimmering institution. But one of the most amazing teams HAS to be the Woollahra Debating Team. But what is it? Who's in it? And what is it about?

WPS DEBATING - ABOUT

In a nutshell, the Woollahra Public School Debating Team argues politely with other schools. They first debate with other local schools in the Regionals. At this early stage, the team is split into two prominent groups - the Woollahra Days, and the Woollahra Nights. These two teams debate in two different 'competitions' (but that is until the knockout finals). For example, another school has 2 groups as well. Group 1 will debate against the Days, and the other, the Nights. As long as either team wins at least 1 competition, they can go forward. Teams are not eliminated yet. But after that, it becomes harder. Once in the knockout finals, the WPS Debating Team must make a difficult decision; only one team will go forward. So it's WPS vs WPS!

In the end, the Nights won and ended up lasting until one of the last finals! WOW!

WHO?

There are many students that made our Debating dreams possible. Charlotte He 5H, Zahara Gregory 5C, Max Khan 5C, Jayden Liu (6W), Rosemary (6P), Annie (6MG) and Alexander Kime (6MG) are just some of the wonderful human beings who helped our debating team to achieve its wonderful result. But the most enormous shoutout goes to Ms Brandon and Mr Owens, both passionate debating teachers who are the absolute BEST! They have helped the WPS debating team become one of the best teams EVER!

THE MEANING OF IMPORTANT STUFF

Winning. Victory. Praise and Glory. All nice things about debating. But these are all just (still cool) bonuses to the much bigger picture. Think about it. There are no debating teams without teamwork. There are no happy, grateful moments without fair play. There is no 'learn' without 'failing and getting back up'. Yes. The WPS debating team is amazing. But without teamwork, fair play, and learning, there is no debating!

The WPS debating team is the best team, without a debate!



Above: The Great Debate, with Miss Brandon & Mr Owens watching on.

Our School Uniform

By Theo Y (5H)

Our Uniform Shop is managed by one of our school parents, Yocelyn Y, and her dedicated team of parents. Here is an article about our school uniform.

You've probably visited our Uniform Shop as we all wear uniforms in Woollahra Public School! It might have been when you started in Kindergarten, or any other year when you joined our school, or when you undoubtedly outgrew your old uniform.

Our school uniform gives students a sense of belonging and enhances pride in our school. It shows we belong to Woollahra Public. Our signature blue polo shirts differentiate us from other schools, giving us a unique identity. In much the same way football followers will wear their team's jersey or scarf, our uniform will also build a sense of community.

Uniforms also give a sense of confidence to the students as it helps them to have a higher opinion about themselves. Students can identify themselves as being from the best school in Sydney (*naturally* as our Principal, Ms Molloy, always reminds us!), which boosts their confidence when they are representing our schools in inter-school competitions.

As summer approaches, school uniforms are being dusted off and new ones are bought. This pattern repeats itself every season as children grow and temperatures dictate what being comfortable in school means.

The Uniform Shop has a wide range of school uniform options to suit all seasons. Whether it be fleece jackets to keep students warm or a polo shirt and shorts to cool them down, our Uniform Shop has them all!

The shop opens on Tuesday and Friday mornings between 8:30-9:00 am.

We'll see you there!



Our school uniforms (summer on the left, winter below). Source: Uniform Shop & School Website



Message from the P&C Committee

The Woollahra Public School Parents & Citizens Association (P&C) is a school-based organisation comprising of parents, teachers and citizens of the Woollahra local area. Its main goal is to promote the interest of Woollahra Public School by helping to promote close cooperation between parents, students, teaching staff and citizens. Through regular and consistent fundraising ventures, it helps to make significant financial contributions to the school, which goes a long way to providing much needed facilities and equipment for our school and students. Since the start of the year, we tentatively began chipping away at our primary focus, which was to rekindle our community ties, something which most certainly was impacted as a result of two years of Covid outbreaks and subsequent lockdowns.

This year, we set up a **Class Parent Network**. This platform is used to support school communication, promote our drives and initiatives to every class and sometimes field questions, particularly by new families to the school.

We manage and run the **Uniform Shop**, which is entirely parent volunteer-based, and have run several fundraisers. Always, the focus of the P&C Committee has been to bring the community together.

This year, we ran several events, all of which were well received. We hosted a **Parents' Night Out**, an **Election Day BBQ**, a **Mother's Day cake stall and floral stand**, and a **Father's Day coffee and doughnuts**. And who will ever forget our **Xmas in July Extravaganza!** The playground was magically transformed and felt alive again with Santa's presence and Christmas music provided by our Super Choir and bands. There were prizes, giveaways and most importantly, there were warm hearts, laughter and joy all around!

This year we also looked at the wider community, contributing financially to flood-affected Woollongbar Primary School, and made a significant financial contribution to the **Festival of Creativity and Thinking**, which our children enjoyed for three wonderful weeks.

As Term 4 draws to a close, we are but a mere few weeks away from our final P&C fundraising drive. We're headed back to The Woollahra Hotel's outdoor terrace on **November 18th at 7pm** for a **Parents' Night Out**. There will be some amazing auction items up for grabs including a 4-hour luxury Axopar 37 cruise around the harbour for the lucky bidder and 7 of their friends.

The proceeds of our fundraising this year will go directly to the P&C's pledge of contributing half of the funds required for a new playground project, scheduled to commence late 2022 - early 2023, and the ongoing IT upgrades (i.e., our interactive boards, software upgrades and laptops at school).

Thank you to all who have been involved in our P&C. Without you we couldn't make this happen!

Typically, the P&C meets up every 3rd and 7th Tuesday of each school term. We warmly welcome parents to join in and get involved.

It would be remiss of me not to thank the following people who have made this successful year possible: Our Executive Team, Ms Molloy, our class parents, our teachers, our uniform shop volunteers, our events volunteers, everyone who signed up to help each initiative, the Helping Hands Crew, our parent contractors, our local business community that continue to support our school & events, and finally to YOU parents who supported, donated, contributed or participated.

We are a strong community.

We are Woollahra!

Kind Regards,

Sasha Mollison
Woollahra P&C President, 2022

Woollahra Public School P&C Executive 2022

President: Sasha Mollison

Vice-Presidents: Mel Rose and Sheree Jonathan

Treasurer: Yocelyn Yonathan

Secretary: Lydia Georgeopoulos



Festival of Creativity & Thinking

In Term 3, our school held a *Festival of Creativity and Thinking*. During this three-week festival, students enjoyed participating in a wide range of activities, including writing, debating, art, music, dance, media, and the performing arts, and celebrated our Indigenous heritage. We thank all the teachers, parents and the P&C for all the hard work they put into making this Festival such a great success!



