

# ALEXANDRIA PARK COMMUNITY SCHOOL

Park Road Alexandria 2015  
phone +61 2 9698 1967  
fax +61 2 9315 5007  
email [alexparkcs-c.school@det.nsw.edu.au](mailto:alexparkcs-c.school@det.nsw.edu.au)  
web [www.alexparkcs-c.schools.nsw.edu.au](http://www.alexparkcs-c.schools.nsw.edu.au)



Tuesday 20th February , 2024

## TERM ONE CLASS LETTER

Dear Parents and Carers,

Welcome back to school for what will be an exciting Term One! We hope everyone enjoyed their holidays. This note contains information for the students and families in Stage Three.

### Class Organisation

5O Miss Erin O'Sullivan  
5P Mr John Porter  
5B Mrs Roslyn Broomfield  
5/6A Miss Lynette Allen  
6S Ms Joy Smith  
6M Miss Courtley Mancell (S3 Assistant Principal)  
6E Mrs Tine Eriksen  
Stage 3 Learning and Support/EALD Ms Ciara McNamara



### Google Classroom

The table below has your child's Google Classroom code.

Class	Teacher	Codes
5O	Miss Erin O'Sullivan	aisesp7
5P	Mr Porter	ugfwazj
5B	Mrs Broomfield	efjzoxc
5/6A	Miss Allen	6an6nes
6M	Miss Mancell	ligb6jz
6S	Miss Smith	zfepnu3
6E	Mrs Eriksen	kzue55k

The Department also has digital learning packs that you can use to support your child's learning should they need to learn from home.

<https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home/2022-digital-learning-packs.html>

### Positive Behaviour for Learning

Positive Behaviour for Learning (PBL) is Alex Park’s whole-school behaviour support program which provides students, staff and families with clear expectations for behaviour and common, positive language for discussing behaviour. The three values of PBL at Alex Park are:

**Be a Learner**

**Be Respectful**

**Be Safe**

### Sun Safety

Students are expected to wear a hat at all times during outside activities. APCS implements a NO HAT-PLAY IN THE SHADE policy. Students will be required to sit in the shade during lunch times and may miss out on sporting activities if they do not have a hat.

### Curriculum

This table provides an overview of key topic areas for the term:

Key Learning Area	Topics/ Strands	Content Covered
English	<p>Oral language and communication</p> <p>Vocabulary</p> <p>Reading fluency</p> <p>Reading comprehension</p> <p>Creating written texts</p> <p>Spelling</p> <p>Handwriting and digital transcription</p> <p>Understanding and responding to literature</p>	<p>Students are engaging with the new curriculum this year and for Term 1, are engaging with ‘The Wild Robot’ and ‘Storm Boy’. Students will cover the focus areas and content that reflects the essential knowledge, understanding and skills that students are expected to learn, including the study of a wide range of literature.</p> <p><b>Sound Waves Spelling</b> is a systematic word study program for our whole school. Informed by research on the best practices for teaching spelling, the program incorporates four key areas of teaching: phonemic awareness, synthetic phonics, morphology and etymology. This includes: identifying focus phonemes in words, segmenting words into phonemes, reading and spelling words, working with spelling and vocabulary concepts.</p>
Mathematics	<p>Number and algebra</p> <p>Measurement and space</p> <p>Statistics and probability</p>	<p>Stage 3 are engaging with the syllabus, planning for, preparing and implementing the new curriculum.</p> <p>The Mathematics K-10 Syllabus (2022) recognises the critical importance of developing an increasingly sophisticated understanding of mathematical concepts, and fluency with mathematical processes, to help students interpret and solve problems. Through the study of mathematics, students develop essential concepts and skills and apply them to deepen their understanding of the world. Students:</p> <p>-develop essential numeracy skills and mathematical fluency, while nurturing the ability to think logically, critically and creatively</p>


		<p>-identify, describe and apply patterns and relationships</p> <p>-develop their reasoning and problem-solving skills to solve routine and non-routine problems</p> <p>-apply their knowledge and understanding in practical situations and make informed decisions.</p>
History	The Australian Colonies	Students will learn about colonial Australia in the 1800s and how the colonies developed. They will examine the different experiences of people and describe the causes and effects of change in the Australian colonies. Students will apply historical inquiry skills to investigate the impact of settlement on local Aboriginal peoples and the environment.
Science and Technology	Earth and Space	Students will be learning about our Solar System and Earth's place within it. They will explore misconceptions relating to our solar system including geocentrism and flat earthism, and the evidence that led to the heliocentric model we now know. Students will learn about the different planets in our solar system and will use Computer Aided Design (CAD) software to design a scale model of our solar system.
Creative Arts	Visual Arts	Students look at artworks that record and interpret Australian history. They discuss how artists create points of view in the way subject matter is organised and how colour and texture has been used. The students make drawings, prints and paintings that represent historical events and Australian icons.
	Music	This term Stage 3 will be learning about Concepts of Music with a particular focus on structure and duration. They will be exploring these concepts through experimenting with tuned and untuned percussion instruments and beginning to use formal notation to record their own simple compositions. This term's instrument focus will be drums.
PDHPE	PE	Students participate in a variety of rhythmic and expressive physical activities to develop their understanding of the elements of composition. Students experiment with, practise and refine movement skills and work collaboratively to create and perform a small-group movement sequence. Using movement, self-management and interpersonal skills, students perform their movement sequence.
	PDH	A wide range of factors influence how students develop and build resilience. These include their current knowledge and skills, cultural background, previous experiences, family structure and geographical location. Students will use their individual strengths, manage their emotions, find solutions and decision making, students will learn how to develop and build resilience across a wide range of situations. Students will continue to take part in a series of collaborative lessons based on social-emotional skills development.
	Got It Program	

### Attendance

Your child's attendance at school is important to us. Please ensure that students arrive **before 9:00am each day**. Supervision is available on the playground from 8:40am. All absences are to be explained via phone or email to the Bunin (office), or to your child's teacher. If your child is absent due to illness,

please provide a medical certificate where possible. If your child is going to be absent for two weeks or more, it is necessary to apply for extended leave through the Bunin.





When your child misses just ...	that equals...	which is...	and therefore, from Kindy to Year 12, that is...	This means, the best your child can achieve is...
1 day each fortnight	20 days each year	4 weeks each year	Nearly 1 ½ years of learning	Equal to finishing Year 11
1 day each week	40 days each year	8 weeks each year	Over 2 ½ years of learning	Equal to finishing Year 10
2 days each week	80 days each year	16 weeks each year	Over 5 years of learning	Equal to finishing Year 7
3 days each week	120 days each year	24 weeks each year	Nearly 8 years of learning	Equal to finishing Year 4

*School success starts with attendance*

Regular attendance at school is essential for students to achieve quality life outcomes. At Alexandria Park Community School we aim to work in partnership with families to promote regular attendance and support students in understanding the importance of attending school daily.

**Did you know that if students miss as little as eight days in a school term, by the end of primary school they will have missed an entire year of education?**

If you are experiencing difficulties with getting your kids to school, please let us know. You can speak to your child's classroom teacher, an executive member, or even the front office staff about how we may assist you. Our aim is to help you to help your child attend school every day.

#### **Why is regular school attendance important?**

Regular school attendance will help your child succeed later in life. Attending school every day makes learning easier for your child and helps children build and maintain friendships with other children. If your child doesn't learn the basic skills in the early years of school, they may struggle in later years.

#### **Library**

**Psst...don't be fooled by the dust bunnies, the school library is a mind-bending wonderland of knowledge! With shelves stacked with stories, facts, and ideas, it's the perfect spot to flex our mental muscles. And hold onto your hats, because this term, the library is taking things up a notch! We're diving deep into our well-being, emotions, thoughts, and ideas, all in a super safe, positive, and collaborative space. Plus, we're levelling up our borrower reading badges (bronze, silver, gold, and diamond). All you need is a library bag to borrow (it doesn't have to be fancy, a grocery bag, an old pillowcase, or an envelope pouch will do). Let's go!**

#### **Homework**

- Students are expected to read every night and a number of activities will be distributed throughout the term to complete at home.

## Administration

Payments of fees and for excursions can be made online through the school website via the make a payment button. Alternatively you can pay at the office. Permission notes must be returned to class teachers for students to attend excursions. We cannot accept verbal permission over the phone.

## Communication

You are able to contact the class parent for general information on class events. Please refer to the website for upcoming events, key dates and copies of permission notes. If you need to discuss your child's progress, please arrange an appointment with the class teacher. If you have any problems and need to contact your child's classroom teacher/s, please email us.

Class	Teacher	Email
5B	Roslyn Broomfield	<a href="mailto:roslyn.leneghan1@det.nsw.edu.au">roslyn.leneghan1@det.nsw.edu.au</a>
5/6A	Lynette Allen	<a href="mailto:lynette.allen7@det.nsw.edu.au">lynette.allen7@det.nsw.edu.au</a>
5/6W	John Porter	<a href="mailto:john.porter13@det.nsw.edu.au">john.porter13@det.nsw.edu.au</a>
5/6M	Courtley Mancell	<a href="mailto:courtley.mancell1@det.nsw.edu.au">courtley.mancell1@det.nsw.edu.au</a>
5O	Erin O'Sullivan	<a href="mailto:erin.osullivan9@det.nsw.edu.au">erin.osullivan9@det.nsw.edu.au</a>
6E	Tine Eriksen	<a href="mailto:tine.eriksen@det.nsw.edu.au">tine.eriksen@det.nsw.edu.au</a>

## Term 1 Key Dates

Key Dates

- – Meet the Teacher sessions- Tuesday 20th February
- – NAPLAN testing window (Year 5)- March 13th- 22nd
- – Parent Teacher Interviews- Week 10
- – Cross Country- Monday 8th April

Kind regards,

Stage Three teachers