

# Alexandria Park Community School

Community Opportunity Success  
in a caring learning environment

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## *Newsletter*

Term 4 Week 7

November 2016

### **Year 12 Formal – The Red Carpet Event of the Year**







**Another exciting event** – the official opening of the Chicken Shed which was attended by staff, students and community garden users. (photos above)

## PRINCIPAL'S REPORT

So much excitement at APCS in and out of the classrooms. Stay connected to our great school and keep up to date with all the excitement by following us on Facebook, our school's website <http://www.alexparkcs-c.schools.nsw.edu.au/> and check out the Departments official site for updates on the building projects at <http://www.dec.nsw.gov.au/about-the-department/our-reforms/innovative-education-successful-students/school-upgrades/alexandria-park-community-school/project-updates>

Teachers are working tirelessly to finalise end of year assessments and formal reports. I invite all parents and carers to celebrate the achievements of our students in academics, sport, leadership, music and citizenship by attending our Presentation Day assemblies on Tuesday 13 December in the Denzil.

As we near the end of 2016 information about school organisation and preparation for 2017 will be distributed to students and posted on our schools website. I encourage you all to stay connected to communications over the January holiday period by reading the LATEST NEWS on the school's website.

Date	What's' happening
Monday November 28	Engineering Studies excursion PDHPE excursion
Tuesday November 29	Visit from Walgett High School
Thursday December 1	ALEX FACTOR

**Ms Diane Fetherston**  
**Principal**



# PRIMARY SCHOOL NEWS

## Early Stage One News

Kindergarten have been very busy recently attending swimming lessons at the NCIE in Redfern. The students have shown a great deal of enthusiasm as they've walked to and from the pools every day in weeks 6 and 7. Thank you so much to the Kinder teachers who have organised such an important and exciting experience and a special thanks to all the parents helpers who have joined in on the fun!

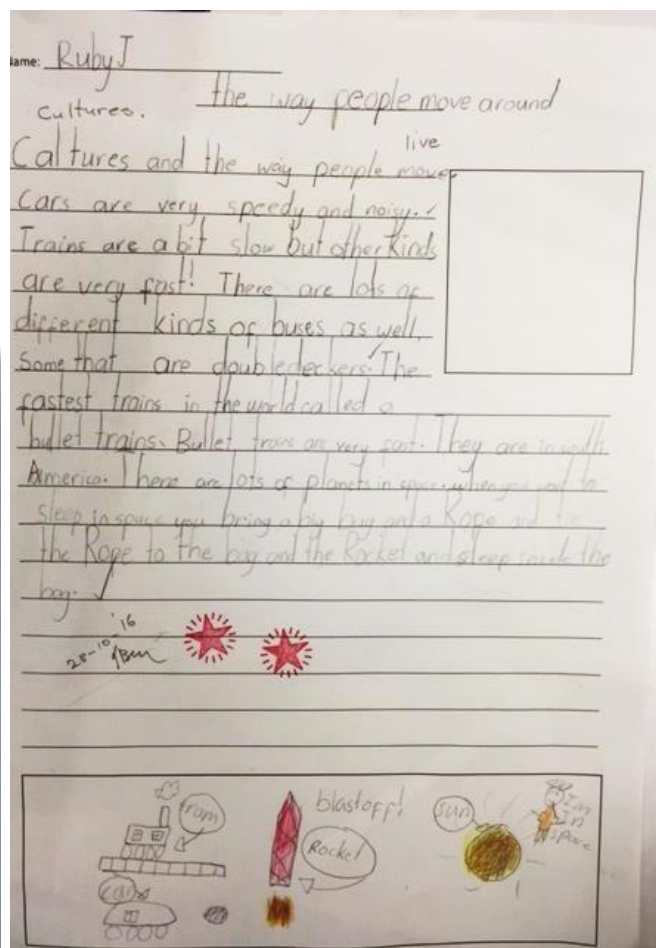
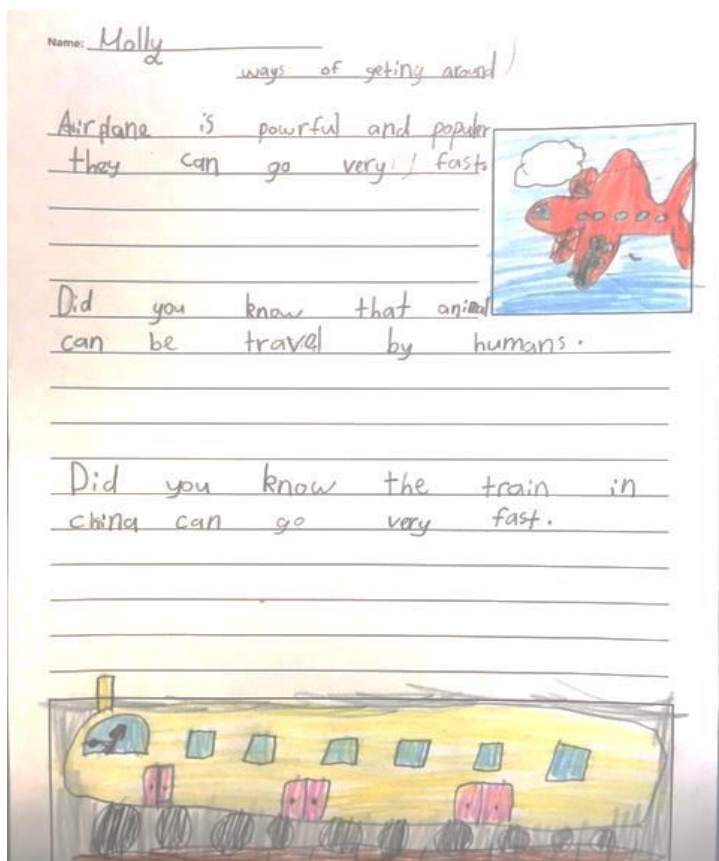
## Stage One

In HSIE, students are learning about different kinds of transport and transport networks. On Wednesday 26<sup>th</sup> October, Redfern Fire-fighters visited our school so that we could see some of the special features of a fire truck. We learnt that this fire truck held 2000 litres of water and that it would only take 4 minutes of use for the water to run out. The ladder on top of the truck helps the fireman to get up high when people are stuck in apartments. Students even got to spray the hose and learnt to STOP, DROP and ROLL, and GET DOWN LOW AND GO, GO, GO!

In Science, students are learning about technology. Students have had lots of fun investigating and making a pin-hole camera.



In English, students are learning to write for different reasons such as information reports or persuasive texts. Here is some of their wonderful work!!



## Stage Two

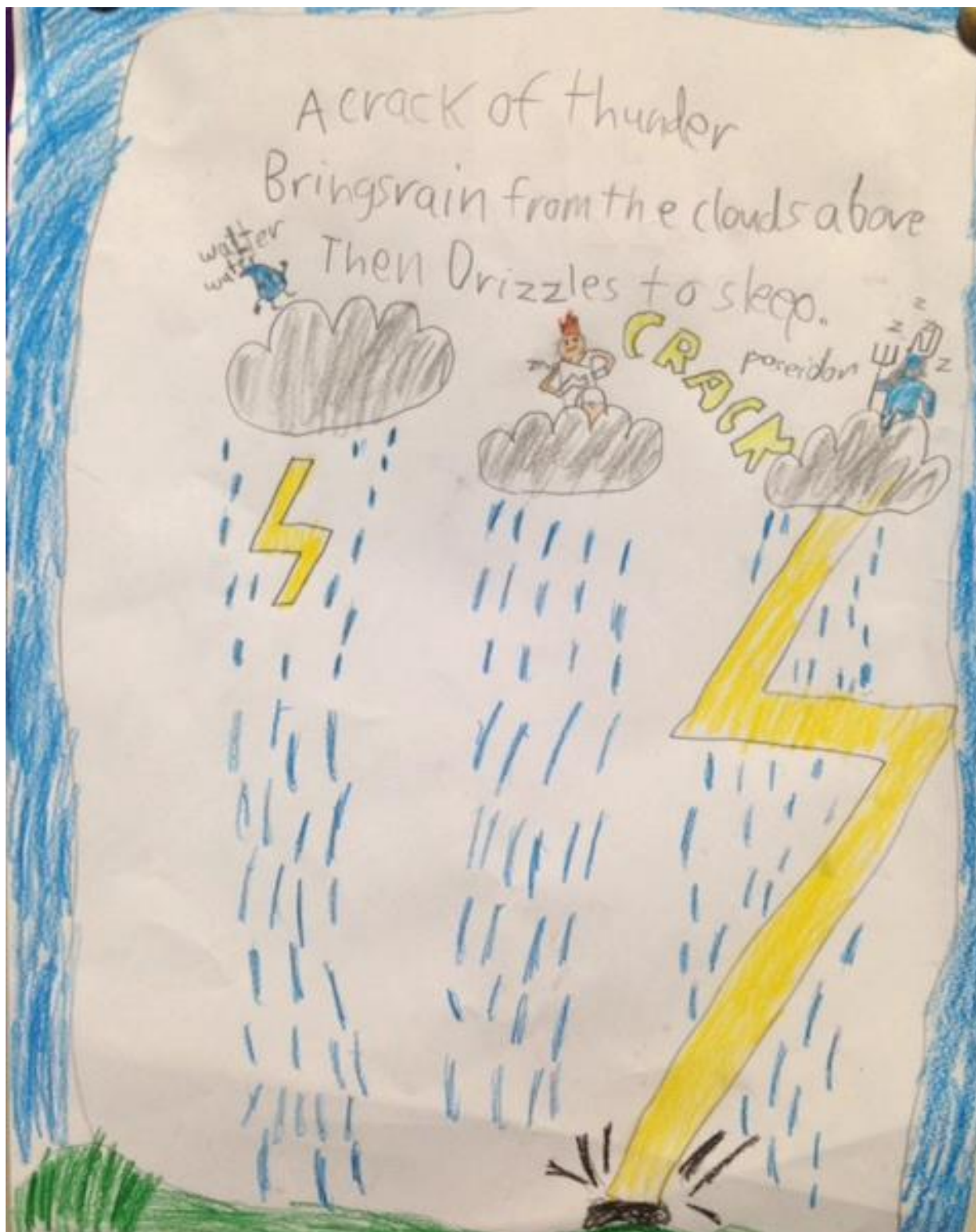
### 4/5R Haikus

4/5R have been learning about poetry. We have learnt about haiku and acrostic poems. Haiku originated in Japan. They have 5 syllables on the 1<sup>st</sup> line, 7 syllables on the 2<sup>nd</sup> and 5 on the 3<sup>rd</sup> with a total of 17 syllables. We wrote our own Haiku about the rain.

By Kelly and Cian.

Here is an example by Jude:

*A crack of thunder  
Brings rain from the clouds above  
Then drizzles to sleep.*

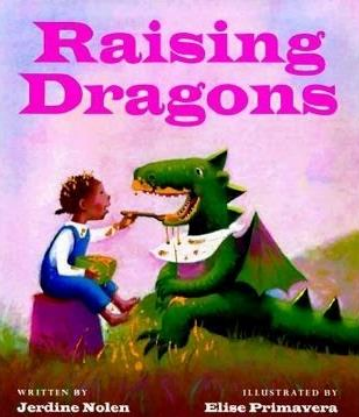
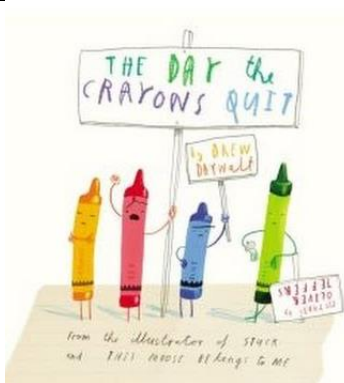
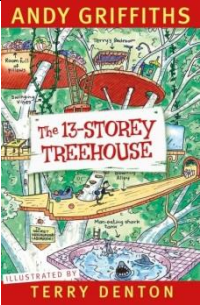





## Focus on Reading November Issue

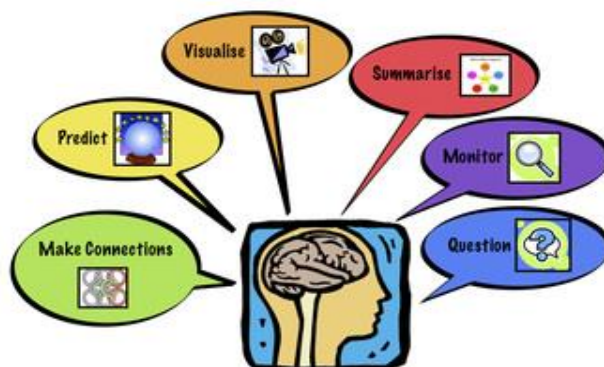
### Quality Literature

A few of our teachers' favourites

Name of Book				
Stage	Early Stage 1	Stage 1	Stage 2	Stage 3
Concepts Explored	Relationships	Point of View	Humour	Fantasy


## Comprehension Strategy Focus – Making Connections

Whenever we CONNECT a new topic to stuff we already know about, it makes the learning much easier. Our brain links any new information to our pre-existing knowledge. Our brain builds networks of knowledge – it ACTIVELY processes information. Our brain wants to make a place in its overall map, to fit the new knowledge into. Our brain works by comparing new info with known information. How is this like something we already know? What does this remind us of? Has this happened to someone we know?



What should my brain do while I'm reading?

The three text connections are listed below:



### text to self

**Connecting personal experience to texts**

What does this remind me of in my life?  
 What is this similar to in my life?  
 How is this different from my life?  
 Has something like this ever happened to me?  
 How does this relate to my life?  
 What were my feelings when I read this?  
 Have I changed my thinking as a result of reading this?  
 What have I learned?

**Are there similarities / differences in ...**

- My life
- My family
- My friends
- Holidays I have been on
- Things I have seen
- Feelings I have had
- Experiences
- A place I have been

Compiled by Debbie Cooper, 2010



### text to world


**Connecting real world happenings to texts**

What does this remind me of in the real world?  
 How is this text similar to things that happen in the real world?  
 How is this different from things that happen in the real world?  
 How did that part relate to the world around me?

**Are there similarities / differences in ...**

- Something I have seen on TV
- Radio news
- A newspaper story
- Historical events
- Current events
- Something I have studied before
- Real world happenings – local and global
- A conversation

Compiled by Debbie Cooper, 2010



### text to text

**Connecting big ideas and themes across texts**

What does this remind me of in another book I've read?  
 How is this text similar to other things I've read?  
 How is this different from other books I've read?  
 Have I read about something like this before?

**Are there similarities / differences in ...**

- Genre
- Text structure
- Author
- Topic
- Theme
- Message
- Plot
- Character
- Fact
- Opinion
- Information
- Vocabulary

Compiled by Debbie Cooper, 2010





Years 5, 6 and 7 enjoy a presentation from Fizzics Education on the properties of Liquid Nitrogen. (above)

## SRC Food Drive



Our SRC has organised a school food drive. They are working closely with an organisation called Foodbank to arrange the donation of non-perishable food items to those Australians in need.

It is estimated that in any given year, one in ten Australians will need to access a food bank and half of them will be children. Charities report that every month they are turning away almost 60,000 Australians seeking food relief due to lack of food and resources.

During November, students brought in non-perishable food items and put them in a special area in each classroom. We managed to receive over **two thousand** food items which was double what we expected! A huge

thank you to everyone who donated and a special thanks to Miss Smith and 5/6S who brought in nearly **five hundred** food items alone!



## Stage 2 and Stage 3 News

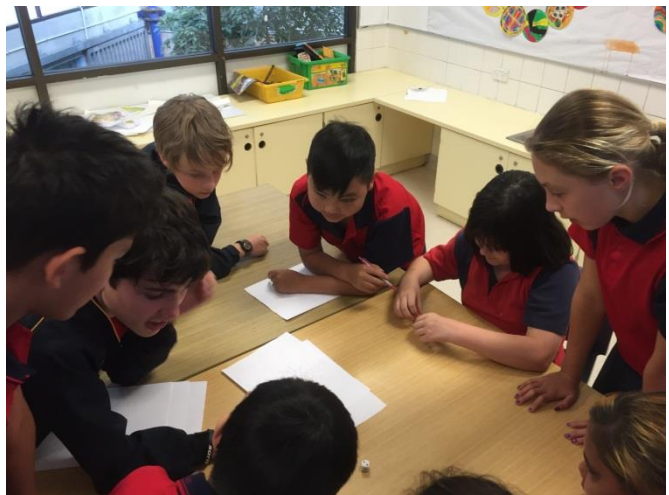
It's been a very busy month in Stage 2 and Stage 3, with lots of exciting learning taking place in our classrooms.

In English, we have been focusing on reading, writing and reviewing poetry. We have also continued to focus on the 'Super 6' comprehension skills: summarising, connecting, visualising, predicting, questioning and monitoring. 3/4F and 4/5R have been learning the various forms of poetry in the *The Why Poem*. They have been studying the characters in visual texts and have thoroughly enjoyed the

**Bikewise** bike and road safety program run at Sydney Park.

*The Red Room Company* ([www.redroomcompany.org](http://www.redroomcompany.org)) ran a poetry learning program for a selected group of Stage 3 students in Week 5 this term. Stage 3 teachers identified a group of Gifted and Talented poets to take part in this enrichment program. We couldn't wait to see the results of these specially created workshops, which the students performed during K-6 Assembly in Week 6.

6O have been mentoring 4/5R students with mathematical number skills, focussing on the four operations. Working in small groups and in rotations, students played a collection of dice games to consolidate the learning of addition, subtraction and multiplication strategies. Throughout the term, students will be taking part in physical activities that further the learning in other areas of mathematics.





5/6S have been learning yoga as part of their PE lessons in gymnastics, and exploring water safety in PDH. They have also been studying still-life drawing and looking at the work of abstract artist, Picasso. They created highly effective oil-pastel art works based on Picasso's sun and moon art.



6O have just completed their latest integrated project about Ancient Egypt, meeting outcomes from Maths, HSIE and Visual Arts. They created 3D models of a pyramid from selected materials, including cardboard, lego and even cake! Students also prepared a presentation to the class, taking on a range of roles in the development and construction of a pyramid.





## HIGH SCHOOL NEWS



### Term 4 Korean

This term we are learning Taekwondo! The students have been learning about the history and culture behind Korea's national martial art, Taekwondo. Students have participated in practical lessons where they have learned some basic Taekwondo techniques.

Before learning, students were asked to write a letter to their instructor which reflects upon the following important tenets of Taekwondo:

- ✓ Discipline
- ✓ Respect
- ✓ Self-Control
- ✓ Consideration of others
- ✓ What "self-defence" means

Overall, the students behaviour has been impeccable. I am very proud of how they have been exhibiting the tenets of Taekwondo.

I have included (with permission) an exemplary letter, written by Aysha Huq from 8L.



## **Notifying My Intentions in Taekwondo**

Dear Mr Jun,

Martial arts require maturity and respect. Practising these skills, I think I will endure and persevere to find peace and responsibility. Some may say martial arts are fighting and violence. NO! Why would one learn the ways of Taekwondo for violence and fighting? Nay! That is not the way. Taekwondo requires discipline and self-control.

One cannot master the art of Taekwondo with the mind of hateful and sinful thoughts. Nay! This shall not be tolerated. The Art of Taekwondo needs kindness and positivity. It would help me to defend myself towards strangers and predators in the wild. It will give me courage and bravery. Preserving strengths in the wrong hands can lead to a big disaster and that is a Tae Kwon DON'T!! And to this moment, my intentions are well and clearly explained and I think the opportunity to take part in this is wonderful! I am Tae Kwon DONE!

Aysha Huq

## **Miss Peregrine's Home for Peculiar Children Book Review**

Miss Peregrine's Home for Peculiar Children is a book written by Ransom Riggs that tells the story from the perspective of Jacob Portman.

The plot follows Jacob Portman from the age of six till sixteen. The story starts off with a small introduction to Jacob and his grandfather, more specifically the stories that he used to tell to Jacob. Most of the stories were quite unreal, with tales of children with special abilities such as invisibility and the power to control bees, which Jacob believed in wholeheartedly. However, being bullied over his belief by others led to him slowly becoming detached from his grandfather, as well as Jacob developing growing doubt over the authenticity of the stories.

A time skip occurs and Jacob is now 15, about to turn 16, and working in a store chain that his family owns. Events occur, which lead to Jacob's grandfathers' death as well as his last words telling him to go find his island, the place where his stories took place. Jacob goes with his family's reluctance (but his psychiatrist acceptance) to the island, only to find that the place his grandfather once told stories of is run down and abandoned. It is only after a couple days spent on the island that Jacob starts uncovering more about his grandfathers' tales, which will end up leaving him with the choice of staying in the past or the present.

I do like this novel and I have enjoyed reading it. The pictures allowed me to more properly visualise the world Ransom created. My favourite part of the story was when Jacob finally meets the other peculiars that his grandfather used to speak about. However, If I could change something, I would choose to add more pictures, as the pictures were only really present in the early chapters and less so as the story progressed.

The characters all had their own personalities, although Emma was more of a stereotypical novel love interest rather than another unique character. The children's backstories were also not developed, which leads to me believing that they are more of a convenient plot point than individual characters.

I do believe the book is a great read and I would recommend it to my friends. However, it does take some time to get into the actual story and I personally found it boring for the first 100 pages, so I recommend being patient until the good parts occur. Some adjectives that I would use to describe the text are gloomy, dark, cliff-hanger, suggestive and mysterious.

The language found in the book is a mix of simple colloquial language combined with some complex words not commonly used. Because of this, it makes following and reading the story easy, although some words will make readers look up definitions.

By a Student in 9X

## **SCIENCE**

### **Fizzics incursion by Siddarth Pamidimalla**

Today at 9:30am we went down the Denzil to complete the last incursion of the Mad Science Day. When we arrived we put our bags at the back of the hall and sat down with 5/6s who joined us in the hall. In the incursion we learned about Liquid Nitrogen which is a liquid that is -196 degrees which IS REALLY COLD. Saying that the coldest day on earth was -99 degrees in Antarctica. With Liquid Nitrogen we did experiment like putting Liquid Nitrogen in a coffee container which made the lid explode due to air pressure and made a balloon expand to its limit which made it explode in different places. We also learned that a dewar is where you contain Liquid Nitrogen as the container has two thick layers of metal with a loose lid to let the gas escape so it doesn't explode of air pressure. We also made a balloon deflated with a plastic texture as well it inflated back with a gentle blow. Also humans don't feel cold with Liquid Nitrogen as human's have a warm layer called Laydon frost defection which keeps you warm. Also putting a tennis ball in Liquid Nitrogen will make it hard and brittle and it will not be bouncy and can be hit by a hammer leaving big dents. I really enjoy this as it taught me a lot of things I didn't know





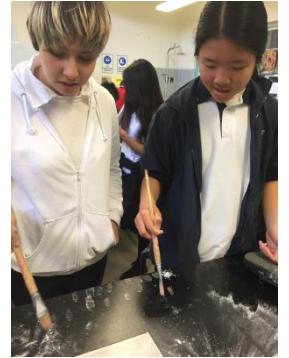
HSC Science course work has begun for Year 11 Science students. All HSC students need to be aware of the assessment requirements for each course- Biology, Chemistry, Physics and Senior Science.

Students in Senior Science participated in a first-hand investigation, creating instruments to measure our weather.

They created barometers to measure air pressure; anemometers to measure wind speed and wind vanes to determine the direction of the wind.

Pictured are Ebony and Tony with their practical creations.

Year 10 students studying Forensics Science are putting their problem solving and investigative skills to use to understand some of the science behind solving crime. Selin and Christine are using fingerprints to determine a classroom mystery.



Year 9 students are investigating the ins and outs of how the human body works.



Year 8 scientists are being energetic and researching energy transformations in the natural world.

Year 7 students are studying Geology and the formations of natural resources and spectacular landforms.



All year will have end of year exams for Science to take place in mid to late term 4.



## LIBRARY NEWS

With the end of term and school year approaching we are now calling for **ALL** Library books to be returned asap.

An Overdue Notice Slip has gone out to students who have overdue books in Kindergarten to Year 12.

The Lost book fee is \$6.00 per book and can be paid to the junior campus office.

The Library procedure is:

Kindergarten – Year 7, Overdue Slips are handed to children with overdue books.

Year 8-12, receive an email in their school email portal and a hard copy Overdue Slip.

2 weeks after Overdue Slip and book not returned a letter is mailed home asking for books outstanding to be returned or pay the amount of "Lost Book Fee" indicated on the final letter to the junior office.

Borrowing is not permitted until the Overdue is cleared from students account.

If you have any questions regarding returning the books please call and discuss with the Library.



## MUSIC

### *The AleX Factor*

The AleX Factor is back for its third year with the theme "Time to Shine". Students from years 3-6 are encouraged to participate in lunchtime heats with the best acts going through to the Finals Concert on December 1<sup>st</sup>. The sections are Vocal Solo, Vocal Group, Instrumental Solo, Instrumental Group, Dance Solo, Dance Group, Own Composition and Other Talents (magic, comedy, juggling, hula hooping, dramatic monologues etc). The heats have now finished and the much anticipated final concert will be heard on **Thursday December 1 at 11:45am**. Parents and caregivers are very welcome to attend! See you there!



Last years' AleX Factor winners with judge Paul Goodchild from the Sydney Symphony Orchestra



## Music Achievements

Congratulations to the following students on their recent great achievements:

John Giuliano has successfully auditioned to sing in Opera Australia's production of "Tosca" next year.

Kathy Zhou achieved a High Distinction in Second Grade Theory

Ren-Shyan Balnave achieved Honours in Third Grade Piano

Well done!

## A Cappella Workshop

Some Stage 5 elective music students recently attended in a workshop given by the internationally-renowned a cappella group 'The Idea of North' at Newtown High School of the Performing Arts. Over 250 students from across the state participated in an enjoyable range of vocal activities.



*Victoria, Tabby, Kathy, Anneliese and Angela at the Idea of North Vocal Workshop*

## Vocal Ensemble Performance

The Vocal Ensemble entertained some local seniors at the Cliff Noble Centre on October 26<sup>th</sup> as part of the centre's annual fund-raising morning tea for CanTeen. The students sang beautifully and were excellent ambassadors for our school. Special mention needs to be made of Caitlin Wong, Milo Ledvinka and Abigail Connolly who performed solos as part of the program.





## SPORTS NEWS

### Basketball news

#### Charity Bounce

Our basketball students have been lucky enough to be invited to a few basketball events organised by Charity Bounce. Charity Bounce are a new organisation aimed at working with students from all backgrounds to help students complete year 12 and assist them with educational and vocational opportunities after graduation.

So far our students have attended a workshop with NBA champion and former defensive player of the year Bruce Bowen and a skills session with Steve Carfino. The students have enjoyed all the sessions so far and we are taking great pride in showing people what APCS basketballers are made of.



### Year 7/8 Grade Sport

Unfortunately the grade sport finals were washed out, however, we had both a boys and girls basketball team being represented in the finals. Our girls' team went through the competition only losing one game, an outstanding effort for a team of 5 players with no subs. Our 2 boy's teams both made the semi-finals with Team 1 beating Cleveland Street High and Team 2 losing to Rose Bay. The final would've been a bit of a spectacle watching the Rose Bay students trying to stop the human wrecking ball that is Sebastian Wooldridge. At one stage Sebastian was averaging about 25 points per game and was definitely the stand out player of the boy's tournament. Overall, another successful outing for Alex Park basketball. Well done to all the students involved.

Dear Parents and Carers,

As you are aware during 2016 our school has been planning a temporary K-12 school operating on the Park Road Campus.

Within our K-12 school we will have a primary and secondary school structure, K-6 and 7-12.

Please note the below changes for Bell Times, uniforms and bus times.

#### **Bell Times:**

K-12 will start school at 9am

K-6 will finish school at 3pm

7-12 will finish school at 3.10pm

\*Note that, however, some secondary students will still attend classes in the K-6 building.







Bell times for APCS 2017			
Primary School K - 6		High School 7 - 12	
9.00 – 10.00 (1hr)	Assembly / Period 1 (1hr)	9.00 – 10.10	Period 1 (1 hr. 10 mins)
10.00 – 11.00 (1hr)	Period 2	10.10- 11.10	Period 2 (1 hr)
11.00 – 11.25 (25 mins)	Lunch 1	11.10 – 11.40	Lunch 1 (30 mins)
11.25 – 11.50 (25 mins)	Lunch 2	11.40 – 12.40	Period 3 (1 hr)
11.50 – 12.50 (1 hr)	Period 3	12.40– 1.40	Period 4 (1hr)
12.50 – 1.50 (1 hr)	Period 4	1.40 – 2.10	Lunch 2 (30 mins)
1.50 – 2.15 (25 mins)	Afternoon tea	2.10 – 3.10	Period 5 (1 hr)
2.15 – 3.00 (45 mins)	Period 5		

### Bus Changes

The 750 school bus that is currently arriving at school at 3.25pm will be arriving EARLIER at 3.18pm

### Uniforms:

Our school is entering a period of transition into a new school uniform, outlined below is the requirements for students attending K-6 in 2017. Please see the information below as it pertains to your child in 2017:

Kindergarten		
	Yellow shirts (can be purchased at the Junior Campus Office, currently for \$10) If no Yellow shirts in your child's size, Red shirts are \$35	
Year 1		
	Yellow shirts (\$10), if no Yellow left, then Red (\$35)	



Year 2		
	Yellow shirts (\$10), if no Yellow left, then Red (\$35)	
Year 3		
	Yellow shirts (\$10), if no Yellow then Green (\$20)	
Year 4		
	Yellow shirts (\$10), if no Yellow then Green (\$20)	
Year 5		
	Green (\$20)	
Year 6		
	Green (\$20)	





Yellow shirts are currently **\$10** until sold out, Green shirts are **\$20** and Red and White shirts are **\$35**.

The Junior Campus also has in stock Navy Blue Jacket \$40, Navy Blue Jumper \$35 and also some assorted sizes in the Navy Blue shorts/skirts and navy blue track pants.



## NO HAT NO PLAY



It is a regulation also from the Department of Education that children in K-6 wear a wide brimmed hat, these are also available at the office and have the school logo on them. It is the school preference that children wear these hats to school.

School uniform policy states that all students are to wear a school regulation shirt with matching navy shorts, skirts, track pants. If you wish to purchase your navy items outside of the school uniform shop please make sure that they comply with Alexandria Park Community Schools Uniform Policy.

All students are to wear closed in black shoes with navy socks.



Please note there will be no sport shirt requirement for K-6 in 2017.

All students are to wear full school uniform every school day. This presents a positive school image outside of the school and contributes to a shared school identity within.

If you have any questions please contact the school during normal business hours.

Thank you,

Diane Fetherston

Principal

8<sup>th</sup> November 2016



## Attendance at School

Regular school attendance is critical to student learning and well-being. It is a core rule in our public schools that students 'attend school every school day, unless they are legally excused, and be in class on time and prepared to learn.' If your child is absent from school, parents and carers need to provide an explanation for the absence within 7 days. This explanation can be provided in person, or by telephone call, written note, SMS text message or email. The written note can be handed to the administration office on either campus or to the class teacher (for primary students) or period 1 teacher (for high school students). If you have concerns about your child's attendance please contact the class teacher (for primary students) or Year Advisor (for high school students) and we can work together to support regular school attendance.

## Family holidays and travel during the school terms

Holidays and travel need to be scheduled during the school vacation periods. If you believe that you have extenuating circumstances which require your child to absent from school for an extended period of time to travel during the school term you will need to complete an application for extended leave and attach your travel documents. If the reason for the travel is in the best interest of the student a Certificate of Extended leave may be approved, with the period of the absence being counted as 'leave' absences from school and will affect your child's attendance record.

Student attendance and punctuality need to be noted to families. The consequences of frequent absences and frequent lateness are tabled below. Far too many students are arriving late to school. Being on time and being present are signs of reliability and are critical markers of employability, leadership and success for learning.

We urge you as parents and carers, to discuss the table below and help ensure your child is at school and on time.

### Surely 1 or 2 days absent a week doesn't seem much but this is how it is..

If your child misses..	That equals..	Which is..?	Over 13 years of schooling that's..
1 day per fortnight	20 days per year	4 weeks per year	Nearly 1 ½ years
1 day per week	40 days per year	8 weeks per year	Over 2 ½ years
2 days per week	80 days per year	16 weeks per year	Over 5 years
3 days per week	120 days per year	24 weeks per year	Nearly 8 years

### If your child is late 10 minutes a day - surely that won't matter or affect my child..

Only missing just..	That equals..	Which is..	Over 13 years of schooling that's..
10 minutes per day	50 minutes per week	Nearly 1 ½ weeks per year	Nearly ½ a year
20 minutes per day	1 hour 40 minutes per week	Over 2 ½ weeks per year	Nearly 1 year
30 minutes per day	Half a day per week	4 weeks per year	Nearly 1 ½ years
1 hour per day	1 day per week	8 weeks per year	Over 2 ½ years

