

Alexandria Park Community School

Community Opportunity Success
in a caring learning environment

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Newsletter

Term 2 Week 10

JUNE 2016

KOREAN LANGUAGE PROGRAM



Our Year 8 students visit the Korean Cultural Centre

MUSIC NEWS

INDIGENOUS VETERANS' COMMEMORATION

The Alex Park Junior Vocal Ensemble and Senior Acappella Group had the great privilege of performing the National Anthem in Dharawal and English at the Indigenous Veterans' Commemoration Service in May. Their voices could be heard ringing throughout the whole of Hyde Park accompanied by the brilliant sounds of the Sydney Army Band. The Governor came over to personally congratulate the students on their performance.

The ceremony was held this year on the site of our artist-in-residence, Tony Albert's, poignant memorial to his grandfather's war service, which added an extra layer of significance for us.



THANK YOU TO THE P & C



**OUR NEW WALL IS FANTASTIC!
MANY THANKS, 4/5R**



PRINCIPAL'S REPORT

A massive, massive Term 2

Term 2 marks the end of semester 1 of 2016 and as such all students from K – 12 will have received their mid-year reports and some year groups have completed parents teacher meetings. If you have not received a copy of your child's report please contact your class teacher (K – 6) or Year Advisor (7 – 12) to request a copy of the report.

Feedback on School reports

This year we are seeking feedback on our academic reports – parents and carers have been provided the opportunity to complete a short survey on line via survey monkey or on paper using a survey form via the administration office. Information about the survey was sent out with the report document or can be accessed via the school website.

Kindergarten 2017 – Parent information session

We had a great 2017 Kindergarten Orientation morning on Wednesday 22 June. Thank you to all the parents and carers for coming to find out more about APCS, our Kindergarten program and activities.

We look forward to seeing you around our school and Community Centre in the coming months. The transition to Kindergarten in-class experience starts in November.

Parents had a great time and below are just some of the many positive feedback reviews received:

- ✓ A very positive experience
- ✓ Impressed with extra activities like after school French
- ✓ Keen to be involved
- ✓ Good really liked it
- ✓ I've been to other information sessions at other schools - I want to come to this school
 - Great teachers, fantastic team

A highlight of the morning was the wonderful performance by Kindergarten class KJ, who entertained us with a song and a dance all about adverbs.

The Pop-up High School

Kollanyi Architects have been appointed to design the pop-up high school on the Park Road oval, which will include school security fencing, landscaped areas, undercover areas and purpose built learning spaces.

The following learning spaces have been recommended for the Pop-up High School to meet the needs of the high school classes in 2017.

14 General Learning Spaces, 2 Science Labs, 1 Technology space (double), a Performance space (double), a Visual Arts space, a Senior Study space for years 11 and 12, an Administration Centre, Staff Study space, Staff toilets, Student toilets and a Canteen.

High school classes will continue to use specialist spaces in the current school building on Park Road such as The Denzil, the science lab, the kitchen, the textiles classroom, the Industrial Arts classroom, the Technology lab and the Music Room upstairs.

Primary and High school students working and learning together

NASCA Leadership Program

National Aboriginal Sporting Chance Academy (NASCA) students and students in Year Five and Six have been participating in a leadership program this term. The program saw the high school NASCA students working collaboratively with primary school students in rich and rewarding activities, which enhanced the leadership and teamwork skills of all students involved. The activities also assist in providing a smooth transition for primary students into high school by helping them feel prepared for the changes ahead in their schooling.

Years 5, 6 and 7 History Enrichment Day

On Thursday 16th June, Alexandria Park Community School went medieval! Primary and high school students in Year Five, Six and Seven delved into the past to discover what it was like to live in medieval times. Exciting workshops provided opportunities for students across Years 5, 6 & 7 to work together and expand their knowledge of medieval practises. The students learnt about medieval medicines, crime and punishment and got ready for battle by exploring arms and armour, weapons and tactics, archery and siege warfare.



The Homework Centre

Alexandria Park Community School has another fantastic mentoring program in the school's Homework Centre. The Homework Centre provides support for students who need a little help with their homework and operates on Thursdays (28/4/16 – 30/6/16) between 3:15pm – 5pm in the Junior Campus Library. It has been such a success that it has

reached its full capacity. There are currently 30 primary students (Yrs 3-7) and 22 high school students (Yr 10-11) attending the centre. The high school students provide invaluable

assistance and encouragement to the primary students while consolidating their own learning and enhancing their leadership skills. A big thankyou to Ms Young, Ms Greenwood and Ms Povey for all their hard work in making the Homework Centre on the Junior Campus a success.

School Uniform



A reminder to parents and students about changes to our school's uniform

Primary School (K – 6)

All to be in green shirts by 2018. There will be a phase out plan for yellow shirts over 2016 and 2017.

Kindy 2017 to be in green shirts

Year 1 – 4 2017 to be in yellow OR green shirts



High School (years 7 – 12) to be in white shirts, either polo or button shirts from Term 4 of 2016.

Year 7 2017 to be in white shirts

JUMPERS and JACKETS



All students must wear a school uniform jumper or jacket with the school's logo on it.

The school's uniform shop will continue to stock and sell jumpers and jackets with the school logo on it.

There will continue to be uniform for all students from K – 12

SHORTS PANTS SKIRTS TRACKSUIT PANTS



As of Term 2, 2016 the school's uniform shop will cease ordering stocks of the above items.

The uniform shop will continue to sell them until sold out.

As of 2017, these items can be purchased from retail shops

They must comply with school uniform code i.e. navy blue, no logos, stripes, no tights

Purchasing your school uniform

The uniform shop is located on the Junior Campus on Park Road. It is open from 8.30am – 10.30am each school day

You can pay in person with cash or by credit card OR on line using either a Visa or MasterCard credit or debit card. The payment page is accessed from the front page of our school's website by selecting \$ Make a payment

<http://www.alexparkcs-c.schools.nsw.edu.au/home>

ATTENDANCE

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, 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.

| 1 or 2 days ABSENT a week doesn't seem much but... | | | |
|---|----------------------|--------------------------|---|
| If your child misses.... | That equals.... | Which is.... | And over 13 years of schooling that's.... |
| 1 day per fortnight | 20 days per year | 4 weeks per year | nearly 1½ years |
| 1 day per week | 40 days per year | 8 weeks per year | over 2½ 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 |
| How about 10 minutes LATE a day? Surely that won't affect my child? | | | |
| He/she is only missing just.... | That equals.... | Which is.... | And over 13 years of schooling that's.... |
| 10 mins per day | 50 mins per week | nearly 1½ weeks per year | nearly ½ year |
| 20 mins per day | 1hr 40 mins per week | over 2½ weeks per year | nearly 1 year |
| 30 mins per day | half a day per week | 4 weeks per year | nearly 1½ years |
| 1 hour per day | 1 day per week | 8 weeks per year | over 2½ years |

Every Day Counts

If you want your child to be successful at school
then YES, attendance does matter!

| Date | What's happening |
|-------------------|---|
| Friday July 1 | NAIDOC Last day of term 2 |
| Monday July 18 | School Development Day (staff only) |
| Tuesday July 19 | First day of term 3 for years K - 12 |
| Wednesday July 20 | K – 6 Athletics carnival |
| Tuesday July 26 | Parent teacher interviews for Years 8, 9 and 10 KJ and 3 / 4 F |
| Monday August 1 | P & C meeting at 6.30pm |
| Tuesday August 2 | Subjects selections for year 8 & 10 for 2017 |

Ms Diane Fetherston
Principal

PRIMARY SCHOOL NEWS

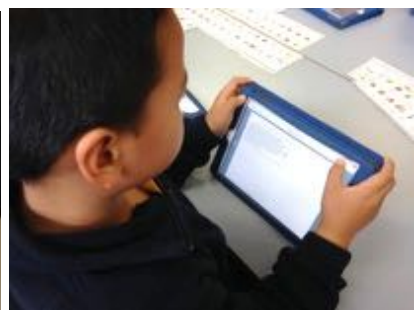
WHAT'S HAPPENING IN KINDERGARTEN?

This term, Kindergarten have been working very hard on our L3 (Language, Learning and Literacy) English program. Every morning, the students complete a variety of fun activities to build their skills in reading, writing, speaking and listening. They are becoming more and more independent, and are really developing their stamina in working hard for longer periods of time. We are very proud of them! In the last few weeks we have also started using our brand new iPads during L3 time. This is our new favourite activity! The students also complete small group reading and writing lessons with their teacher, and are learning to read tricky books and write interesting sentences. Well done Kindergarten!





CLASS 2B have been working very hard and having lots of fun in reading groups. We are using Book Creator application on the iPad to write our own fiction and non-fiction stories. We draw pictures on the iPad, upload photos and we even record our voices and different sounds to accompany our stories.



2B have also been reading the book 'Tracker Tjugungji' and studying verbs. We performed different scenes from the book by acting out the different verbs. We videoed our performance on the iPad and presented it to the class.



In Visual Arts, 2B have been learning about Aboriginal symbols. We have drawn symbols to depict our own story using oil pastels and we wrote about the story.



The K-6 Cross Country Carnival

After the smoke cleared, we were lucky to have blue skies and beautiful warm weather on the day of our K-6 Cross Country carnival which was held on the back oval at Alexandria Park School.

Students and teachers walked the track and then sat in their house colours ready to run long distances around the oval. All students ran their little hearts out and achieved amazing results with lots of children from each age group making it through to Zone and Regional Carnivals.

Results were very close with the winning house was Banksia. Whether you ran, jogged, or walked the track, it was wonderful to see such enthusiasm and effort from all students.

Thank you to all teachers and parents who helped make this day such a success!

By Miss Butler McPhee and Jessica Wayland

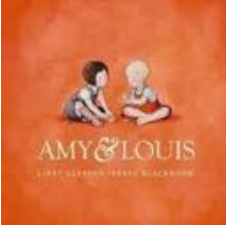


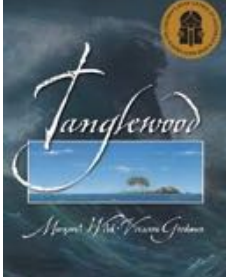




Alex Park Cross Country Zone Athletics Team. Placed 3rd in Distric. We have 6 selected to compete in Regional level. Congratulation to you all, outstanding EFFORT!

Focus on Reading Report

Quality Literature: A few of Mrs Lade's favourites

| Name of Book | Stage Appropriate | Concepts Explored |
|---|-------------------|--------------------|
|  | Early Stage 1 | Caring/Friendship |
|  | Stage 1 | Persuasive Devices |
|  | Stage 2 | Imagination |
|  | Stage 3 | Imagination |

Comprehension Strategy Focus – Predicting

Predicting is great because it activates our minds and switches us on to where ideas or storylines may be headed. If we look at the title and headings BEFORE we start reading, we pick up the MAIN IDEAS and we can start predicting where the topic is heading. Predicting assists us with ACTIVE processing of information. If we process information actively, we make it our own and we remember it later so much better.

To help your child develop predicting skills you can:



- Model making predictions as you read books with your child. You can use language like "By looking at the cover I am guessing or predicting the story will be about ____ and ____."
- Model the process of reflecting on predictions after you have read. For example, "I thought that ____ was going to happen but ____ happened instead."
- Ask your child to predict what will happen next at different points in books read.
- Write or draw predictions in journals.
- Ask your child to give reasons for their predictions and when reflecting on predictions after reading think about why the predictions were correct or incorrect and how they used information to make initial predictions.

4/5R News

This term 4/5R have been working on a Bronwyn Bancroft artwork called "Rhythms of love". This artwork uses shapes, lines and colour. Bronwyn Bancroft is an Aboriginal artist from Tenterfield, NSW. We created our own version of the artwork which is now sitting on our classroom wall. 4/5R made the artwork using oil pastels and drawing shapes. We put them together like a patchwork quilt. By Cian Cameron - Gleeson and Biao Su



This week, 6O say farewell to their Practicing Student Teacher, Cameron Whipp. Cameron has been with 6O for three weeks and will be re-joining them for an additional six weeks in term 4 to complete his final internship. The class were fortunate to have Cameron bring in his Double Bass instrument, the largest and lowest-pitched bowed string instrument in the modern symphony orchestra, and play for them on the last day of his practicum.

HSIE enrichment day

Thursday the 16th June saw our inaugural HSIE enrichment day for years 5,6 and 7 students. The aim of these days is to extend the knowledge of our students in areas we may not be able to cover in class. We also encouraged students to dress up in their best historical and geographical outfits.

This year our main focus was the medieval times. We had some outside help who brought in some experts who ran sessions focussed on weapons and armour, medicine in medieval times, archery, crime and punishment, as well as battle tactics. The students had a great time learning new skills and gaining new knowledge about the time period.

The afternoon saw students choose an elective that they wanted to learn about. Catapults and Vikings were very popular, as were the mummies, fossils and fashion through the ages.

We also learnt that some of our students can dress up quite well. A big congratulations goes to Teina, history professor, and Atticus, the court jester, who won our student's choice awards. Our esteemed panel of judges stepped up to choose our best dressed awards and after long deliberation our Bard, Ambika, won first prize, closely followed by Lachlan, the Blacksmith, as runner up.

It was a fun day enjoyed by all and I'd like to thank the teachers who helped out, as well as the students who all got involved with the amazing activities.

HSIE ENRICHMENT DAY GUESSING COMP!

QUESTION - Who are these students hiding under the armour?

PRIZE – 2 weeks holiday!!!



Multicultural Perspectives Public Speaking Competition

Our school, locale and nation are all highly diverse, highly multicultural communities. Every person has their own unique and interesting heritage and this is an asset to our society as a whole.

Over the course of the last few weeks, students in Years 3 to 6 have been discussing the ideas and issues related to multiculturalism and then preparing and delivering speeches.

These speeches were first delivered in front of their classmates, and then selected students from each class delivered their speeches as part of the School Final for the Multicultural Perspectives Public Speaking Competition.

Xixi and Chloe (3/4F), Neer and Cian (4/5R), Jean and Susanna (5J), Jack and Greg (5/6S), Jessica and Abby (6O) delivered their speeches in the School Final. They spoke engagingly on a range of interesting topics.

On the basis of their formidable performance, Xixi, Chloe, Jean and Abby were selected to represent the school at the Local Final at Darlinghurst Public School in amongst 28 of the best speakers from the nearby schools. There, they performed admirably.

Debating

This year, the Primary Debate Team at Alexandria Park CS are involved in two competitions, The NSW Premier's Debating Competition, and the Sydney Region Debating Competition. The teams were as follows:

Premier's Debating Team: Willow, Milo, Jessica, Ethan and Milo (6O) and Jean (5J)

Sydney Region Debating Team: Susanna, Jennifer, Houda, Harrison, Becky, Austin (5J)

Both teams have been involved in a number of challenging debates on controversial topics, ranging from whether schools should focus on teaching Asian languages to whether our local supermarkets should only stock Australian products.

Both teams competed strongly, preparing and delivering emphatically convincing arguments, and they should be congratulated for their efforts. Commendations are also due to the Year 5 and 6 students who have joined in on lunchtime discussions on debating tactics and approaches.

DEPUTY PRINCIPALS' MESSAGE

As we approach the end of Term 2 I would like to thank our committed classroom and specialist teachers for the hard work they have put into programming and teaching lessons during the semester. We have also had our Collaborative Planning Practice Days in weeks 9 & 10. During these days teachers have the opportunity to reflect on their programs and look at the units they will be teaching in the coming term. These days are a very important part of the teaching and learning process as they allow for consistency, sharing of ideas and creativity with our staff.



I would like to thank Jason and our Technology Team for their assistance and expertise with setting up our iPads for our K-4 students. It has been very exciting to see teachers using this technology to assist in the teaching of various subjects during the school day. Our students have been very motivated to use these tools and we look forward to sharing some work samples with you over the next Semester.

We have been looking at our school expectations as we are creating posters and pictures in class groups so we can make a display for some of our boards around the school. I was reminded that one of our expectations asks all students to wear their school uniform with pride in all settings. I have noticed that over the last few weeks there have been some students who are not in the correct uniform. With winter now upon us, it would be great if everyone could make sure their child is dressed in the correct school uniform including jumpers and jackets. Even though the weather is cool we still expect everyone to have a school hat. Your assistance with this would be greatly appreciated.

I hope you all have a wonderful and restful holiday and I look forward to seeing everyone bright and refreshed for the start of Term 3.

***Debra Lade, Deputy Principal
Park Road Campus***

HIGH SCHOOL NEWS

Focus on Innovation

During semester one high school teachers at APCS have been participating in the Focus on Innovation program.

This program has provided professional development for teachers using 21st Century teaching strategies in order to engage our learners and to improve learning outcomes. As 21st century teachers, we need to embrace the technology tools digital age students have come to expect. Research has proven that effective integration projects engage students, fostering creativity, thinking and communication skills. Teachers are developing skills in using various technologies and software in order to explore project ideas, facilitate student-created samples and classroom techniques that promote strong content understanding. Teachers have participated in several workshops including 3D Printing, Google Classroom, Kahoot and Lego Engineering. The Focus on Innovation program is featured in our school plan in STRATEGIC DIRECTION 2: Teaching, learning and innovation.



***Glen Kingsley, Deputy Principal
Mitchell Road Campus***

What's happening in STEM?

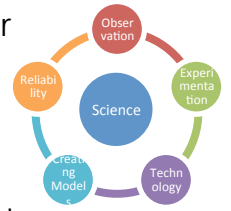
Science, Technology, Engineering and Mathematics are the cornerstones for Scientific inquiry.

Students have been demonstrating a keen interest in first hand investigations. Technology is an important part of science and students are reminded to BYOD to all science lessons.

By observing the world around them students are able to question and test their hypothesis. Undertaking experiments reinforces theory and supports understanding of science concepts. Students in Years 8, 9 and 10 have been given assessment notification for a first hand investigation project.

Year 7 students have finished Particle Theory and are discovering the joy of scientific organisation - Classification. Year 8 are observing diverse environments. The Periodic Table is the adventure for Year 9 and Year 10 are questioning "What makes us human?"

The Senior Science students are working hard to put all their STEM skills into practice.



Year 8 Korean

The students of 8x went on an excursion to the Korean Cultural Centre in the city to learn about Traditional Korean culture. They looked at exhibitions from the Joseon Dynasty era. Students were given the opportunity to play traditional Korean instruments, cook some Korean food, and also wear traditional Korean clothing, Hanbok. They were able to see what traditional Korean houses (Hanok) looked like, and were even allowed to sit inside one! All the students' behaviour was impeccable. Well done year 8.

Harry Jun

Korean Teacher





Students playing traditional Korean instruments.



James Wang eating Tteokkochi, grilled rice cake skewers with hot chilli sauce



Here students are cutting up fruit for Hwachae, which is a fruit punch drink.



Students were given the opportunity to sit in the Korean Culture Centre's newest exhibit: a Hanok, which is a traditional Korean house. We were the second school ever to experience this in Sydney!



Macbeth Play Reviews

The students of 10X were set the task of writing a review of the Macbeth play they saw recently. Here is what they wrote:

At the moment, the Seymour Centre and Sport for Jove Theatre Co. at the University of Sydney is showcasing the play Macbeth. Year 10 of Alexandria Park Community School was fortunate enough to be given the chance to go and see this play. It was a marvellous educational experience for the students, introducing them to the world of Shakespeare with a timeless portrayal of Shakespeare's classic play Macbeth.

From the moment the students stepped into the theatre, they were submersed in the fabulous smoky, mysterious atmosphere. Dimmed red lights, the few seemingly random lit candles, the smoke in the air and the strange object shadows on the stage was enough to get all the excited students to hush up, take their seats, and wait in anticipation for the show.

Throughout the play, the actors captivated the students. Their marvellous intonation and their superb acting skills were great, exposing the children to the world of drama. The swordplay was exaggerated and mockingly dramatic, effectively keeping the students raptly focused on the play, whilst also putting a smile on their faces.

Besides the actors' outstanding skills and techniques, the stage set up was very well thought and strategically planned out. The large crates used on the stage were able to be set up in various ways, making them a purposeful addition to the stage set up. Their different coloured lights were effectively used, adding to the dramatic feel of the play. Their strategic use of the lights was especially appreciated during the times of internal monologues by the play's characters, successfully letting the audience know what was happening at those times.

This remarkable experience for the students continued even after the play had ended. After everyone had bowed, and the final claps had been clapped, the cast proceeded to walk out onto the stage all together. They all sat down and opened up the opportunity for students to ask the cast questions about anything related to that specific play or the world of drama in general. This was great for the students, getting them engaged and thinking, as well as allowing them the chance to gain any extra knowledge.

All in all, this play was very beneficial for the year 10 students. It exposed them to the fabulous world of Shakespeare and theatre and all the students left the Seymour Centre after the play, very satisfied with the experience.

5 out of 5 stars, would highly recommend.

By Mason Ma, Faiyaz Murshed and Jia Ying Pang

The Seymour Centre is currently showing Sport for Jove's version of Macbeth. On Tuesday 14th June, Year 10 were lucky enough to view the play as a vital part of their English Unit "Macbeth". Sport for Jove's version of Macbeth is a thrilling vision of the original "Macbeth" written by English playwright, poet and actor, William Shakespeare. Director's Damien Ryan and Terry Karabelass provide the audience with an enthralling portraying of this piece in an engaging and entertaining manner. This piece is produced by the Seymour Centre and Sport for Jove Theatre Co. Hailing from a company renowned for their interpretations of Shakespeare's work, this play is a must-see for those who are new to the style and writings of William Shakespeare.

Through the ecstatic vision of the directors, this version of the classic is exquisite in execution. This theatre piece thoroughly explored themes such as love, ambition, ghosts, shadows and terrors of the imagination, all of which were brought into reality to an extreme degree. The easy-flowing language used in this play is what makes it stand out from alternative interpretations or Shakespeare theatre pieces where the Shakespearean

language used, is often seen as disengaging and hard to comprehend by many of the audience. Through this simple and easy-going style of storytelling, Sport for Jove's Macbeth is both a faithfully masterful spectacle and a crowd favourite.

This piece takes you on a journey to the Elizabethan Era through the use of various costumes and props, actors and technological aids (through lighting and sound effects). Minimal yet effective props are used to set various scenes of the play. Specially timed lights and sound effects add onto the exciting play to create a rather entertaining atmosphere. The actors in this play sink into their characters well, delivering the lines with clarity of expression and various gestures, showing emotion rarely seen in most plays, as each actor thoroughly retold the envies, joys, sadness and pride of every character masterfully. Costumes were a vital part of this piece as characters as it helped set out each character, a few actors were seen playing a variety of characters in the one play and the only change which guided the audience of the change was the change of costume. In regards to the acting, overall all the actors, who were of various ages portrayed deep insights into their character's persona. I strongly believe the actors of Macbeth and Lady Macbeth were done full justice and were the standout performers of the play.

In my opinion, overall the piece was successful in execution and portrayal. The lights, set, costuming, vision and acting all came into play correctly and ended in providing a wholesome and immersive interpretation of a classic. What stands out for me is the simple portrayal of the classic, which is often believed to be complex. The acting and visual effects brings life to the play.

Any criticisms the play would've would solely rested upon the use of sound, as apart from strongly spoken lines, there was little variance or memorability to be taken away from the play, with most of the atmosphere being given off by immersive stage effects and strong, emotional acting.

All in all, the play is a great piece and I would recommend it for those who enjoy an engaging and entertaining piece. It is worth seeing at the theatre due to the overall atmosphere provided. For those, who are studying William Shakespeare, this is a must-see as it is an informative yet simpler and entertaining alternative to a classic which is perceived to be tedious by many. This play is suitable for teenagers and adults due to mature themes and mild violence portrayed throughout the play.

By Kelvin Cai, Daniel Comninos and Matilda Folwell

On the eventful day of 14th June, after a term of studies on Shakespeare's dramatic play Macbeth, Year 10 were privileged enough to be granted the opportunity to witness the play come to life. As a whole, the year trekked to the Seymour Centre to experience Sport for Jove's interpretation of the renowned tragedy.

In the execution of the dramatic form, we believed that their interpretation of the piece was true to Shakespeare's original work. The overall atmosphere of the performance resembled that of the Elizabethan Era, in turn making the play lack ingenuity and innovation. The standouts of the performance included the ominous setting, flow of transition between scenes and efficient use of props. Certain theatre techniques such as humour, breaking the fourth wall and engaging with the crowd were excellent approaches to add to the tone of the play. Techniques like these were necessary to wake up audience members from the unoriginality of the play. A small sum of actors shined whilst others were mediocre. At times, the play was tedious and felt as if few were reading out the script instead of embodying their characters.

Students with little to no knowledge of Shakespeare's Macbeth would find this play worth watching and informative, as it would expand their understanding of Macbeth. In the case of theatre moguls and students with extensive knowledge of Macbeth, this adaptation of the play can become noticeably draining, bland and timeworn.

We give this play 1/2 out of 5 stars.

By Arya Shah, Susmi Susmiha and Caroline Truong

This term the year 10 students of APCS attended a play located in the Seymour Centre on the 14th of June. This production was part of The Sport of Jove's Shakespeare Slam. This play marked the end of the year 10 study of *Macbeth*.

This play was executed magnificently through drama and dialogue. The director wished for the show to demonstrate what love and ambition can do to people, of ghost, shadows and the terrors of the imagination. The play is unique by the way they interpreted the text and how the atmosphere changes the mood, speed, context, attribute and theme. All the parts make the story and setting very interesting and helps give the audience a grip on what is about to happen.

During the play the use of props helped create the atmosphere suitable for a Shakespearian play. It amplified the impacts portrayed in the play and helps adapt the mood into a more Elizabethan Era, style of play.

The production was successful in its portrayal and execution with only little concern. The costumes, the lighting effects, sound, setting and the actors were terrific and all fit together in sync. The monologues of certain characters were outstanding with the lighting effects supporting the actor in their part. However, the setting towards the end was somewhat confusing, but overall the play was great!

Overall I recommend this play!

8/10

By Leo Wang, Nick Wong and Johnson Zhang

On the 14th of June, Alexandria Park's students of our year (year 10) were fortunate to attend and view the performance of the Shakespearian play *Macbeth*. This event was planned and held in the Seymour Centre, close to the University of Sydney. We were very lucky to be one of the many schools and community members in the audience and had a great time in learning more of the *Macbeth* play. This event was established and available for students of our year in wrapping up our play study of *Macbeth* and further consolidated our knowledge towards this topic.

The play was interpreted uniquely as it was executed in a different way to various other plays. The sound effects and the stage arrangement were very fascinating and captured the play effectively. The atmosphere in many people's opinion was a true highlight of the play as the crew were able to make effective use of their props changing them from things such as a table to a bed. The use of lighting in the play was exceptional as it increased tension and assisted in making scenes more dramatic and realistic. They were able to adapt to the scenes well and created more suspense when necessary. They had also had an intellectual use of fire and sound effects which was great in representing *Macbeth*'s life. The arrangement of the audience's seats around the round stage were not ideal as people who were seated on the sides of the stage did not have a great view of the play. A side from this downside, the overall execution and performance of the play was exquisite and truly one of a kind.

The actors whom were chosen, suited their roles, and additionally established the arrangements in an engaging way. They were able to portray the characters effectively regarding the character's characteristics, voices, and their interpretations of the character's personalities. It was through their acting that they were able to show various interesting connections and relationships between characters and also explore issues regarding themes such as ambition, and gender. Overall, the actors were able to project their voices quite well and talked very clearly while also showing their understanding of the play well. The cast, in particular the drunk old man character was able to break the fourth wall between them and the audience and managed to include and interact with the audience as they were performing. This seized the audience's attention as it was something different and unexpected. The actors were well composed and professional which resulted in a well produced and an exceptional production. Transitioning between scenes and the interactions between characters were very smooth and professional.

After the performance the cast had a question and answer session where the audience were able to ask questions about the performance, the cast's insight on the play, etc. It was interesting learning about their side of the performance and how they interpreted the play.

In conclusion, the overall execution and performance of the play *Macbeth* was quite spectacular though at times their projection of their voice wasn't very clear. The play could have been a bit more exciting and engaging to avoid people falling asleep during the performance. The sound effects and atmosphere helped improve the emotions portrayed and build up tension and suspense. We were truly lucky to be able to view such a well-put-together play to wrap up our play study on *Macbeth*.

By Shirley Zhong, Kathy Zhou & Danny Zhou

Term Two Sports Report

Term two has been another busy time at Alexandria Park Community School. The highlight was without doubt the progress of the Open Girls basketball team to the quarterfinals of the state knockout (see Mr Okell's report), which was a richly deserved reward for the time and effort that was put in by both the students and the coaching staff.

Other highlights included:

Grade Sport – Year 7/8: Alex Park has participated enthusiastically throughout the term. We have shown great sportsmanship and have experienced great success with both boys basketball and soccer teams unbeaten and are both looking like hot favourites to secure the title next term. Of particular interest is the leading goal scorer in the boys' soccer team with Oisin, Miharul and Rahul locked in a very close race for the Golden Boot Award.

Athletics – Whilst we had little luck with the weather in running our school athletics carnival we had a team of 20 students represent our school at the Zone carnival. We had a number of impressive performances throughout the day, most notable being Nabill Khan's scorching run in a very competitive U/16 100m race which saw him outpace three Sydney High Boys hot on his tail and Rachel Lin's overall efforts which saw her take out the U/17 Girls age champion award.

Zone Cross Country – On a cold and blustery day in Centennial Park we had 7 competitors take on all comers in the zone. The highlight of the day was our fearless leader, Jason 'The Ke to Success' Ke, who managed to qualify for his 3rd straight regional carnival with a very commendable run in the 6km open boys' race.

In term three we will be heading into more knockout fixtures for our U/15 boys and girls basketball teams and we will see the culmination of the Zone competitions for the Year 7/8. Hopefully all the hard work and fantastic teamwork they display will see them rewarded with some silverware.

Mr Bowman

Aboriginal Studies Update

26th May 2016

We are very excited that Stage 6 (Years 11 and 12) Aboriginal Studies is up and running at Alexandria Park Community School.

The students have been busy learning about Aboriginality and the Land and Heritage and Identity so far this term.

Students have been learning about the importance of Country, impact of British colonisation, land management practices, diversity of cultural and social systems, the origins of racism, stereotypes and discrimination. The first assessment task of the year saw students work in groups to present an educational resource to the class. They did

exceptionally well and all three markers, Hilton Donovan (AEO), Muhammad Abdullah (Supervisor of HSC Marking – Aboriginal Studies) and Maeve Thomson (Classroom Teacher) were impressed by their knowledge, presentation skills and overall effort.

We have had Aunty Fay and Nat Heath from AIME come in to visit us and tell their own stories as connected to the wider history of Aboriginal peoples. We also went to the unveiling of new signage at Reconciliation Park where students saw acknowledgement of the traditional custodians of the land in action.

This course is based on issues that impact our current world and allows students to engage on a deep level through discussion of key ideas and the value of one's own opinions.

Students will be comparing our local community to a Native American one this term and will then undertake a mini research project in preparation for their HSC Major Project.



Homework Centre

Secondary Homework centre has been busier than ever this term. Thanks to Mr Liang, Ms Caswell, Ms Thomson and Ms Szymanski for regularly volunteering to help our students on a Wednesday afternoon! Thank you to the AIME mentors who have been fabulous in volunteering their time to help. A special mention goes to the year 11 and 12 students who have been regular attenders and to Batman for making a special appearance in week 4.

- Ms Medway and Mr Adbullah



Applying for placement in a selective class in Years 8 to 10 for 2017

Vacancies may occur in Years 8 to 10 in the selective class. The number of vacancies can vary from year to year and generally depends on the number of students who leave in the previous year. Currently Years 9 and 10 for 2017 are full but there are vacancies for Year 8 in 2017.

Applications for entry to Years 8 to 10 in 2017 open on 27 June 2016 and close on 22 July 2016.

For general information about the process of placement in a selective class or school see this website below:

http://www.schools.nsw.edu.au/learning/7-12assessments/selective8_12.php

For placement in 2017 read the application information.

http://www.schools.nsw.edu.au/media/downloads/schoolsweb/learning/yr7_12assessments/ss_appack8_12.pdf

For placement in 2017, download the Years 8 to 12 application form on the High Performing Students Unit website. Submit the form to the school by 22 July 2016.

http://www.schools.nsw.edu.au/media/downloads/schoolsweb/learning/yr7_12assessments/ss_appform8_12.pdf

Selection procedures for entry to Alexandria Park Community School in Years 8 to 10

A selection committee will determine the suitability of applications. The selection committee comprises of the Principal, the Deputy Principal and the Year Advisor.

The selection committee will consider the students to be offered placement and will establish a reserve list in order of priority based on academic merit.

Selection criteria

In determining academic merit, the selection committee will consider the following criteria:

School reports – please provide the last 2 academic reports

Most recent NAPLAN results

Other relevant test results such as ICAS

A cover letter, written by the student, outlining reasons for the application

Any other relevant documentation to support the application

The school will contact applicants about the outcome towards the end of August.

Key dates:

Application opens on **27 June 2016**

Application closes on **22 July 2016**

Selection committee meets **29 July 2016**

Placement outcomes sent by **19 August 2016**

Requests for review submitted within 14 days of the date on the outcome letter.

Jo Fletcher is amazing

Much thanks to Jo for organising volunteers to do a massive clean up of the gardens out the back of the community gardens which link to our classrooms. The improvement is just overwhelming and this area is a special space in the school for children of all ages to gather and enjoy the outside. An awesome job was done by our own fabulous parents, Craig, James, Michael & Yvonne, along with 18 volunteers from Eaton Industries Mascot & a

couple of Year 10 students Obinna & Peter. All worked tirelessly from sun-up to sundown to make the garden area perfect. Thank you Dads.

