

NEWSLETTER

Alexandria
Park
Community
School is on
Gadigal
Land

Term 2 June 2020

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PLEASE NOTE THERE WILL BE NO PUPIL FREE DAY IN TERM 3. ALL STUDENTS K-12 WILL BE BACK AT SCHOOL ON MONDAY, 20TH JULY

PRINCIPAL REPORT

Back to face to face learning...with some restrictions

I know we all so pleased to be returned to face to face teaching and learning at school. So many happy students, teachers and staff have done an immense job of getting back on track to school as we all know and love it. Some restrictions remain in place such as limiting the amount of adults on the school site and we remain vigilant with our social distancing and hygiene measures. The staff of APCS are very thankful to our parents, carers and students who continue to be respectful and understanding of these measures. Despite the social distancing rules, our teachers and students have been able to continue important wellbeing programs and events using technology and strategies to minimise risk. For example, in the high school our Tuesday enrichment programs and weekly PBL (positive behavior for learning) meetings and assemblies have continued in class size groups in place of year and whole school assemblies. In the primary school all classes were able to engage in a special whole school assembly to induct our new SRC leaders via a video watched in the classrooms. Similarly, to mark Reconciliation Week, primary and high school students were able to show their respect and commitment to Reconciliation via video streamed presentations. The Sport teams have done a great job to continue the sport program taking into account hygiene practices such as cleaning all sport equipment before and after games and choosing sport activities which limit physical contact. In Term 3 we will be working with delivery providers of extra-curricular programs such as music, chess and yoga to relaunch these activities.

Acknowledgment of Country Day – Wednesday, 1st July

On Wednesday, 1st July APCS will partner with NASCA – <https://nasca.org.au> on their Acknowledgement of Country Challenge to raise funds through a K-12 BBQ to support the NASCA organisation. We will create films of groups of staff and students acknowledging country. The videos will be posted on the school's FaceBook site. We encourage parents to tag @NASCAMOB and nominate 3 friends to join the challenge.

The NASCA BBQ fundraiser sausage sizzle will be hosted by the primary and secondary SRC's with both chicken, beef and halal options. Each sausage sandwich is \$2 and primary students need to bring back the note which can be found here "https://alexparkcs-c.schools.nsw.gov.au/content/dam/doe/sws/schools/a/alexparkcs-c/events/2020-events/Acknowledgement_of_Country_Day.pdf" with their payment, and their sausages will be delivered to their classroom.

High school students are able to purchase their sausages on the day.

Happy maternity leave Mrs. Lade

I know the school community joins with me to wish Mrs. Lade, her husband and son, River all our love and best wishes as she begins her maternity leave at the end of this term. Mrs. Lade has been a rock throughout the COVID- 19 period of changing to 'learning from home' practices. Her leadership, care and compassion is outstanding and we will all miss her. It is credit to the leadership density at our school that we can all be reassured that Mrs. Smith and Mr. Olsen, as the relieving Deputy Principals will do an outstanding job. Mrs. Smith is an experienced Deputy Principal at APCS and Mr. Olsen has been working this year with Mrs. Lade in the capacity of relieving DP resulting in efficient and effective leadership succession planning.



School photos

One of the many highlights of a school academic year is school photos. There is always an air of great excitement in the school on photo day as students, staff and families take the opportunity to have their memories of the school year professionally photographed. It is important that all students are in full school uniform for photo day. If any students or families need help with purchasing the school uniform we can help. Contact the Principal, Deputy Principal, Year Advisor, or class teacher and let us know how we can help.



Please save the date for APCS 2020 School Photo Day – K-12 on Wednesday, 29th July 2020. School photo package details to come
GOMBEREE LANGUAGE LESSONS As a result of community consultation late 2016 - early 2017, APCS identified a number of Educational Space Planning Principles. The first educational principle - Aboriginal Identity – has been translated into the new learning environment to honour the Gadigal people as the traditional owners

of the land on which the school stands and will proudly reflect Gadigal Country and culture. Since 2019 the program reference group, and the architects have been working with the Metropolitan Land Council and the Inner City AECG (Aboriginal Consultative group) to explore opportunities to preserve and educate on Gadigal language through signage and the naming of buildings. This year we have been working with our Gomberee Language teacher Shayne Beckham. Shayne has taught us that Gomberee, meaning dialect, is the word for the Aboriginal language of the Sydney Basin. We have identified areas in the new building which Shayne has named in Gomberee. We have been learning the names of these spaces and through this language we are learning more about the traditional landowners, their history and culture. When we move into the new school in Term 4 of 2020 no longer will we use the colonial terms for these spaces.

The COLA will be known as the **'Milperra'** meaning many to meet.

The primary school playground will be known as the **'burra gorang'** meaning hard ground

The rooftop playground will be known as the **'oraywa'** meaning playing in the clouds

The library and student services hub will be known as the **'Yaka taka'** meaning learning together

Our Kindergarten classes are loving their Gomberee language learning lessons with Shayne

Semester 1 Reports

Formal written semester reports provide the cornerstone for communicating to parents and carers about their child's achievement and learning growth. With the impact of COVID – 19 and learning from home our school's 2020 semester 1 reports have been designed to provide meaningful information based on evidence of learning achievement and gain from tasks completed at school and at home. Students in Kindergarten to Year 6 will receive their reports in the last week of this term. So too will students in years 7, 8, 9 and 11. Reports for students in year 10 will be distributed in week 1 of Term 3. Parents and carers can expect to receive an SMS text message on the day that reports are given to students to bring home.

Equity issues and access to technology

The learning from home period highlighted the ongoing equity issues that exist for students and families across NSW. At APCS our staff worked closely with families to identify their needs and placed as many laptops into the hands of students who needed them.

Laptops are only one part of the equity puzzle as access to reliable and affordable internet access continues to cause challenges. The Department of Education responded to the need with a system wide approach providing additional laptops and dongles to schools. APCS was allocated 60 laptops and dongles which have been loaned to students using the same process as borrowing library books.

The Aboriginal Education Council contacted APCS to ascertain the need for access to technology and purchased 20 chromebooks which have been given to very worthy and proud Aboriginal and Torres Strait Islander students.

A huge Thank you to Seven Consulting for donating laptops that have assisted students with at home learning during the pandemic. A mixture of high school and primary school children were the recipients of the latest lot donated.



SOCIAL DISTANCING SUPERSTARS COMPETITION

The Department of Education International hosted a Social Distancing Superstars competition. Round 1's topic was creativity and Round 2 was innovation and technology.

Students were allowed to submit sketches, paintings, animation, music composition, videos and more.





Year 11 student Anh Hoang won Round 1 and Round 2 of the competition. His round 1 entry was his design for an automatic hand sanitiser and his Round 2 entry was his design for a portable Bluetooth speaker. Anh has won 2 \$100 gift cards for 10+ options, including Westfields, JB HiFi, The Iconic, Rebel Sport and more, provided by





Medibank.

To view a video of Anh's hand sanitiser and Bluetooth in action, check out the Alexandria Park Community School Facebook Page!

Congratulations Anh!

Anti-Racism Education

Our Anti-Racism Contact Officer (ARCO) team strives to assist in delivering anti-racism education to students and staff. The ARCO team consists of Mr. Okell and Ms. O'Sullivan.

	
Mr. Okell	Ms. O'Sullivan



Together we will regularly submit some useful information promoting anti-racism education on our community channels: Facebook and school

newsletter.

What is an ARCO?

ARCOs are responsible as the contact person between students, staff, parents and community members who wish to make a complaint regarding racism. ARCOs may mediate during incidents of racism, manage the lodging of formal complaints as well as promote anti-racism education at school.

Positive Behaviour For Learning

Anti-racism education is the responsibility of every teacher in every school.

In order to create an environment that lines up with our school's PBL values of respect, safety and learning, it is very important to address racism when it occurs and eliminate it.

APCS Behaviour Code and Code of Conduct

Racist language and behaviour are both clearly in violation of our school's Behaviour Code and Code of Conduct which state that students are to "not bully, harass, intimidate or discriminate against anyone in our schools."

What is Racism?

From www.racismnoway.com.au

Racism is the result of a complex interplay of individual attitudes, social values and institutional practices. It may be expressed in the actions of individuals and institutions and takes a range of forms. Racism can take many forms,

such as jokes or comments that cause offence or hurt, sometimes unintentionally; name-calling or verbal abuse; harassment or intimidation, or commentary in the media or online that inflames hostility towards certain groups. At its most serious, racism can result in acts of physical abuse and violence. Racism can directly or indirectly exclude people from accessing services or participating in employment, education, sport and social activities. It can also occur at a systemic or institutional level through policies, conditions or practices that disadvantage certain groups. It often manifests through unconscious bias or prejudice.

On a structural level, racism serves to perpetuate inequalities in access to power, resources and opportunities across racial and ethnic groups.

The belief that a particular race or ethnicity is inferior or superior to others is sometimes used to justify such inequalities.

— Australian Human Rights Commission, National Anti-Racism Strategy July 2012, page 4

What Can I Do?

- Listen and learn. Racism stems from beliefs and values, which can only change when approaching such confronting issues with an open mind.
- Reflect on your beliefs, attitudes and values. Why do you think and act the way you do? What is this based on?
- Don't be a bystander. Speak up and call out racism if it is safe to do so. Support victims of racism and report racism to your school's ARCO.
- Contact any of our ARCOs if you have any questions.
- Visit www.racismnoway.com.au for more information

Make an Anti-Racism Pledge

The Racism No Way website allows you to make an anti-racism pledge.

Pledges vow to support the goal and principles of anti-racism education and work towards eliminating racism from our schools and society as a whole.

The pledge page can be found on: Racism No Way Website > Get Involved > Anti-Racism Pledges

<https://www.racismnoway.com.au/get-involved/pledges/>

Newly Appointed Anti-Racism Contact Officer – Erin O'Sullivan

Earlier this year, Erin O'Sullivan completed her ARCO training and will be facilitating anti-racism education on the primary school campus as well as collaborating with our other ARCOs, Stewart Okell and Harry Jun on anti-racism education projects.



Here is an introduction to our newly appointed ARCO:

My name is Erin O'Sullivan and I graduated my Bachelor of Primary Education with a particular focus on inclusive education for Aboriginal and Torres Strait Islander children. I have some practical experience across all stages but I am currently loving sharing the classroom with two wonderful Year 1 classes. I pursued the ARCO position because I am extremely passionate about keeping education and schools accessible to all. I felt that undertaking ARCO training was a logical accompaniment to being a teacher, as education is one of the most powerful tools in combating racism.

Promotions for APCS teachers. Congratulations to Harry Jun and Daniel Gleaves who just recently applied for and were successful in achieving promotion positions in public education. Harry Jun is a teacher of English and Korean and also our year 11 Year Advisor and ARCO (anti-racism contact officer).

During term 2 he has been doing important work with the multi-cultural / anti-racism directorate updating the anti-racism website. Harry leaves APCS at the start of term 3 to take up a 3 year secondment in position of Anti-Racism Education Adviser at this directorate. Daniel Gleaves teaches Kindergarten and is a key PBL team member. Daniel has accepted a position for term 3 and 4 of 2020 as relieving Assistant Principal at Bankstown North Public School.



REDEVELOPMENT UPDATE

During term 2 we have been releasing a redevelopment update called 'APCS On the Move'. The next edition is due to come out by the end of this term. They can be found on the school website here.

https://alexparkcs-c.schools.nsw.gov.au/about-our-school/alexandria_park_community_school_redevelopment.html

Each week small groups of APCS staff are able to tour the site. Our project manager from School's Infrastructure assures us that the planned occupancy date of October 12, day 1 of term 4 is on schedule.

SCHOOL CALENDAR

Date	What's Happening
26 June	Year 7 & 11 reports sent home
1 July	Acknowledgement of Country Day and fundraiser sausage sizzle
1 July	K-6 reports sent home
3 July	Year 8 & 9 reports sent home
3 July	Last day of Term 2 for K-12
6-19 July	Camp Australia Winter Holiday Club
20 July	First Day of Term 3 for all students K-12 (no Staff development day in term 3)
22 July	SRE/SEE K-6 lessons recommence
24 July	Year 10 reports sent home
29 July	School Photo Day K-12
13-25 Aug	HSC Trial Examinations
25 September	Last day of term 3 Last day in the pop-up (demountable) schools
26 September-12 October	School Holidays Major work moving resources and material from the pop-up school to the new school
12 October	Occupancy of the new school (Phase 1) First day of term 4 - STAFF ONLY Pupil free day Camp Australia open
13 October	Students K – 11 return to school for start of term 4 Year 12 on flexible timetable for HSC study preparation

PRIMARY SCHOOL NEWS

DEPUTY PRINCIPAL REPORT

As you are aware, we have been back at school since the beginning of week 5 for fulltime face-to-face learning. It has been wonderful to see all of our students taking part in hands-on learning activities in the classroom and reconnecting with their classmates and friends. The teachers have also been really excited to see their students in person every day. Since the students have returned to school, all classroom teachers have been working on finalising the Semester 1 reports. Due to the extended period of online learning, all primary schools in NSW have modified their standard reporting format. Semester 1 2020 reports will include written comments for English, Mathematics and a general comment. There will be no A-E grades given in this report. As always, teachers will be available to discuss your child's progress if you have any concerns. Please contact the school office so they can arrange a time for you to get in contact with your child's teacher.

Staffing changes for Term 3

We will be farewelling Mr. Baillie who has been teaching various classes across the school during Terms 1 & 2. He has been a wonderful addition to our school thanks to his ability to establish positive relationships with our staff and students who will miss him. We wish him a safe journey back to Scotland and all the best for the future.

I would also like to congratulate Mr. Gleaves on his temporary relieving Assistant Principal position at Bankstown North Public School. He will be finishing at the end of this term

Ms Rebecca Campisi will be joining us as a permanent staff member. She will be taking over teaching KG from Mr. Gleaves from Term 3 until the end of the year. Please see her new staff information following.

NEW STAFF INFORMATION



Name: Rebecca Campisi
Academic Qualifications & Institution:
Bachelor of Education (Primary)
University of Technology, Sydney
Teaching experience:
Bondi Beach Public School 2003
Clovelly Public School 2004-2008
Rozelle Public School 2009 – 2020



I am so excited to be joining the staff at Alexandria Park this year.
I will be teaching KG for the remainder of the school year.

In my 16 years teaching I have held a range of roles from classroom teacher, Learning and Support teacher, Librarian and relieving Assistant Principal ES1.

I have taught Stage 2 and Year 2 but the majority of my classroom teaching experience has been on Kindergarten. Early Years Literacy and Numeracy are my areas of expertise and I am looking forward to upskilling myself in L3 instruction.

Creative and Practical Arts are my greatest passion and I have taught dance, drama and choir for many years. I try to incorporate CAPA into all areas of learning and understand the importance of music, rhyme and rhythm in supporting foundational literacy skills.

I believe that building strong and trusting relationships with students underpins all quality teaching and learning. I promise to do my best to get to know the students and their families in KG. Please don't hesitate to introduce yourself and have a chat. Being a parent of Primary aged children myself I am strong believer in the partnership between home and school for rich and successful learning experiences.

My first impressions of Alex Park have been instant warmth and welcome. Everyone has been so friendly and generous with their time and I have received many friendly smiles from students in the playground. I love the bright and colourful murals all around the temporary campus.

I have been teaching Kindergarten in a co-teaching flexible learning environment for the last 3 years and I am also very excited to be part of a new chapter in the future focused learning environment on the new site.

A message from Mrs. Lade

From the beginning of Term 3, I will be going on maternity leave until the end of the year. Mrs Lucy Smith and Mr David Olsen will be relieving in the role of Deputy Principals during this time. I look forward to returning to our fabulous new, innovative learning space in 2021.

Bringing toys from home to school

Many students have been bringing bey blades to school to play with at lunch and afternoon tea. Unfortunately, this is causing minor conflicts between students, as well as toys being lost which is causing the students distress. We would therefore ask that parents please refrain from sending in toys from home to school. We encourage all students from kindergarten to year 6 to be playing on our equipment, as well as handball, running games and other quiet games during the breaks.

Staggered pick-up times

We thank all parents and carers for their cooperation with our new staggered pick-up times. These will be revised in line with health recommendations, and our families will be updated if there are any changes. We would like to remind all parents and carers to always go to the office when entering the school for any reason other than picking up their child at the end of the school day.



Alexandria Park Community School

KINDERGARTEN 2021

Offering outstanding educational programs for Kindergarten – Year 12 in a brand-new state of the art facility.

A focus on supporting our Kindergarten students to transition to school, ensuring a positive and rewarding start to their school experience.

Alexandria Park Community School caters for the academic, social and emotional needs of all students.

ENROLLING NOW

Phone: 02 9698 1967
Email: alexparkcs-c.school@det.nsw.gov.au
Web: <http://alexparkcs-c.schools.nsw.gov.au/>



Alexandria Park
Community School

Kindergarten 2021 Enrolments

We are beginning to plan for our kindergarten class of 2021. If you have a child who you will be enrolling in kindergarten at APCS next year, can you please contact Joasia Gajda on 9698 1967 to get an enrolment pack. As we were unable to hold our parent information morning session this term, we have placed a video and other useful links on our website here: https://alexparkcs-c.schools.nsw.gov.au/about-our-school/kindergarten_2021_enrolment.html

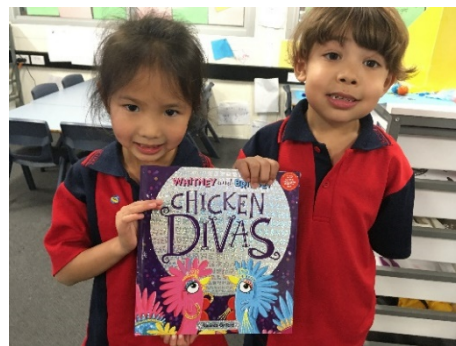
Debra Lade

EARLY STAGE

1(KINDERGARTEN) NEWS

National Simultaneous Story time

On Wednesday 27 May, Kindergarten celebrated National Simultaneous Story time. We read Whitney and Britney Chicken Divas by Lucinda Gifford along with 1 million kids all around Australia. We also made some razzly dazzly chickens. It was a great morning. We love reading!



Gomberee Language Lessons

This week our Kindergarten classes were lucky to take part in their second Gomberee language lesson with Shayne Beckham. Over a series of lessons, he is teaching how to pronounce some everyday Gomberee words. We're also excited that he is working with us as part of the Alex Park rebuild.



STAGE 1 (YEAR 1&2) NEWS

Stage 1 Transition back to the classroom

Stage 1 have had a productive return to school and the teachers are very happy to see them so enthusiastic about learning. They are doing a wonderful job at maintaining high standards of hygiene by washing their hands regularly throughout the day. Students have been eagerly learning local Gomberee language in preparation for some special spaces in our new school. Can you guess what 'Yaka Taka' means?



1P - Responding to texts through art and role play

1P have been reading 'Where the Forest Meets the Sea' by Jeannie Baker. They made rainforest dioramas using a range of recyclable materials to imagine the plants and animals they can see, hear, and touch. They also used their imaginations and pretended that bush school is an Australian rainforest and went exploring in pairs. This helped them to orally rehearse their descriptions using adjectives, verbs, adverbs and prepositions.

1T – Dioramas

1T have been studying the book 'Where the Forest meets the Sea' by Jeannie Baker. They have made dioramas as a response.



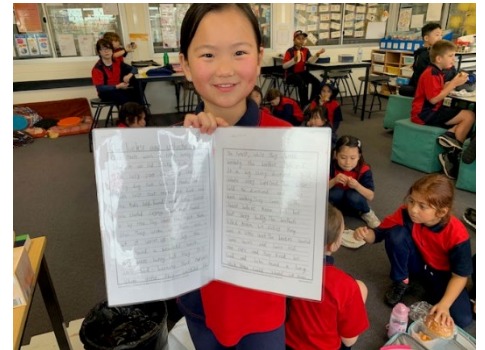
Stage 1 Reconciliation Week

In Visual Arts, Stage 1 have been looking at story telling through Aboriginal symbols and pictures. During National Reconciliation Week, 2M students used charcoal to communicate their Sorry Day messages.



STAGE 2 (YEAR 3&4) NEWS

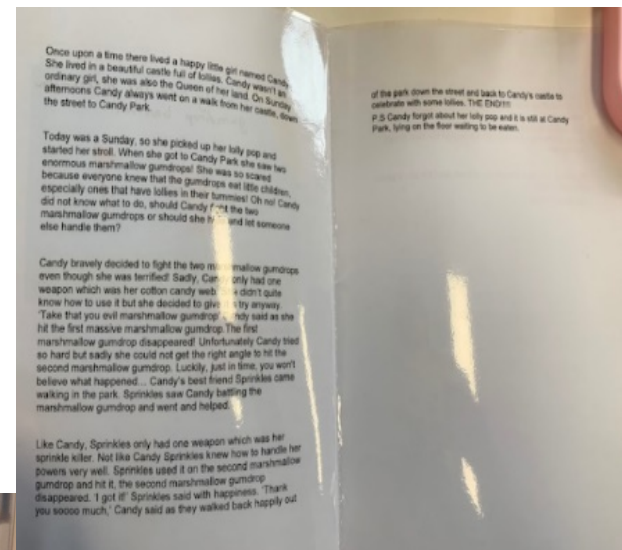
Stage two students have come back from at home learning with enthusiasm and excitement! We are writing narratives and publishing our own books. Students have planned, drafted, revised and edited their own stories and then created the cover and the blurb to finish them off. There are lots of creative, interesting and hilarious tales.



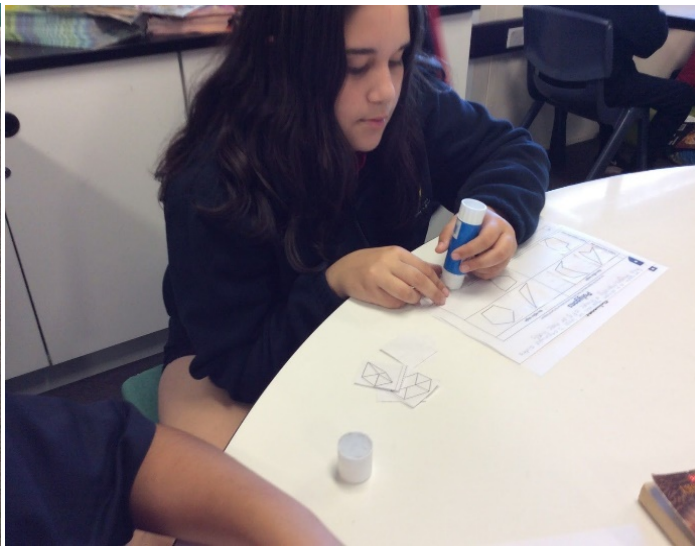
STAGE 3 (YEAR 5&6) NEWS – by Shyaleigh and Lucy 5/60

In Stage 3, we are all relieved to be back to face-to-face teaching and learning. We thought it would be good to share some of the activities that we've been busy with since coming back to school.

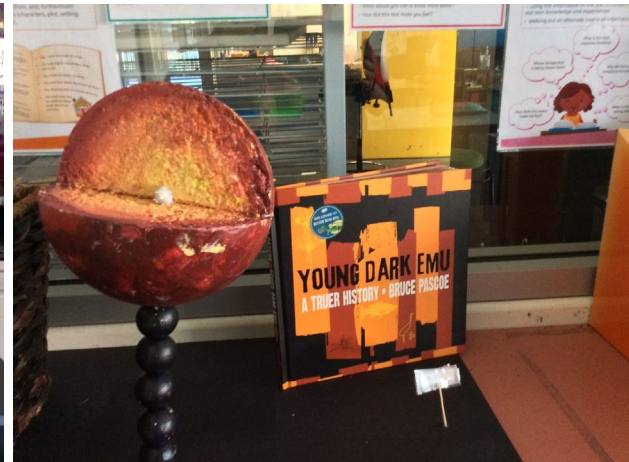
In visual arts, we have researched our ancestral history and designed some symbols that represent some of our life moments. In this photo, students from 5/6S students are working on their assignment about their journey to Alexandria Park Community School.



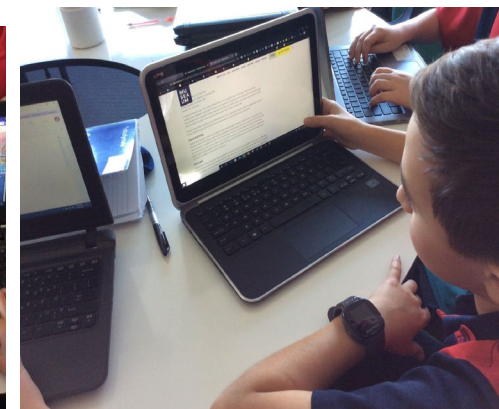
In maths, we're learning about the properties of 2D shapes. In maths, we're learning about the properties of 2D shapes. You can see some students from 5/6M cutting, sorting and pasting some examples.



We have been learning about Earth and Space in science. These 3D models were created by students in 5F cutting, sorting and pasting some examples. We have been learning about Earth and Space in science. These 3D models were created by students in 5F.



Finally, we have also been learning about different Australian immigration stories as part of our learning in history. Here you can see some 5/6O students conducting some online research using the National Maritime Museum website.



PRIMARY MUSIC NEWS – from Mr Whipp

It's great to be back at school and reflect on the amazing teaching and learning that was enjoyed over the break from face-to-face lessons.

I hope you and your family enjoyed the ZOOM music lessons as much as I enjoyed delivering them! It was such a joy to see so many faces on the screen and to know that everyone was tuning on from home and school. It was a fantastic way to keep in touch and keep the ball rolling on that invaluable music learning. Can anyone let Play School know where I am? 😊

All of the video content I have produced is always available for you to enjoy at home. Just head to this link to find it - <https://vimeo.com/403563249>

Students have been producing magnificent work on Chrome Music Lab and sharing it to my Google Classroom. If you are not already a member of the classroom join using this code – gf5yjgk. Head over there and see the amazing work students have been doing!

Directions In Music will continue to deliver their online lessons for the remainder of the term.

UPDATE FROM DIRECTIONS IN MUSIC (DIM)

DIM is excited about our school instrumental programs returning onsite soon!

We are emailing weekly updates to all of our students, so check your inbox and please get in touch if you haven't received yours. You can check out our most recent update here: <http://zc.vg/h6oup?m=0>

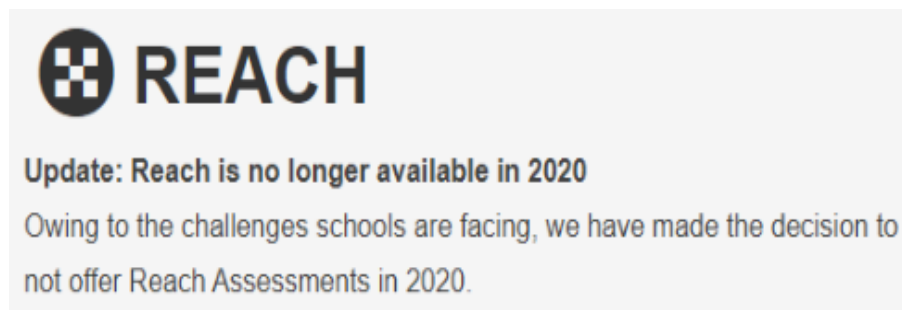
We can't wait to see you all soon and get the band back together.

Are you considering joining the band? Did you know that playing music is the brain's equivalent of a full body workout? Google Dr Anita Collins "How playing an instrument benefits your brain" to find out more!



LIBRARY NEWS

1. APCS families please be notified that REACH tests (English, Writing, Science & Mathematics) have been cancelled this year. Refunds have been returned to families who had made payments in Term 1. REACH will resume in 2021.



2. Welcome back to school APCS students in Term 2. K-6 library classes have resumed. Please check your child's library class timetable below and remind them to return their overdue library books & borrow new ones. Students must have library bags in order to take books home.

	MONDAY <i>Ms Lim Ms Attwood</i>	TUESDAY <i>Ms Lim</i>	WEDNESDAY <i>Ms Attwood</i>	THURSDAY <i>Ms Attwood</i>	FRIDAY <i>Ms Lim</i>
9.00-10.00	5/6O	5/6S	3/4H		1D
10.00-11.00	1P KH	5/6M	3/4A	KG	1/2B
11.00-11.50	LUN 1	LUN 1	LUN 1	LUN 1	LUN 1
11.50-12.50	3/4S	2M	KP	KA	6O
12.50-1.50	5F	1T	3/4M		2S

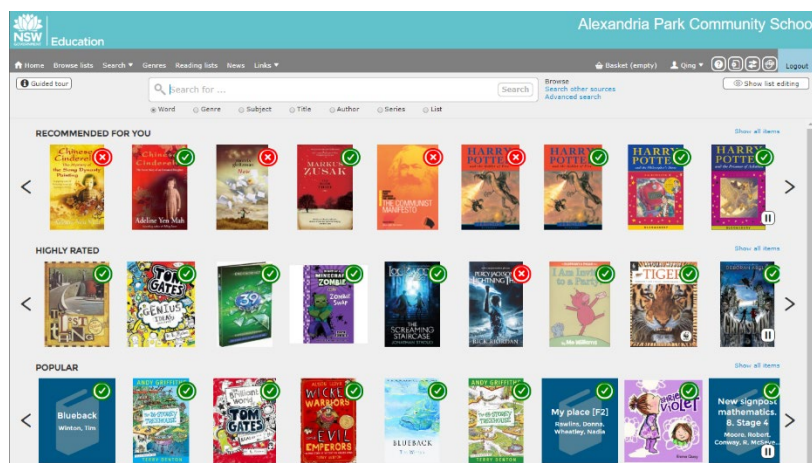
1. 2020 PRC booklist is on the link below:

<https://online.det.nsw.edu.au/prc/home.html>

You may like to monitor your child's reading now since they had read, perhaps quite a few books when they were learning at home. You can help them make online reading log entries via "Student Reading Record" tab on this website.



2. Here is an image of APCS library catalogue screen. APCS students can access this screen via DoE student portal at home. You can access APCS Virtual Library by clicking on the "NEWS" tab here, then click on a link under the title "Ms QY's Library".



Once in APCS virtual library home screen below, you can access eReading materials such as Audibles & myON guided reading books.



3. We host two book clubs for K-6 classes. Scholastic book club brochures are distributed to students twice per term & orders can be made both online or by cash at primary school office. Redgum book club catalogue is distributed to students once per term here <https://www.redgumbookclub.com.au/browse/currentcatalog>. Payment can only be made online. Below are sample brochures. For this term, Scholastic orders are due on 19/6/20 & Redgum orders are open throughout Term 2.



4. Daily lunchtime activities such as chess, cards, IT devices and quiz contests are operating smoothly in the book room. High school students have also worked on their assignments & group work in this room. We are currently learning Gomberee words (Aboriginal language) for places in the new school building. Yaka Taka is the name for library. So we will call our school library YakaTaka when we move into the new APCS building.





HIGH SCHOOL NEWS

DEPUTY PRINCIPAL REPORT

Student and Parent Portal

Students from Years 7 to 10 signed in to our Sentral portal for the first-time last week. Opening the Sentral portal is a new initiative to improve communication with parents and students. Many parents will already have access to the portal as they would have booked their parent teacher night interviews via the portal website. Shortly you will be emailed an individual student key so you will be able to access information that relates directly to your child. At the moment the students are able to see their personal timetable, daily notices and important school documents. Parents and students can download the Sentral Portal App from their app store.

Year 10 Poetry

I visited a Year 10 English class this week and was very lucky to hear some of their wonderful poetry. Here is one of the poems written by Year 10 student, Eve S.

Open Your Eyes

Told to open my eyes,

To realise

The harsh truth of this world

The lies that despise the truth

He twirled hatred

Where wars are created

No one is safe

Why discriminate

This is our home

Our home to stay

Make it peaceful before it drifts away

We need to make a change

Bring love and compassion in close range

Support one another

My sisters and my brothers

Our blood's all red

Please I pled

Change it for the better, for the good

You know you could, you would you should

Reports

Year 12 students have received their semester 1 reports. Years 7, 8 9 and 11 will receive their semester 1 reports by the end of term and Year 10 will receive their semester 1 reports in the first week of term 3.

Support for Year 12 Students

Every year the HSC requires great focus and dedication and this year COVID-19 has added another layer of complexity. NESA has partnered with the mental health organisation ReachOut to provide advice and resources to support students. The resources can be accessed via the NESA website:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/covid-19/coronavirus-advice/hsc/student-wellbeing>



HSC timetables have been released and are on the NESA website, personalised timetables are accessed via the Students Online.

Uniform

As the weather gets colder we have been reminding of the school uniform. Students are expected to wear full school uniform, this includes navy pants or navy skirt or skort and the navy blue jumper or jacket with the school logo. The jumper and jacket are available from the uniform shop, located on the Park Rd building. The uniform shop is open from 8:30 to 10:30 each day. Jeans, tights and hoodies are not part of the school uniform.

ENGLISH/Languages Other Than English/Creative and Performing Arts

The Energetic and Ebullient English/LOTE/CAPA team did an amazing job re-jigging units of work to meet the needs of online and at home learning. Year 8 are in the final stages of a unit on comedy and Year 9 are enjoying Shakespeare's iconic play 'Romeo and Juliet' and Year 10 have been exploring poetry. The senior English classes had plenty of work to go on with and were aided by recorded Zoom mini-lecture-lessons.



Year 7 English

During the working-from-home period Year 7 worked on a unit called 'The Storyteller and the Story'. There was a strong focus on grammar, punctuation and paragraphing to complement the more fun activities of reading and writing stories. Students read the classic short story 'The Fun They Had' by Isaac Asimov and the penultimate activity in the two weeks studying it was for students to write their own story. Below is just one work sample, by Allysa in 7A, of brilliant narrative – with correct use of direct speech.

Write a dialogue between yourself (first person – 'I') and Miss Fetherston.

Your conversation should reveal two different points of view that show you have thought about Isaac Asimov's short story 'The Fun They Had' and it's 'moral' or 'warning' about education in the future'.

Don't forget to use the conventions of writing direct speech (dialogue).

By Allysa 7A

"We finally did it!" I exclaimed to the Principal, Miss Fetherston. "We've invented a robot that replaces teachers and schools. We are going to make kids so happy!"

"Wow that is really an amazing achievement, congratulations." Miss Fetherston praised.

"Thank you! It took a long time and a lot of effort, but it was worth it."

"Mmm..."

"Anyways, we need to do some trials of course, make sure things are perfectly working before we implement them...." I thought and said.

"Of course, it is important to do that. Have you received any feedback from the students?"

There was definitely some feedback, a lot of feedback, I thought. "Yeah, there was some feedback..."

"Oh okay. So, what did people think?"

"There were some students who were totally on board with the idea, and some who didn't seem keen to convert to online learning."

"That does make sense" Miss Fetherston seemed to be in deep thought.

"Yeah, I guess. I mean, I understand that the students are used to going to school, walking to classes, moving constantly throughout the day, it's normal."

"Yeah, it is."

"But, I mean, the robot is a completely new and innovative invention! It's revolutionary! It's an invention that has never been built or seen before!" I started to say loudly.

"I agree. Schools are starting to move away from the traditional ways of teaching and getting more technological."

"Mmm."

"But what about the effects it would have on students and teachers? If robots do manage to replace schools and teachers, what would happen to the teachers? Years of hard work and dedication, gone? No longer necessary?" Miss Fetherston said. "and for students? If schools are gone, then they would be homeschooled."

"That is true... and a problem."

It was one of the main problems we encountered, and we tried to think of ways to solve it.

"Do you think that these robots should replace schools and teachers? What do you think?"

"These robots are an incredible achievement, and are like a digital classroom, with the lessons and everything a student needs. The big problem is the teachers and schools. You are right, we don't want to leave the teachers in the dust and their hard work must be acknowledged. Maybe there is a chance of them having new positions that relate to helping along with the robots or fixing them? There are many opportunities."

"And schools?"

"Ah, schools. There are many schools across the country and they might be used for different purposes."

"True. However, my question still remains unanswered."

"With all due respect, I would say that these robots would be beneficial for students and should be implemented."

"I see..." She stared out the window. "But there are so many questions unanswered, so many different opinions. How will we be able to get these robots to each student? How will families cope? What about the effects it might have on a student? Socialization? Lack of motivation? Time management? Lack of facilities? Stress? What about disadvantaged families? The student's development? And in the long term?"

"That is quite overwhelming..." I mumbled.

"Yes it is. You see, it is not going to be easy to do this. You will receive backlash and criticism, and meanwhile support as well. You are definitely going to face problems, with the public and education workers, and maybe even with the robots. If you want this to last, then you are going to have to make a system that works for everyone."

I thought of everything she said, and I needed her final opinion.

"So, what do you think about all of this? Do you agree?"

"I do not agree nor disagree. Who knows, one day, this idea might be more welcome to the public or even become the new norm. Everyone has their own opinion. My concern would be the students. I understand that the students are divided. There are some students and families who might find it difficult to do home-schooling, and mentally, not every student can cope."

"Is that your final word?" I asked, standing up.

"Yes it is. Thank you though, for introducing this idea to me. I very much appreciate it." Miss Fetherston said and smiled.

"You're welcome" I smiled back.

VISUAL ARTS

So far it has been an exciting semester in Visual Arts. Year 7 have been honing their drawing and observational skills, while Year 8 are currently working Surreal collages and learning that thinking irrationally is tricky after so many years of trying to be logical! Year 9 are also learning about Surrealism and exploring the concept of the 'uncanny', and Year 10 are developing their skills in portraiture. Meanwhile, Year 11 have been investigating unusual ways of representing the concept of time through clay sculpture and drawing and Year 12 are working on their HSC bodies of work.

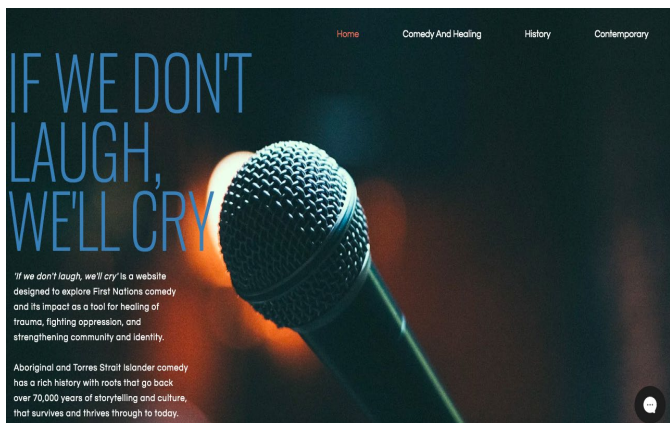
Unfortunately, much of the wonderful work students had been developing in class last term had to sit safely at school while they were learning from home, and we hope they can return to this work and add the finishing touches. Next newsletter we also hope to be able to share some of our students' completed works with our school community.

HUMAN SOCIETY IN ITS ENVIRONMENT (HSIE)

Year 12 Aboriginal Studies Major Project

The Year 12 Aboriginal Studies have been working on their Major Projects for the last six months. This includes undertaking a research task on a selected area relevant to the course which can be presented in any form they choose. As part of this Major Project students have completed a proposal, conducted secondary and primary research, created a logbook to document their process and created a unique piece of work.

Some of the topics students chose to research this year include the connection between colonisation and the criminal justice system, comedy as a form of healing, perspectives on the national anthem and Aboriginal mental health. These projects will be shared on the school website after our community expo. Here are some samples from websites created.



Year 10 HSIE Talk Law with King & Wood Mallesons Australia

Since 2018 King & Wood Mallesons Australia have included Alexandria Park Community School in its pro bono Talk Law Program. In 2020, with all the challenges presented, the lawyers at King & Wood Mallesons law firm were not about to let a global pandemic get in the way of another great experience!

This year, we utilised online learning platforms to facilitate an interactive presentation with KWM representatives in Sydney and Melbourne. The first session was a discussion of consumer rights particularly when you purchase an item online. The next session will be on interactions with the law for young people. The final session will be a mock trial later in the year. We are hoping that this can happen at the firm.

Thank you once again for King & Wood Mallesons for the enriching learning experiences they provide our students each year.

Photo from Talk Law presented by King & Wood Mallesons Australia Tuesday 9th June

HSIE and the BIG HISTORY PROJECT



The Big History Project has been running at Alexandria Park Community School in Tuesday program time for three years. We run a small section of the course that emphasises skill development as students draw mind-blowing connections between past, present and future. This term Year 10 has been exploring how the world changed as a result of humans discovering agriculture.

In the agriculture threshold unit we explore the process of foraging and how it led to massive population growth, the development of cities and growing trade. Civilizations were born. The challenge based learning task for this term is to collaboratively create new civilizations.

Year 9 History

Students in Year 9 have been studying Movement of Peoples and Australians at War. The students have studied the 15th Century Trans-Atlantic Slave Trade and World War One and Two. The class has been exploring propaganda and identifying techniques used to persuade people. Here are some of the posters year 9 created.

Year 7 History

Year 7 have spent the last couple weeks working on their Ancient China assessment task in which they have explored the legacy of China through the numerous inventions developed in the early imperial dynasties. These include; Paper, the Compass and Gunpowder.

Students will be challenged to build a virtual museum that communicates the legacy of the items that they have investigated over the remainder of the term.

HSIE COVID Journal

We are living in interesting times right now. As those who cannot remember the past are condemned to repeat it, some of our HSIE classes have been writing a COVID Journal to acknowledge how our lives are changing and how they are feeling about living through this historic time. Many students have been surprised by their predictions from February this year and as the year goes on, they are becoming more willing to share their knowledge and thoughts on events around the world. Our students are living history.

MATHEMATICS

Although the online period gave members of the maths faculty great opportunities to learn, develop and use different strategies for mathematics we are extremely happy to welcome the students to the classroom. It is very pleasing how quickly the students have settled down into the mathematics classroom. This gives them again the opportunity to participate in a more collaborative environment. Such environments are encouraged by the faculty as it gives opportunities for student investigation, discussion and sharing.





For some time now the NSW Education Standards Authority and its predecessor the Board of Studies have been encouraging a more practical based approach to mathematics education with a greater emphasis on rich and authentic tasks for students in their junior years. Student engagement is of great importance and requires ongoing evaluation by teachers to develop strategies for the different and diverse groups of students in each classroom.

With the implementation of all the new senior mathematics syllabi in both years 11 and 12 there is now only one assessment task per term one of which should be an investigative task. These tasks give students the opportunity apply their knowledge to real life problems and modelling solutions.

Among the opportunities students have had to investigate this year is: the use of trigonometric waves to model tides and music; 2-D vectors to assess the balance of forces and stresses contributing to the safety of a bridge in South West Sydney and their own designed bridge; 3-D vectors to design part of a stunt plane aerobatic display.

A number of students commented that although they found the tasks challenging they found them interesting and an opportunity to deepen their understanding.

SCIENCE & TAS (TECHNOLOGY AND APPLIED STUDIES) NEWS

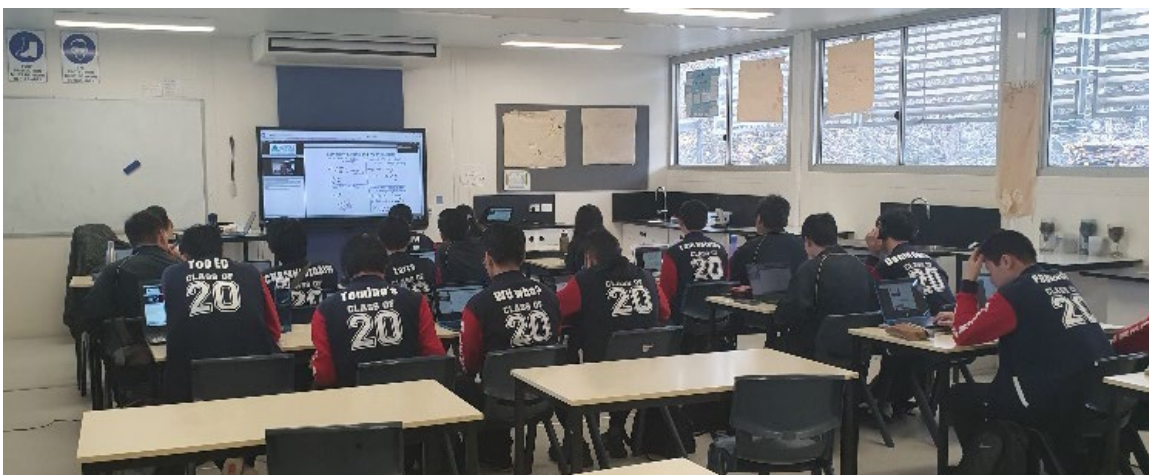
Science

Year 12 science students have been invited to participate in the Aurora college HSC study days. Aurora College is the NSW Department of Education's virtual selective school. This year – Year 12 Physics kicked off the study days providing an opportunity to connect and revise with other students from across the state. A range of experts, experienced teachers and HSC markers present HSC examination advice and up to date information on course content. Year 12 Chemistry and Biology study days are coming up in the next few weeks.

Students have returned to catching up on practical experiments to consolidate their online learning.

Year 7 – 10 students are currently studying hard and preparing for their half yearly exams in Science.

TECHNOLOGY and APPLIED STUDIES – TAS



What a busy start to 2020 for our TAS students.

Design challenges have our students excited about learning new skills.

TAS subjects provide the opportunity for students to complete practical projects which are both challenging and rewarding. They allow students to develop design concepts, computer aided drawing skills and practical skills which are an asset both personally and later in the workplace.

Year 7 and 8 technology students are designing and building derby car racers from timber and 3D printed parts. The challenge is be the fastest car down the race track. Students learn about Kinetic and potential energy, friction, physics, engineering and teamwork to create their race cars. Lots of fun was had by all.

Year 9 graphics technology students are designing and drawing in 3D using sketchup software and printing their designs using 3D printers.

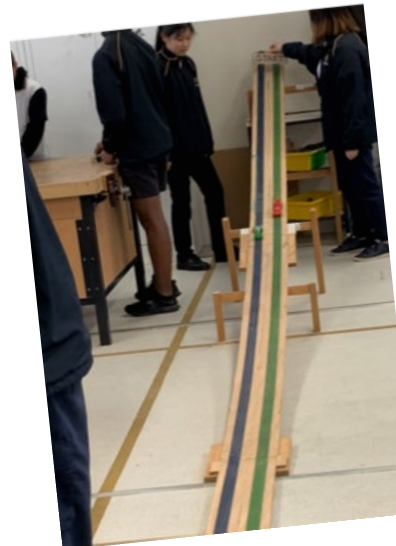
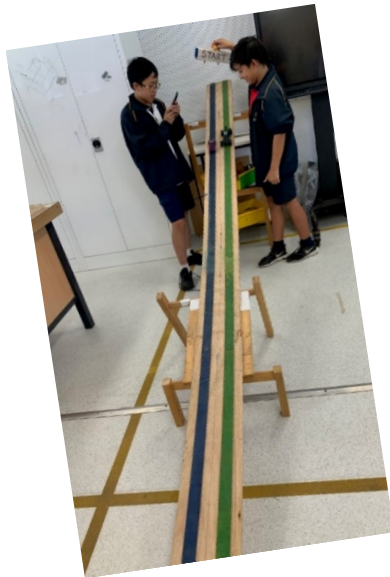
Year 10 graphics students are compiling a unit of work in architectural drawing. They have to design, draw, decorate and furnish their houses like real architects.

Year 11 Engineering studies students have learnt about engineering fundamentals and are now using this new knowledge studying engineered products.

Year 11 Design and Technology students are learning about Australian Designers and year 12 are busy learning about innovation and working on their major design projects for their HSC.

Year 7 and 8 Technology Mandatory - Timber





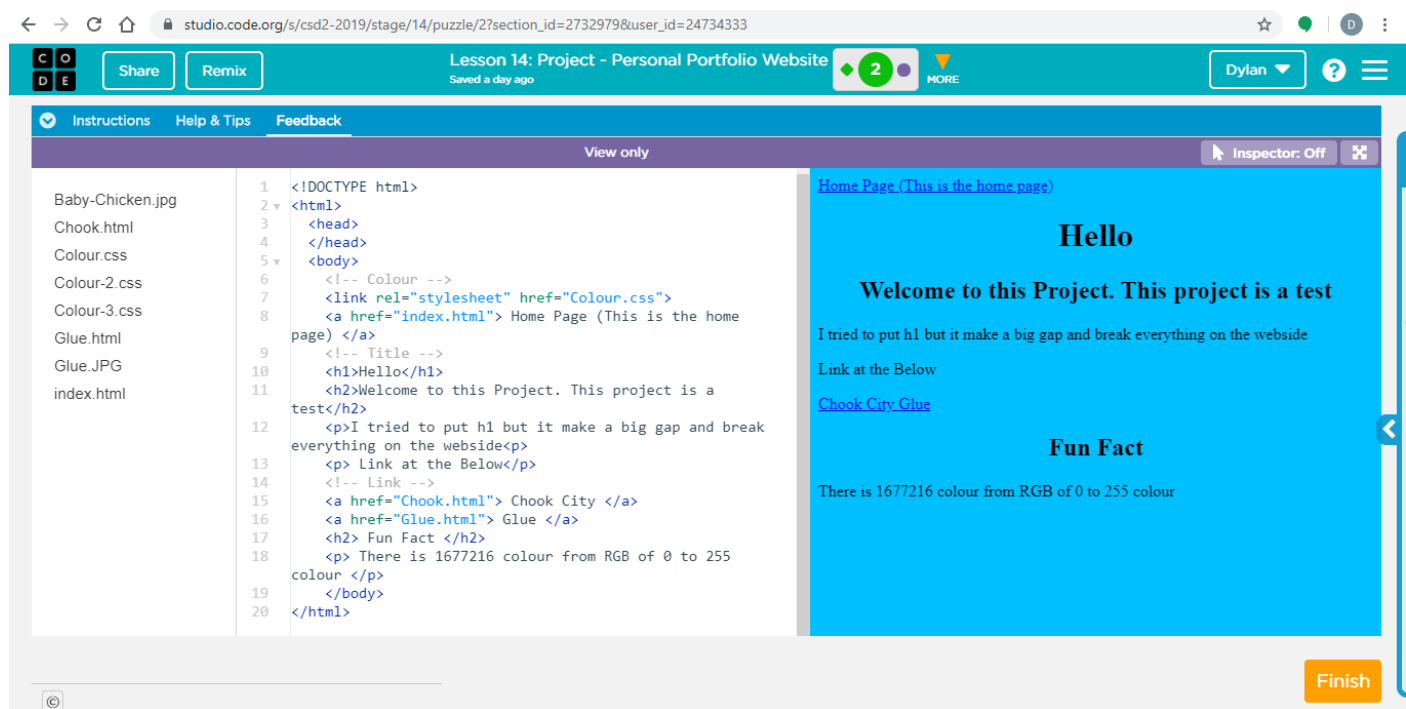
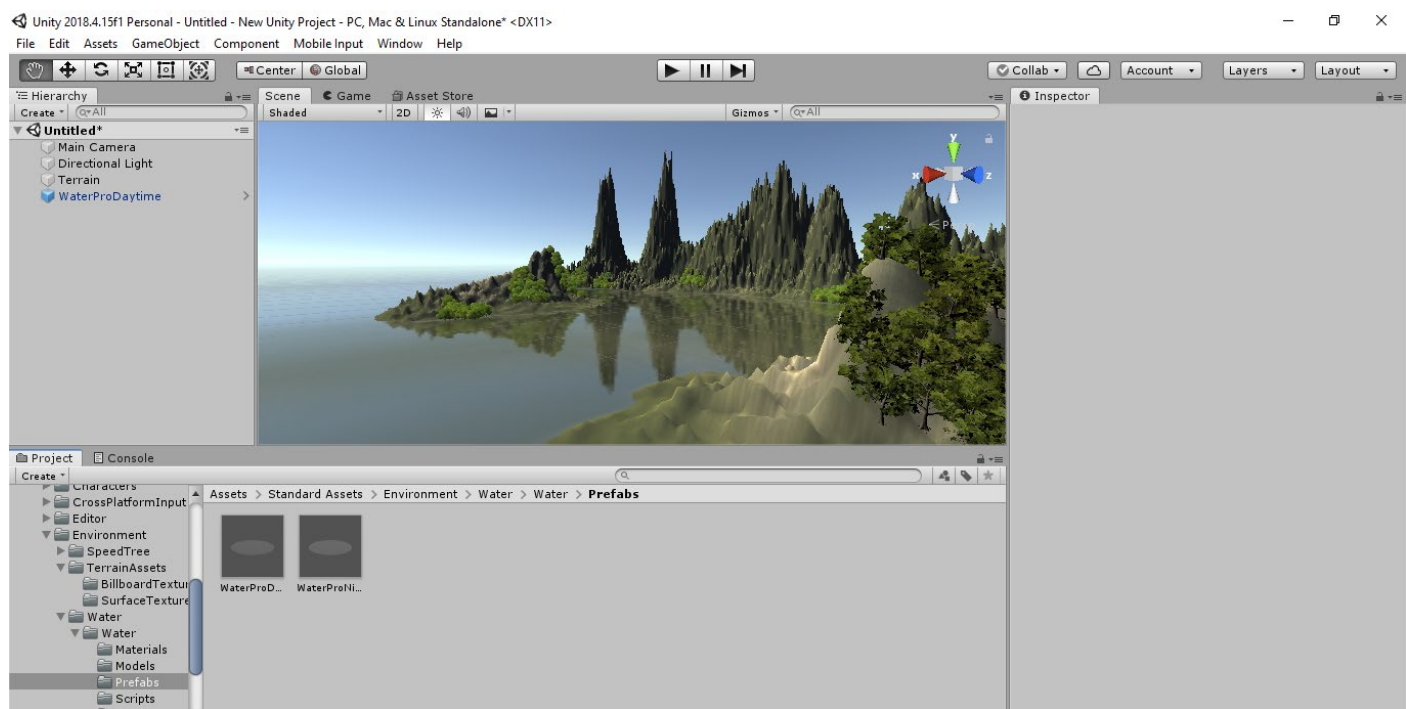
Information and Software Technology

The IST course at APCS has been designed with a focus on giving students the opportunity to apply basic coding principles to a range of subjects. Job growth in the technology industry is one of the fastest in the world and having first-hand experience with coding will give students an edge moving into many university degrees.

The year 9 IST classes are deep into learning how to code their own unique websites. They've been given some basic lessons HTML and CSS and then given the freedom to create a website of their own. It is always exciting to see what they come up with.

Year 10 are learning how to code video games using the program UNITY. The current year 10's have been participating in a range of experiments which teach them how to build whole worlds, artificial intelligence and

the skills to create a range of websites. As this is the first time APCS students have used UNITY, the final product is highly anticipated. Here are some screen shots of student work .



FOOD TECHNOLOGY AND HOSPITALITY

Year 7 completed their practical assessment task in Week 6 they were all very organised and finished within the 2 hour time frame given. This included washing and cutting ingredients cooking and cleaning up, unfortunately due to COVID-19 we are not able to serve and eat in class so food had to be packed into containers to take home. Well done Year 7 😊



Year 9 Food Technology

Year 9 Food Technology have been working on booklets for food technology about food equity what other countries people may not have what we have access too. Recipes are based on simple recipes little ingredients to make a meal with or without the extravagant toppings. In week 6 Year 9 cooked pancakes and we had a lucky dip of toppings that would or could be used on their pancakes.

Toppings given were no topping at all, strawberries and chocolate sauce, maple syrup, jam and whipped cream. Questions such as how would you feel if you were the person who received no topping were discussed in class. As well they had to answer few other questions in their booklets so it was a good exercise to portray that all people in the world are not able to have things that others can.

MANDATORY TECH EVALUATION

Being in this tech class was amazing. I really enjoyed making water rockets. It may have been really hard work but it all paid off, and it was interesting learning about gravity, the Concorde and much more.

Working with people, making aeroplanes, and learning much more was very enjoyable. I really love this class, it was also 2 times better having a really fun teacher who is funny and taught us a lot of things that could be useful in our daily lives.

What we learnt this semester was really fascinating and I hope to learn much more in the future and I also hope I can use the information I learnt into my own life because I think it will be very useful.

Thank you Miss Ag's for an amazing semester.

Year 11 Hospitality VET

Year 11 Hospitality VET students have been making sandwiches in their course this term.

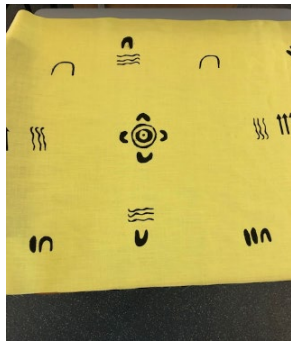
After COVID-19 we are trying to catch up on practical tasks, finalising the sandwich unit which included chicken wraps, focaccia, vegetarian toasted sandwich and chicken club sandwich.



Year 12 Hospitality VET students are mastering their coffee making skills and coffee art. Students are working towards finalising their competency in the course.

Year 8 Mandatory Tech students in Textiles have been designing and creating an accessory to complement their rooms from wall hangings, pillowcases, cushion covers or a throw over for their bedroom. Patterns designed by the students have been stencilled or embroidered.





Year 11 Design & Technology are working towards finishing their educational soft toy for their project involving designing, creating and sewing their product.

Students are practising their sewing skills and how to use the sewing machines safely.

Over COVID-19 they have been working on their folios via online to explain their design process of their educational soft toy.



Personal Development Health & Physical Education (PDHPE)

Term 2 in PDHPE



This term year 7 engaging in the PDHPE Healthy Lifestyles unit. Here the focus is on nutrition. Students are exploring and assessing their own eating habits, to then research and plan a variety of nutritional meal options targeted at improving the health of the wider community. Students will learn the skills necessary to create and prepare healthy meal choices that they are required to make in their very own kitchens! Who will come out on top delivering a nutritious, wholesome and deliciously healthy meal? Whose kitchen will rule? Find out more at the My Kitchen Rules challenge!

Meanwhile our wonderful Year 8 students are exploring the transition and change that occurs as they grow older. Students have examined the physical, social and emotional changes that take place during adolescence. Towards the end of the term, students will identify and plan preventative health practices and behaviours that assist in protection against disease.

During practical lessons, students have been participating in a variety of non-contact sports, where they have had the opportunity to learn new engaging and innovative games such as Benchball, Up Ball, continuous Kickball and Kaszale Ball. These fantastic modified sports aim to enhance teamwork, commitment and fundamental movement skills.

Miss Casale and Miss Kasz's Year 9 PASS (Physical Activity and Sports Studies) class have been studying First Aid scenarios in class this term. The students have been learning how to be an effective first aid responder and assess different types of injuries. Pictured here are some of our wonderful students role playing a first aid situation.



Year 9 PDHPE

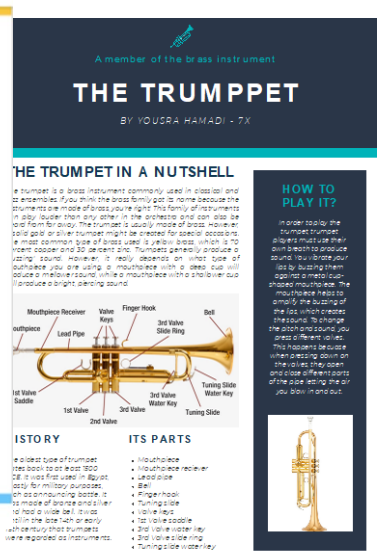
This term, PDHPE students of Year 9 have been learning about sexual health. Throughout the term, they have explored the range of contraception methods available; their cost and effectiveness. They have learnt about the different sexually transmitted infections (STI's) that exist; their signs, symptoms and effects if left untreated. They have been made aware of the health services available to them with regard to sexual health and examined the societal and cultural influences/barriers surrounding the use of these services. They have examined Australian Government online resources to assist them in learning about the statistics around sexual abuse and harassment. Finally, they have uncovered the meaning and importance of consent when it comes to sexual relationships, as well as what can be said and done in situations which might cause concern on a sexual level. Year 9 are about to sit their exam on this topic – we wish them luck!

Year 10 PDHPE – Term 2 Overview

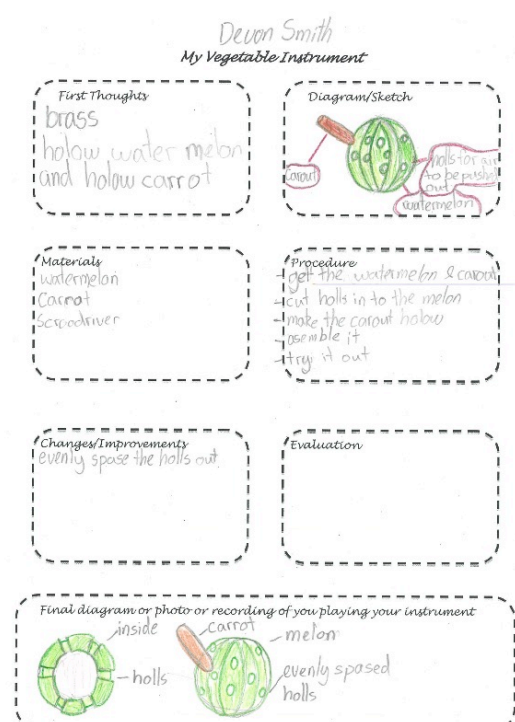
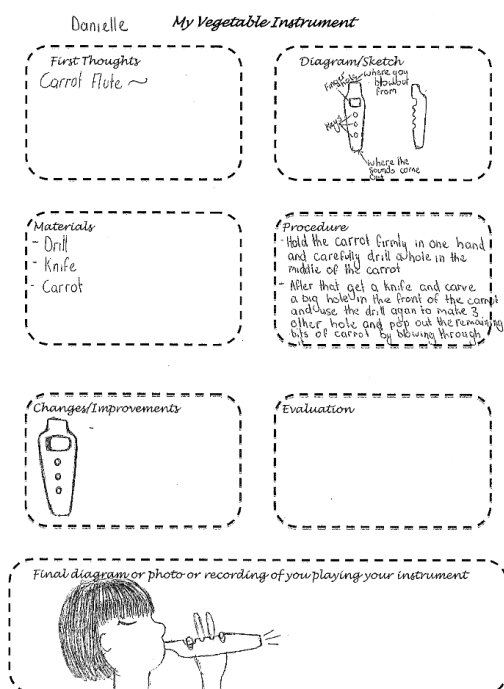
This term year 10 have been exploring strategies to support their own and others' personal safety. They have investigated these strategies in a number risk scenarios, however, their main focus has been on driver safety. In doing this they have learnt the about the influences on risk-taking behaviours and the major causal factors in road and traffic-related injuries. The knowledge gained will culminate in their term 2 assessment where they have been asked to prepare a presentation on how to navigate their way through attaining their full licence. Hopefully through this experience they will put themselves in the best position to gain their licence and be safe and respectful drivers in the future.

MUSIC NEWS

Year 7 students have been learning about Instruments of the Orchestra. During the learning from home phase they created some extremely beautiful and informative posters about instruments.



Students also learnt about the Vegetable Orchestra of Vienna and designed their own vegetable instruments.



BRING YOUR OWN DEVICE (BYOD) AND ONLINE EDUCATION SURVEY

At the end of Week 7, a text message containing a link to our survey was distributed to all parents and carers. We thank those parents and carers who completed this survey.

We are keen to hear from more Year 7-12 parents and carers who are yet to complete the survey. Here is the link again: <https://forms.gle/YKM3x4U7TpS6YMkQA>

The survey link can also be found on our school website.

Your feedback is valuable and will assist our school to successfully implement quality teaching and learning practice in an innovative and future focused learning environment.



Give yourself a much-needed break and
reconnect your child's friendships this winter.

This Winter, Holiday Club is back with an exciting program that puts an emphasis on reconnecting friendships and helping children forge new ones. It gives you a chance to have some much-needed rest, while having that peace of mind that your children will be engaged and connected in a safe space.

With engaging activities like *French Explorations* where your children will dive into French culture, *Weather the Storm* where they will explore scientific experiments, or maybe *Magic Architecture* where they'll create magnificent designs with magic corn; there are lots of activities to appeal to all ages and abilities, and will ensure they have a great holiday break.



Book now. To find out when these activities are on during the school holidays and to find your nearest service, visit: www.campaustralia.com.au/holidayclubs. We look forward to seeing you at **Holiday Club**.
The Camp Australia Team

WELLBEING

Welcome back everyone.

Thankfully as I write this article, the social distancing restrictions are lifting. Today I can happily announce that visitors delivering programs to schools are allowed back. That's good news for student wellbeing as we are able to renew the RAISE mentoring program and Smooth Sailing for Year 8; WEAVE can return to deliver their program to selected Year 9 students; Year 10 can start applying for work experience; Years 10 & 11 boys can



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space, spots fill up.

participate in the Tomorrow Man personal development program and Year 12 can listen, face to face, to representatives from universities and tertiary providers.

The wellbeing team have worked tirelessly throughout learning from home and the return to face to face teaching to provide a safe and secure place for students. Our school counsellor has been busy throughout talking to students and families and Year Advisers maintained online interaction so every student felt included. For those students who didn't have reliable access to the internet, the school supplied a hard copy of classroom work and assessments.

Now that school has returned we are trying to maintain a sense of inclusiveness by supplying laptops to students every morning. Unfortunately we don't have enough for every student and those who arrive late to school usually miss out but, on the whole, this has really boosted student participation in classroom activities and opened up more resources for teachers to use. If your child is in high school and has a laptop they can bring to school, please encourage them to do so, then every student will then have access to technology.

Re: Nationally Consistent Collection of Data on School Students with Disability (NCCD)

Every year, all schools in Australia participate in the Nationally Consistent Collection of Data on School Students with Disability (NCCD). The NCCD process requires schools to identify information already available in the school about supports provided to students with disability. These relate to legislative requirements under the *Disability Discrimination Act 1992* and the Disability Standards for Education 2005, in line with the *NCCD guidelines* (2019).

To find out more please refer to our school website: https://alexparkcs-c.schools.nsw.gov.au/news/2020/6/nationally_consistent_collection_of_data_on_school_students_with_a_disability_nccd.html