

NEWSLETTER

Alexandria
Park
Community
School is on
Gadigal
Land

WELCOME TO COUNTRY

Term 1 February 2021

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PRINCIPAL'S REPORT

So proud of Alexandria Park Community School!

What a massive start to the 2021 school year. Since opening the Bunin doors on 21st of January it has been action stations at our school. So many new enrolments and enquiries keeping us all working at top pace to get all students K – 12 enrolled, in classes and learning. This is the year when our enrolments past the 1,000 mark. Currently we have 1,052 students in K – 12 with 526 in the primary school and 526 in the high school. We have just over 100 staff.



Outstanding HSC results for the class of 2020

We are so thrilled and proud of our past year 12 students, the class of 2020, who have achieved wonderful HSC results and post school options for education training and employment. This group of students has demonstrated such resilience and commitment to their goals. They have studied on through many changes including 2 school moves (from the Mitchell Rd site to the pop-up school and then from the pop-up to phase 1) as well

APCS Leadership Team L-R: Mr David Olsen, Stage 3 Assistant Principal Curriculum, Relieving Deputy Principal Primary (Thurs), Ms Christy Godby, Instructional Leader Years 7-12, Ms Louise Hawkins, Deputy Principal High School, Ms Diane Fetherston, Principal, Mrs Lucy Smith, Relieving Deputy Principal Primary, (Mon-Wed, Fri), Ms Linda Turner, School Administration Manager

as the COVID learning from home period last year.



Wellbeing Fridge

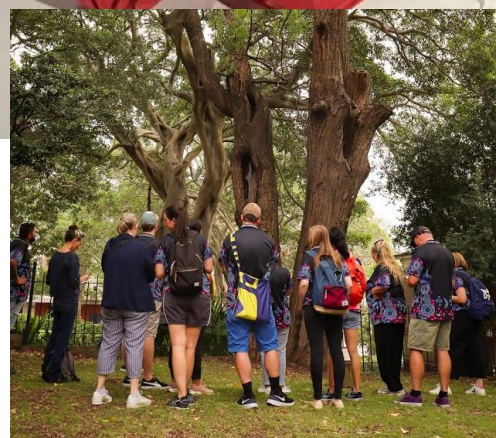
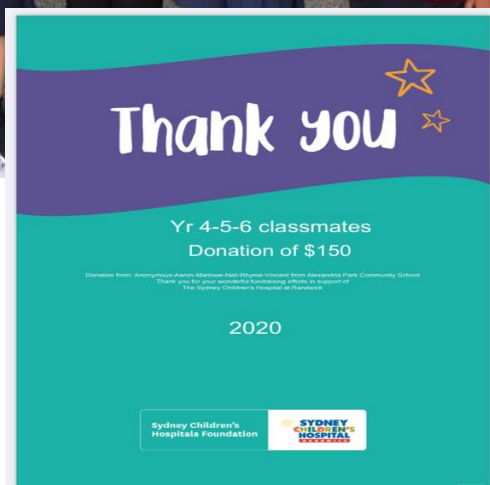
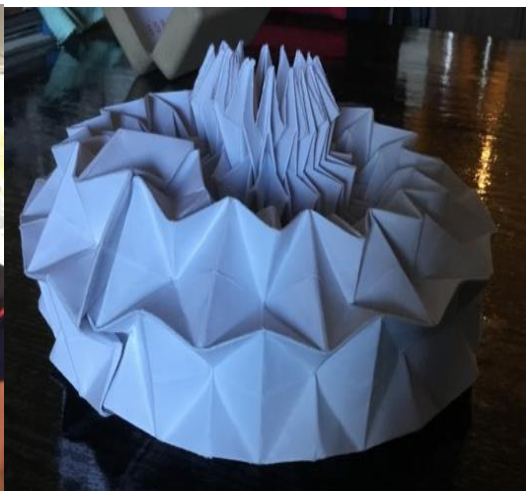
Up in the Jenla (Gomberee for 'Let's Help') the staff keep stocked a 'Wellbeing fridge' for the students. In the wellbeing fridge there is bread donated by Baker's Delight, vegemite, jam, honey, margarine and long-life milk ordered from Foodbank. This all can be used for any students who have not eaten breakfast or do not have lunch. There are also frozen meals in the freezer of the wellbeing fridge, which need to be defrosted and warmed up. A number of organisations kindly and generously provide our school with meals and snacks. Ozharvest is such an organisation, who every week delivers sandwiches fruits and healthy snacks for our students to share. Thank you Ozharvest.

The Green Team

Newly formed this year our primary school Green Team will lead us in initiatives and programs to promote a more sustainable school environment. Team members will attend regular meetings, communicate and promote 'green' messages and initiatives, be energy warriors and role models for all.

Alex Park students raise much needed funds for the Sydney Children's Hospital

On the last day of the 2020 school year I was informed of the work of some of our students who raised monies for the Children's Hospital with their skills in origami. The Sydney Children's Hospital at Randwick was so impressed with their fundraising as evidenced by the Certificate of Appreciation.



Inner-City Local AECG & Alexandria Park Community School Cultural Immersion Program Cultural

Immersion is a unique and authentic way to learn

about the cultural identity and history of First Nations People. The Alexandria Park Community School 2021 Cultural Immersion Program was led by Cadigal man and direct descendent of Colebee, Shayne Beckham, who guided APCS staff on a journey to better understand and experience the local Culture and History of Cadigal people. The program started at the Metropolitan Local Aboriginal Land Council

where CEO Nathan Moran spoke about the local history and culture of Aboriginal and Torres Strait Islander peoples. We toured some of the streets of Redfern whilst Nathan and Uncle Terry Denzil talked to us



about the history of the local area. The staff who participated in this important day of professional learning will be continuing their learning as part of The Aboriginal Voices: culturally nourishing schooling project (2021-2023), an exciting research initiative and professional learning program.

Congratulations and farewell to Mrs Bourke

Mrs Sheree Bourke has been promoted to the position of Deputy Principal at Tempe High School commencing from the start of 2021. Mrs Bourke was appointed to Alex Park as the foundation Head Teacher of Science in 2015. Under her leadership Science and Technology have flourished with the introduction of courses in Agriculture and elective technology subjects. Mrs Bourke has had a significant impact on whole school programs in reward and recognition, technology and project-based learning. She has also been a long-time member of the school's program reference group for the redevelopment playing a significant role in leading our school community through the change management process of the development. We wish Sheree the best of luck in her new role at Tempe High School



SCHOOL CALENDAR

Date	What's Happening
Ed-Fri February 24 th -26 th	Year 7 Camp
Monday March 1 st	P&C Meeting
March 1 st -5 th	Staff Wellbeing Week
Thursday, March 11 th	Selective Test for Year 7 2022
Tuesday, March 30 th	K-6 Parent/Teacher Interviews
Thursday 1st April	Last day of Term 1
Monday, April 19 th	Staff Development Day (no children at school)
Tuesday, April 20 th	First Day of Term 2
Wednesday, 12 th May	School Photo Day

Lunar New Year 2021 - Year of the Ox

Happy Lunar New Year everyone! This year is the Year of the Ox!

People born in the year of the ox are sturdy, reliable, self-reliant, and stubborn (sometimes to a fault).

This year may be a good year to hunker down and focus on any unfinished projects, hobbies, passions or relationships you may have neglected.



Did you know?

- **The date for Lunar New Year changes every year.** The Lunar New Year is determined by the lunar calendar which tracks the cycles of the moon. The cycles of the moon don't match the cycles of the sun, which is why the date of the Lunar New Year change every year. This year it was on the 12th of February. Next year it's on the 1st of February!
- **Every year a new Zodiac Animal is celebrated.** Different countries have different zodiac animals! For example, in Vietnam the rabbit zodiac is replaced by the cat zodiac.
- **While there are many similarities in Lunar New Year celebrations, there are also unique differences!**
 - In Mongolia, Lunar New Year is known as **Tsagaan Sar** which means white moon. During the Lunar New Year, it's tradition to visit your elders and do a **Zolgokh**, which is a traditional Mongolian formal greeting.



- In Vietnam, Lunar New Year is called **Tết**, shortened from **Tết Nguyên Đán**. Traditionally, each family displays **cây nêu**, an artificial New Year tree consisting of a bamboo pole 5–6 m long.

- In China, little **red packets** full of money are exchanged between family members and sometimes

even employees. The colour red is significant in Chinese culture and is considered to be very lucky!



- In Indonesia, Lunar New Year is called **Imlek**. During Imlek, a special sticky cake called **dodol keranjang** is eaten.
- In Korea a dish called **Tteokguk** is eaten. **Tteokguk** is a rice cake soup dish and when eaten, you supposedly gain a year in age. Some people even try to avoid eating it so that they stay young!



Lunar New Year celebrations are a time to reconnect with family, reflect on the year behind and make aspirations for the year to come. Many of our school's community may have already celebrated or will be celebrating soon.

APCS would like to wish all staff, students, parents and carers a Happy New Year!

Be happy, be healthy, and be kind (to yourself and others)!

COVID safety guidelines - Advice for families

The Department of Education works closely with the Australian Health Protection Principal Committee (AHPPC), NSW Health and other agencies to ensure NSW public schools continue to operate in the safest ways possible in the COVID-19 environment.

From the start of 2021 all students are to attend school every day, on time, unless they are unwell or have a medical certificate to support their absence.

Students and staff will remain vigilant and practise physical distancing and hygiene measures to ensure the safety and wellbeing of students and staff are maintained.

Activities permitted at school will be conducted in a way that is safe and appropriate in the current environment. Activities that remain on hold will be reviewed at regular intervals and will recommence when appropriate based on health and other relevant advice.

As of the start of 2021

- Our Community Centre playgroups can proceed.
- P&C meetings can proceed on school sites after school hours with a COVID-19 Safety Plan in place.
- Parents and carers can enter the school to purchase or pick-up uniforms from the uniform shop, meet with school staff with an appointment, attend parent orientation meetings for Kindergarten or Year 7 and 'meet the teacher' meetings with school staff. Meetings should be limited to 1 hour. [A COVID-19 Safety Plan](#) must be in place.

School attendance

Students should be at school unless:

- they have a medical certificate which states that they are unable to return to school due to an ongoing medical condition and the expected timeframe
- they are currently unwell.

In accordance with advice from NSW advice and carers are reminded NOT to send children to school if they are unwell, even if they have the mildest flu-like symptoms.

NSW Health has requested that schools encourage anyone who is unwell or has even mild flu-like symptoms, to arrange to be tested through their local medical practitioner or one of the COVID-19 clinics.

Students and staff with flu-like symptoms will need to be tested and provide a copy of a negative COVID-19 test result and be symptom-free before being permitted to return to school.

Students who do not undertake a COVID-19 test will not be permitted to return to school for a 10-day period. Additionally, they must be symptom-free for at least 3 days prior to returning to school.

Students who have seasonal allergic rhinitis or another condition that presents similarly to flu-like symptoms are still required to get tested for COVID-19 and return a negative test result. Where their symptoms continue beyond 10 days, students should provide documentation from their GP confirming their symptoms are typical for their condition. If the student develops new or changed symptoms, they should get tested for COVID-19.

Find more information about COVID-19 symptoms

COVID-19 testing for students with complex health or disability may be challenging. In these situations, schools will ask the parent or carer to have their child assessed by their medical practitioner. Where a medical practitioner determines that a COVID-19 test is not required, documentation must be provided to the school to confirm that the student does not have symptoms that warrant a COVID-19 test. The certificate must also indicate that the student is able to return to school.

All schools will be vigilant when implementing infection control, physical distancing and personal hygiene protocols to protect the health and safety of students and staff. Schools will promote the need to follow good hygiene practices such as:

- regularly washing hands.
- avoiding sharing drinks or food.
- coughing or sneezing into your elbow, or a tissue which should be discarded immediately.

Students will be supported to [learn from home](#) in the following circumstances:

- If they are required to self-isolate due to being a close contact of a positive or suspected COVID-19 case.
- Where the school is directed under public health advice to only remain operational for children of essential workers if an outbreak of COVID-19 was to arise in the local area.

Wearing face masks and temperature screening

Staff and students are not required to wear a face mask while at school. Anyone who wishes to wear their own masks in schools will not be prevented from doing so.

Students over the age of must wear masks when travelling to and from school and during school excursions by public transport, or by chartered/private transport services.

Wearing a face mask is not mandatory for parents and carers visiting schools, provided they are visiting only for the explicit reasons within this advice and maintain physical distancing and hygiene practices while at school.

Widespread temperature screening is not required or recommended in schools.

Water fountains / bubblers and water bottles

NSW Health advised that communal water fountains and/or bubblers in NSW schools can now be turned on. These facilities can remain operational, closing only if there is transmission of COVID-19 in the community. APCS students are still encouraged to bring water bottles from home that they can refill when needed.

P & C meetings

These are limited to 30 people indoors and 50 people outdoors for schools with a COVID-19 Safety plan in place.

PRIMARY SCHOOL NEWS

DEPUTY PRINCIPAL REPORT

I would like to welcome all our K-6 students to APCS in 2021, it is so lovely to see lots of familiar faces, along with all our new students coming to school each day. We have had a big couple of weeks welcoming our largest kindergarten cohort ever to APCS, as well as welcoming our new Year 5 opportunity class students and a number of new students in Years 1-6. We now have 526 K-6 students at APCS. I would like to thank all the staff for their commitment and hard work in helping all our students have such a settled start to the year.

I have been able to visit all of our K-6 learning hubs and I have been very impressed with how engaged the students are. At Alex Park as part of our Positive Behaviour for Learning (PBL) program we have a school wide approach and work together to follow our three school expectations: Be a learner, Be respectful and Be Safe. It has been wonderful to see so many students working towards these expectations both in the classroom and in the playground. I am looking forward to working with our school community towards a wonderful 2021.

Mrs Lucy Smith

SRE/SEE Update

2021 SRE/SEE lessons will commence on Wednesday 17th February at 2.15pm for students in K-6. This year we have two additional options available of Catholic Scripture for Yrs. 3-6 and Buddhist Scripture for Years 5 and 6. Each child should have received an SRE/SEE participation letter. Please return ASAP if you wish to update your preference. A parent/carer may at any time notify the school in writing that they wish to change their decision. Please note students will continue the same arrangement as the previous year, unless a parent/carer has requested a change in writing. Our current options available are; Combined Christian SRE K-2 or 3-6, Catholic Scripture K-2 or 3-6, Special Education in Ethics currently available Years 2-6 (teachers are being recruited for K-1 however classes are not available this Term), Jewish Scripture K-6, Buddhist Scripture Years 5 and 6 only, or non SRE/SEE alternative meaningful activities.

Mrs Lucy Smith SRE/SEE coordinator

EARLY STAGE 1 (KINDERGARTEN) NEWS

Welcome from the Kindergarten team! We are:

Grace Humphreys (KH) (Assistant Principal - Wellbeing), **Georgia Sammon** (KS), **Jessie Attwood** (KJ), **Coco Page** (KP) (Assistant Principal - Curriculum), **Lisa Akkoui** (KA), **Tine Eriksen** (KP - Wednesdays)



Together we have a broad range of teaching experience across a range of schools, and are passionate about teaching Kindergarten.

Our Kindergarten students have had a wonderful start to their time at big school. We are all very proud of how

brave and enthusiastic all the students have been so far. Lots of fun learning has been happening already. A highlight for students has been discovering different areas of our school by hunting for Aussie animals hiding in different places. Did you know we had a parrot in the Yakka Taka (library) and that a wombat was found in the Burra Gorang (playground), Bunin (office) *and* the toilets?

We have made books about these cheeky animals and we know the students would love to read them with their families when they bring their own copy home. The students have also been making lots of beautiful artworks about Aussie animals, exploring new toys with their classmates, and having their first library and music lessons with Mr Whipp, Ms Ruschen and Ms Campisi. We are looking forward to lots more wonderful learning over the rest of the Term.



STAGE 1 (YEARS 1&2 NEWS)



From L-R Ms Cazna Vangarden (2V), Ms Courtney Mancell (2M) Assistant Principal, Curriculum, Mr Stephen Pittman (1P) Assistant Principal, Wellbeing, Ms Amanda McLean (2A), Mrs Donna Davey (1D) Mon-Wed, Ms Amanda McLeod Assistant Principal Transitions (1/2T Wed-Thu), Ms Tine Eriksen (KP on Wed, 1D Thu-Fri), Ms Erin O'Sullivan (1O)

Stage 1 has had a fantastic start to the year. They have been actively engaged in many amazing learning experiences and have enjoyed getting to know their new classmates and teachers.



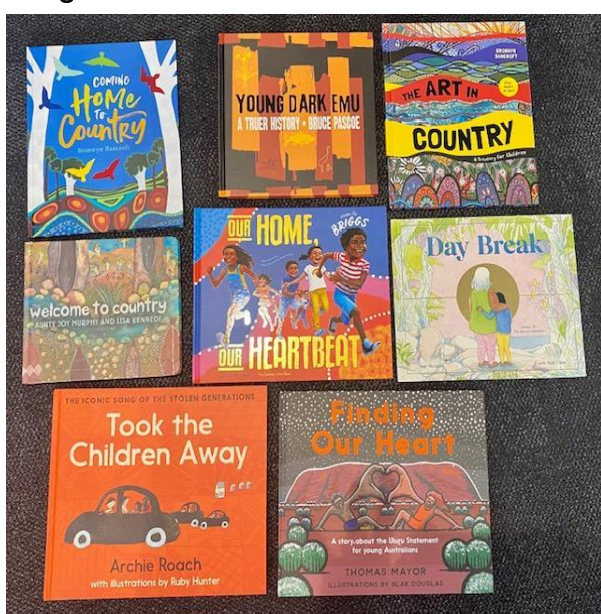
Students have been looking at the text 'Chalk' in English and have been allowing their imaginations to come to life.

We have also been looking at the ways different texts can make us feel emotions. This is how we felt when the chalk drawings came to life. Can you guess what we are feeling?

Students' interpretations of 'Chalk'.



Congratulations to 1D!



In 2020 1D entered the Patrick White Indigenous writing competition. 1D won the K-3 section by writing a group poem titled "Growing". The Indigenous books purchased with the prize are displayed in the photo .

In PE, we have been learning the fundamental movement skill of balance. Look at us go!



STAGE 2 (YEARS 3&4) NEWS
Stage 2 Teaching Team



Mr Bradley Hansen (3/4H) Assistant Principal, Wellbeing, Ms Cristina Santone (3/4S), Ms Molly Moore (3/4M), Assistant Principal, Curriculum, Ms Christine Hill (3/4C), Mr Jacob Ansell (3/4A)

Stage Two students have begun their discovery our new shared spaces, and students are very excited and keen to immerse themselves in their learning journey together. I want to thank the students for being safe and socially aware of supporting new students and new classmates - welcome to those newcomers. We have begun our days with a Morning Routine to commence the day by activating knowledge and developing a

learning zone. We are excited for the year! We can't wait to begin working on our digital literacy projects where students will be developing skills in technology, music and storytelling, very exciting stuff!

The Stage Two teaching team are developing co-teaching/learning environments to maximise skill development and approach learning as a cohesive unit. This opportunity provides our Stage Two students with the independent and collaborative skill sets to develop and nurture their abilities in a supporting environment.



STAGE 3 (YEARS 5&6) NEWS



Stage 3 Teaching Team

Ms Joy Smith (5/6S), Assistant Principal, Wellbeing, Mrs Roslyn Broomfield (5/6B), Ms Lucy Jillings (RFF Tue-Fri) , Mr David Olsen (5/6O), Assistant Principal, Curriculum, Ms Gabrielle Friedlander (6F), Sarah Oluk (5O) , Lynette Allen (5/6A)

We are thrilled to welcome our new Year 5 students in to our stage, as well as our many new Year 6 students. Classes have settled very quickly and students are fully engaged in their learning.

STEM (Science and Technology, English and Maths)

5O and 6F (our Opportunity Classes) are taking part in a series of co-taught STEM lessons.



"We did a STEM challenge. We had to make something hold a tiny crocodile when it landed on the moon. We dropped the crocodile and it had to land safely. I enjoyed it, because we got to try different things and solve the problems that we had." (Cloris)

"For our STEM project, we made a model which has a double parachute, a cylinder body, two wheels for softer

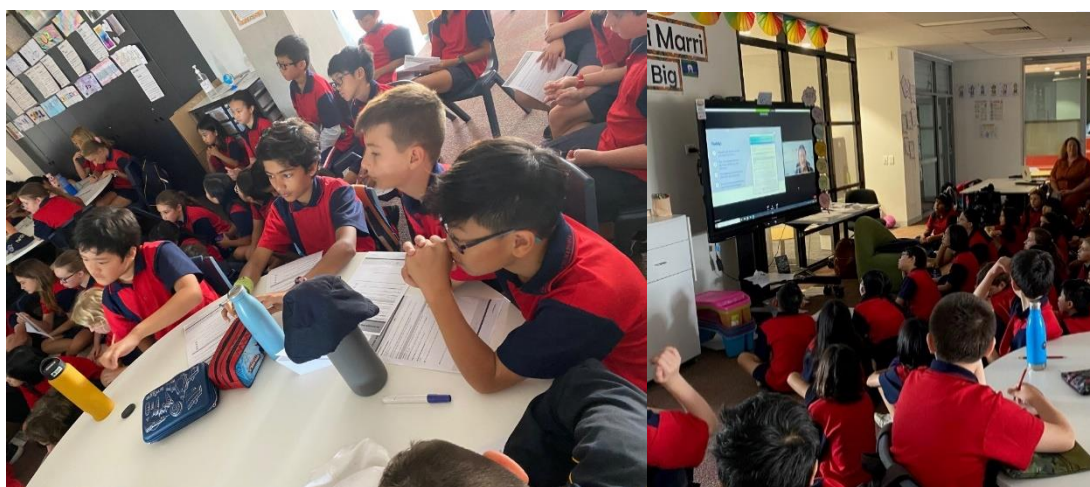
landing and a long string. I found it very interesting to create this spacecraft, especially when the crocodile was forced into the cylinder.” (Charly)

Science-Living things

Classes are learning about how living things adapt to their environments and eco-systems. 5/6O are studying leaves as an example of how plants have adapted to their natural environment.

Safer Internet Day 2021

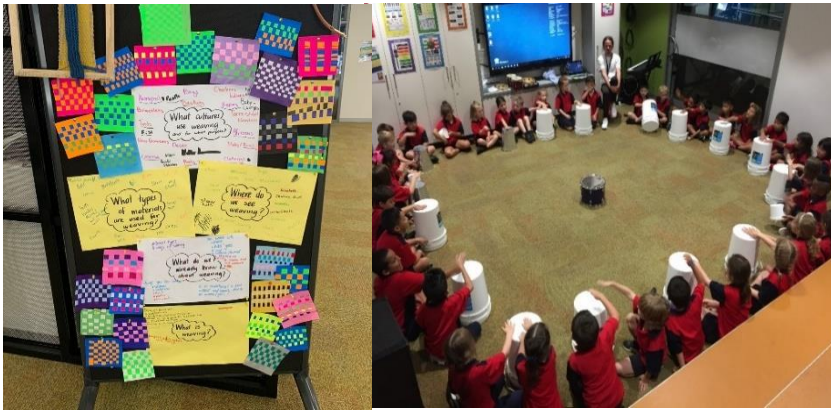
On Tuesday 9th February, Stage 3 commemorated the day by classes taking part in a webinar titled ‘Be an esafe Kid: Fake news, real harms’. Students learned about how to decipher fake news websites from reliable sources of information.



PRIMARY CREATIVE ARTS NEWS - Mr Whipp & Ms Campisi

Welcome back to all students and families for an exciting year of Creative Arts at ACPS. The big news is the formation of a Creative and Performing Arts (CAPA) Hub at the school. We welcome the amazing Rebecca Campisi to the CAPA Hub as a music, art, dance and drama specialist. All students K-6 will have an hour of music each week with Mr Whipp or Ms Campisi (or both!) and many will have an extra hour to explore art making and other elements of the Creative Arts Syllabus. The results so far have been amazing, with students already enjoying bucket drumming, singing, collage and weaving in the CAPA Hub. Hopefully this year we will see the return of Choir, Dance and Ensembles as extra-curricular opportunities for students. We will keep you posted!

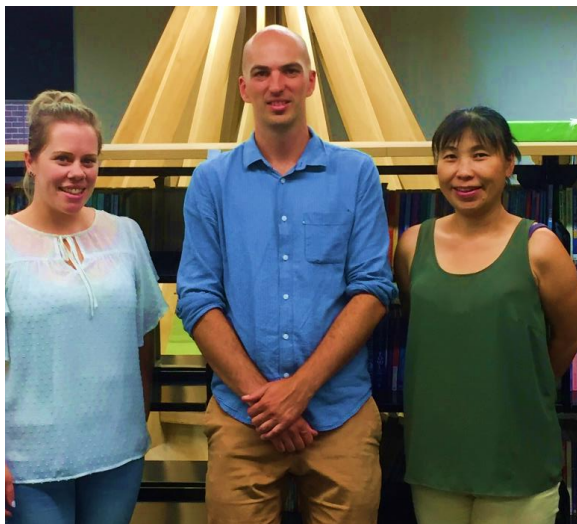




Junior and Senior Band are back up and running again with the most enrolments ever at APCS. This has seen the formation of a new Intermediate Band for students who are ready for a new challenge after Junior Band. We look forward to eventually seeing you all at the school and showing you around the CAPA Hub. Mr Whipp

LIBRARY NEWS

Welcome back to all K-12 students and families for what promises to be an exciting year in the Yakka Taka! Lessons across both levels of the library have started with a bang and



we are excited to see how we can support students in their learning this year.

Ms Beth Ruschen (Primary Librarian),
Mr David Moir (Primary Library RFF),
Ms Quin Yang (High School Librarian)



Kindergarten to Year 6:

K-6 classes are taught by Miss Ruschen across the week. Those classes that visit on Wednesdays and Thursdays also have the exciting opportunity to be taught by Mr Moir as well, as we incorporate further coteaching opportunities into our space. During library lessons, all students will be focusing on developing their skills in information literacy and digital literacy. These focuses help to develop life-long skills that students can apply to many areas of learning throughout their education.

There will be many exciting events throughout the year, including the Premier's Reading Challenge, Book Week, book fairs and more – stay tuned for further information regarding these! All students are welcome to borrow books from the library; however, must have a library bag to do so. Students in K-2 are welcome to borrow up to 3 books, while Year 3-6 may borrow up to 4 books. If needed, library bags are available for \$10 each at the school uniform shop. Please see below regarding when your child will attend the library each week:

Monday: 3/4M, KH, KJ, KP

Tuesday: 2V, KS, KA

Wednesday: 5/6B, 5/6A, 5/6O, 5/6S, 2A, 2M, 1P, 1D

Thursday: 6F, 5O, 3/4C, 3/4S, 3/4A, 3/4H, 1/2T, 1O



In previous years, we have organised orders for the Scholastic Book Club. This will continue; however, **orders can now only be made online.** Keep an eye on the APCS Facebook page and school website for further information with each new issue.

Year 7 to 12:

After APCS library relocation in Term 4, 2020, these students have volunteered to sacrifice a few of their lunchtimes each week helping to rearrange library book resources onto new library shelves in the Yakka Taka.



After APCS library relocation in Term 4, 2020, these students have volunteered to sacrifice a few of their lunchtimes each week helping to rearrange library book resources onto new library shelves in the Yakka Taka. (Emma P. Simon O. Tanya A. Nanzeeba K. Crystal W. Mark X.)

At the start of Term 1, 2021, 7 more student volunteers have joined the library monitor team. (Namuun C. Charlene Y. Joaquin C. Vanessa Y. Amanda C. Sydney Y. Lynna D.) We will continue to fill up new shelves with library books in the Yakka Taka.



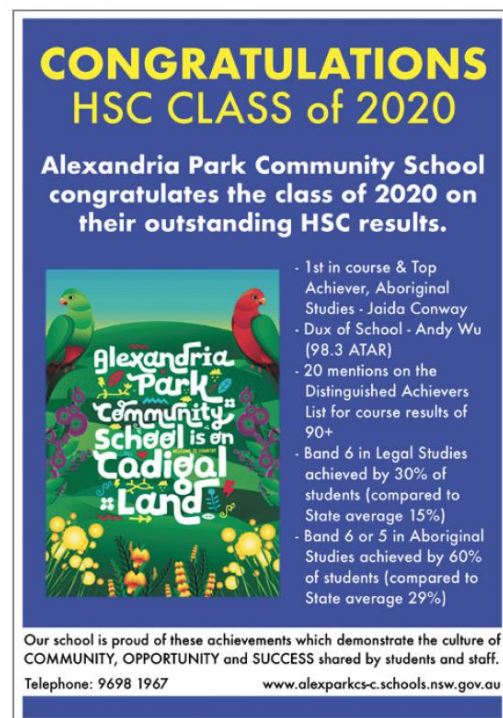
HIGH SCHOOL NEWS

DEPUTY PRINCIPAL'S REPORT

Welcome to 2021, a fresh start for everyone and an exciting year ahead for all. Welcome to all our new students and their families. It has been a very pleasing start to the year with 871 positive comments recorded from teachers about students in their classes.

HSC Results

Congratulations to the HSC Cohort of 2020, for their fabulous success and outstanding results. Jaida Conway achieved 1st in course for Aboriginal Studies. Andy Wu was the school DUX with an ATAR of 98.3. We had 20 mentions on the Distinguished Achievers List for course results of over 90. 30% of students achieved a Band 6 in Legal Studies, compared to the State average of 15%. A Band 5 or 6 was achieved by 60% of students studying Aboriginal Studies compared to the State average of 29%. 84% of the Year 12 students have accepted places at universities across Sydney and 14% have enrolled in a TAFE course. The remaining students are in full time employment or a taking a GAP year. I would also like to acknowledge the dedication, commitment and expertise of their teachers and thank them for their hard work, our excellent results would not be possible without them. We wish the 2020 cohort every success for the future.



Curriculum and Assessment Booklets

Year 7 students received a Curriculum, Programming and Assessment Booklet containing lots of valuable information about what they will be learning in their course this year and the assessment tasks they will be completing. Years 8, 9 and 10 students will be receiving their booklets in the next week. All booklets will be up on our website shortly. They can be found under the Learning at our school tab, under High School Assessment Booklets. <https://alexparkcs-c.schools.nsw.gov.au/learning-at-our-school/assessment.html>

Positive Behaviour for Learning

This term our Positive Behaviour for Learning (PBL) focus is Be a Learner. Students will be participating in activities in their year meetings, classes and assemblies and discussing what it means to be a good learner. Some tips for being a good learner include:

- Arriving to school and to class on time
- Being prepared for all your classes: packing your bag the night before to ensure you all have all the required equipment for each lesson
- Making sure your phone is on silent or off and in your bag
- Asking questions if you are unsure of something, this includes asking for feedback on your completed work. Ask your teachers and parents how you can improve and also what your strengths are.
- Be enthusiastic about learning

Our PBL team has been working hard to review our behaviour management system. This has been done in consultation with students and staff. This term we will launch the new behaviour flow chart and monitoring system. Students will complete workshops to familiarise themselves with the system during year meetings and PBL assemblies.

HSC Disability Provisions

Disability provisions in the HSC are practical arrangements designed to help students who couldn't otherwise make a fair attempt to show what they know in an exam room. Provisions may include separate supervision, extra writing time and rest breaks.

The provisions granted are solely determined by how the student's exam performance is affected.

It is not embarrassing to apply for provisions, and more than 7000 HSC students apply for provisions each year. Provisions help students to show the markers what they know and can do.

Schools are responsible for determining and approving adjustments for all school-based assessment tasks. NESAs determine disability provisions for the Higher School Certificate examinations. To apply for provisions, schools must submit an online application to NESAs. This application tells us which provision/s a student is requesting and includes recent evidence. Evidence may include medical reports, reading results, spelling results, writing samples and teacher comments. For more information see the NESAs website <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/disability-provisions> and speak to Ms Foley and Ms Nicholls.

Study Skills Handbook

APCS has subscribed to www.studyskillshandbook.com.au and all students and their families have access to this wonderful resource. On the website you will find worksheets and videos on how to study effectively, goal setting, managing stress and there are also resources for improving your literacy and numeracy skills. The username is alexandriapark and the password is 11success.

From the Jenla Team - Christy Godby - Instructional Leader (7-12)



Back Row L-R: Mr Nathan McEwan, Aboriginal Pedagogical Mentor, Mr Costa Litsas, SLSO, Ms Rochelle Foley Head Teacher Learning & Support, Ms Sharon Rose SLSO, Ms Christy Godby Instructional Leader, Uncle Hilton Donovan Aboriginal Education Officer, Front Row L-R: Ms Anna Nicholls Learning & Support Teacher, Ms Tamaris Cameron SLSO.

It has been a busy and productive beginning to the school year. In my role as Instructional Leader, I am fortunate to be leading a range of professional teams who consist of experienced and passionate educators.

Aboriginal Student Achievement Team	EAL/D Team	High Potential/Gifted Team	Learning and Support Team
Christy Godby - Instructional Leader			
Nathan McEwan - Aboriginal Pedagogical Mentor Uncle Hilton Donovan Auntie Deb Daley Maeve Thomson Dan Waterworth Diane Fetherston	Laura Medway Dee Cantrell Harry Jun	Thecla Siamas - leader Louise Hawkins David Olsen Gabrielle Friedlander Tahlia Sanders Charlie Liang <u>Student Leadership</u> Gabrielle Barnett Ashley Gray	Rochelle Foley Anna Nicholls <u>SLSOs-</u> Costa Tammy Sharon

We are based in the Jenla, which is Gomberee for 'Let's help'. Helping is our mantra, focusing on improving student learning outcomes and wellbeing, no matter the starting point. In a variety of different ways, the Jenla

teams collaborate to plan for the learning and wellbeing needs for individuals and groups of students as well as building the capacity for our teachers within the classroom.

Fast-track literacy and numeracy programs

The Fast-track program targets specific literacy and numeracy skills for students in Years 7-9. The program is facilitated through small group sessions and targets specific literacy and numeracy skills for students. We have initiated the program with students from Year 8 and Year 9, this term. Once our Year 7 students settle in, the program will extend to these students from Term 2.

If you have any questions about the Fast-track program, please contact christine.godby@det.nsw.edu.au

Nathan McEwan - Aboriginal Pedagogical Mentor (APM)

Nathan McEwan is a role model teacher and community member for Alex Park Staff. This year, Nathan has taken on a leadership role as Aboriginal Pedagogical Mentor. We welcome him to this role as he works with teachers to improve their practice in building culturally nourishing classrooms. Nathan's role complements the Aboriginal Voices Project, a 4-year research project undertaken by 4 leading Australian universities. APCS is one of four partner-schools involved in the project.

In his role as (APM), Nathan has initiated a diverse number of projects, including co-teaching with teachers across a range of subjects and supporting student engagement and wellbeing. The **Year 7 Learning Portfolio** is an exciting initiative engaging Year 7 Aboriginal students to develop a digital portfolio which celebrates their learning throughout the semester. It will include goals, samples of their work and teacher feedback. These portfolios will then be shared at a student-led parent conference in Term 2.

Literacy spotlight - improving reading and writing, one sentence at a time

Sentences are the basic building blocks of writing (Hochman & Wexler, 2017). In order for students to produce creative and cohesive texts, they must first learn to craft complete, sophisticated and syntactically correct sentences. Understanding the structure of sentences also plays a key role in comprehension. The more complex and lengthy written sentences become, the more demands are placed on students' language abilities.

This semester in the high school, teachers will be focusing on improving students' ability to comprehend and compose, using a range of simple, compound, complex and compound-complex sentences through the texts they read and create within their subject area. Our improvement goal is for students to more confidently enhance their writing by understanding how sentences are structured for effect.

Teachers are also undertaking professional development in explicit teaching of sentence types in our new 'Wednesday Write-offs'. Teachers opt-in to attend sessions every fortnight on a Wednesday to revise grammatical concepts and design opportunities to incorporate this literacy component within their teaching and learning activities. In the first two Wednesday Write-offs this term, we have had %%% attendance by enthusiastic High School teachers.

NEW STUDENT LEADERSHIP PROGRAM

We're excited to announce the launch of the new Student Leadership Program at APCS. This initiative is coordinated by Ms Barnett, Ms Gray and is overseen by Ms Siamas. Invitations have been delivered to students who demonstrate leadership qualities and uphold our school's PBL values. The program has a strong emphasis on promoting student voice and creating a proud school community culture. Watch this space for the events our new student leaders will be involved in.





Back Row L-R: Ms Dee Cantrell, Year 10 Year Advisor, International Student Coordinator, Ms Mara O'Toole, Ms Maeve Thomson, Year 9 Year Advisor, Ms Ashley Gray, Middle Row L-R: Ms Chloe Sutcliffe, Ms Jane Ryan, Head Teacher, English/CAPA, Ms Tahlia Sanders, Year 7 Year Advisor, Front Row L-R: Mr William Sharp, Mr Harry Jun, Mr Alexander Forbath, Head Teacher, Administration

RENAISSANCE READING PROGRAM

Renaissance Reading is a new reading program APCS English teachers are rolling out. With Harry Jun as the coordinator, the program's aim is to promote comprehension, fluency and ultimately a love of reading. Students from Years 7 to 10 are involved with program and are able to choose from a wide selection of tailored books which are appropriate for their reading age and cater to their interests. While these students will have a dedicated one-hour period per fortnight to read, we strongly encourage students to read at least 15 minutes a day.

YEARS 7-10 TERM ONE 2021 ENGLISH AT A GLANCE

	Year 7 Story and the Storyteller	Year 8 Novel Study	Year 9 The Power of Language	Year 10 Poetry & Learning to Learn
Overview	Students will explore the role of storytelling through the study of short stories, picture books and poetry to develop an appreciation of the importance of storytelling to understand our world.	Students engage in a close study of a novel which involves students developing their knowledge and appreciation for the text. This will include an in-depth analysis of content, language features, structure and meaning.	Students explore persuasive language tools as well as the Six Traits of Writing. Students will explore a variety of text forms including media (news, propaganda), advertising (print and audio such as podcasts) and the power of words in poetry.	Exploring the way poets shape our understanding of their cultural and social contexts to convey important ideas and values.
Texts	<i>Our home our heartbeat</i> <i>Took the children away</i> Ensure an Asian text is included	<i>Apple and Rain</i> by Sarah Crossan	Variety of news sources	Kominos - selected poems Peter Skryznecki - selected poems Asian poet - tbc Aboriginal poet - tbc

English Textual Concepts	<u>Intertextuality</u> Literary Value Representation	<u>Style</u> Argument Representation	<u>Representation</u> Authority <u>Intertextuality</u>	Connotation, Symbol and Imagery Perspective Style
Focus Questions	How does intertextuality add value to texts? Why do we value stories and storytelling? How are ideas represented through different modes and multimodal texts?	How does the style of <i>Apple and Rain</i> shape the audience's enjoyment of the text? How does the choice of evidence contribute to the validity of an argument when evaluating the value of <i>Apple and Rain</i> ? How does the representation of the core characters in <i>Apple and Rain</i> position the reader?	How can representation in different texts intentionally or unintentionally create bias? How do texts reaffirm or contradict cultural assumptions? How does engaging with a variety of texts allow us to better understand the meaning of each text?	How can poetic forms and features explore a sense of place and human experience? How can poetry express personal and public worlds? How can the exploration of themes and language techniques contribute to a sense of authorial style?
Assessment Task	No summative assessment.	Book review: students write a review for the audience of English teachers.	Multimodal: students create a news article about an issue of their choosing.	Examination: students complete an in-class task of short answer questions and extended responses to a seen and unseen poem.
Outcomes	EN4-1A; EN4-6C; EN4-9E.	EN4-1A; EN4-5C; EN4-8D	EN5-2A; EN5-4B; EN5-7D.	EN5-1A; EN5-6C; EN5-9E.

HIGH SCHOOL MUSIC NEWS

INSTRUMENTAL MUSIC PROGRAM

The Instrumental Music Program (**IMP**) is a proposed new initiative at Alexandria Park Community School. It would offer opportunities for high school students to learn a range of instruments one on one with a music tutor. Instruments (depending on student interest) will be: Acoustic Guitar, Electric Guitar, Bass Guitar, Keyboard, Drums and Voice.

Lessons will be taught by qualified professional peripatetic (visiting) instrumental tutors. Lessons will be for 30 minutes during school time on a rotating timetable so students do not miss the same lesson each week. Fees should be in the region of \$45 per lesson. It may be possible to utilise the Creative Kids voucher.

To register an Expression of Interest, go to :

https://docs.google.com/forms/d/1uGyC6MU2paT4b6huBlxvV4_2C5cZJE0IQ4TMZpf--Es/edit

If you have any questions please contact Ms Winfield (High School Music Teacher)

AMEB ONLINE ORCHESTRA

This is a great opportunity for instrumental players and singers of all ages and levels to participate in a nation-wide event. For more information go to <https://onlineorchestra.ameb.edu.au/category/2021-orchestra/>



WIN AN ASHTON INSTRUMENT PRIZE PACK FOR YOUR SCHOOL

TOTAL PRIZE VALUE OVER RRP \$2000

PLUS ROCKSCHOOL BOOK PACKS UP FOR GRABS*



rockschool®

*TERMS & CONDITIONS APPLY

2x Electric Guitars, 2x Classical Guitars, 2x Acoustic Guitars & 1x 5pc Drum Kit

WIN AN INSTRUMENT PACKAGE FOR OUR SCHOOL

The AMEB (Australian Music Examinations Board) is running a competition to win packages of instruments and music books. Students need to write in 50 words how winning the instruments would help their school. For more information and entries go to

<https://rockschool.ameb.edu.au/ashton/>

HUMAN SOCIETY IN ITS ENVIRONMENT (HSIE)

Welcome to 2021 from HSIE! HSIE Team for 2021: Thecla Siamas, Kadek Arya, Andrea Fatouros, Diana Luo,



Daniel Waterworth
Austin Berscheid,
Cameron Craig,
Adrian Johnson,
Nathan McEwan,
Stewart Okell. Also,
part of the team
Maeve Thomson
and Chloe Sutcliffe.

Welcome back to all students!

Congratulations to the Class of 2020 on their outstanding results. We are very proud of all our students and wish them every success as they continue to set their goals and then smash them.

In 2020 HSIE delivered Business Studies, Economics, Legal Studies, Modern History, Aboriginal Studies and work studies in year 12. In 2021 we are also Ancient History, Society and Culture and are thrilled to be able to introduce Aboriginal Studies to Year 9.

All students in HSIE have been issued with an assessment schedule that outlines the topics that are being studied and the timing of assessments. Year 7-10 are studying History in Semester One. Students will study Geography in Semester Two. Year 7 are studying the Ancient world, Year 8 are delving into the lives of Vikings, Year 9 are looking at the Trans-Atlantic Slave Trade and Year 10 are studying The Holocaust.

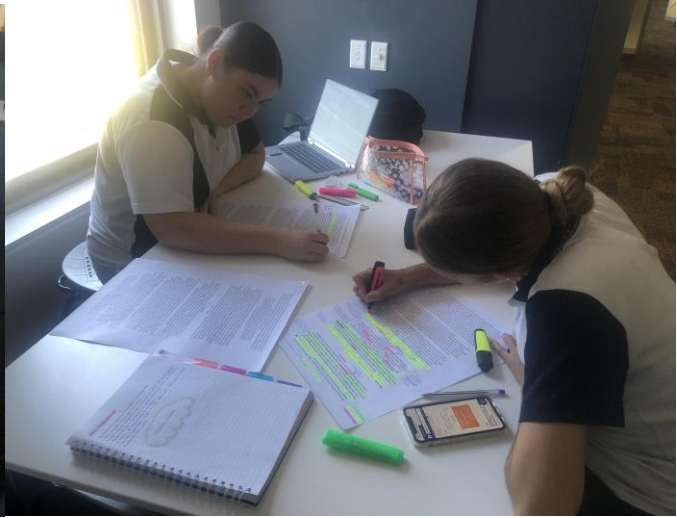
Mr Okell babies are now in Year 11 and embarking on their HSC. Mr Waterworth is continuing as Year 8 Advisor.

In exciting news Ms Fatouros has been offered the position of *HSC teacher quality adviser* for Business Studies within the department of education. She will be advising teachers across the state on how to improve HSC outcomes for students.

We look forward to a wonderful 2021.

Year 11 and 12 Aboriginal Studies Report

Stage 6 Aboriginal Studies has hit the ground running. Year 11 are developing their understanding of Aboriginality and the Land. They have been focusing heavily on note taking and annotation as key skills in learning about a variety of perspectives. We have also been working collaboratively to ensure we have a culture of learning and



support as this has proven to lead to success for all students in previous Aboriginal Studies class. Our students have been working together to annotate a journal article analysing and comparing the sustainability practice in Indigenous and non-Indigenous communities.

Year 12 Aboriginal Studies are continuing working on their Major Projects. They are in the process of completing their primary research and will then be able to begin production of their final project. Students get to choose their topics and how to present them.

Some of the examples from this class are picture books, websites and artworks.

Year 9 Aboriginal Studies

Exciting times at APCS this year as we have Aboriginal studies for stage 5 for the first time in many years. We have 23 eager students in our class, with everyone turning up to class with a positive attitude. This semester we are learning about Identities. So far students have engaged in deep meaningful conversations about Identities and different cultures. We are very lucky in our class as we have a diverse group of students with different backgrounds, which has been a great starting point for all students to understand all cultures.

HSC Teacher quality adviser role

Hello & welcome to Term 1!

My name is Andrea Fatouros and I am currently teaching Year 11 and 12 Business Studies at APCS. In addition to my classroom teaching job, I was appointed as *HSC teacher quality adviser* for Business Studies within the Department of Education. My role is to help create and deliver engaging and relevant professional development for HSC teachers, in the hope of lifting student results. In addition, I am also working on a HSC action research project at APCS with a number of Year 12 teachers. The aim of the project is to create an environment where teachers share their ideas, learn from one another and establish high standards through professional discussions. Our goal is to push students from a band 4 to a band 5 or 6 by reviewing our practices and incorporating research-based learning, through Wayne Sawyer's "Successful teaching in the HSC". I look forward to keeping you all updated as our year progresses.



MATHEMATICS

Members of the Mathematics Faculty in 2021 are Head Teacher Muhammad Abdullah, Xiaoxi Liang, Finley Guinness, Daisy Luo, Gabriella Barnett and Stephen Bennett. The Faculty wishes the best for our regular Head Teacher, Joanne Taranto on her continued leave during 2021.



L-R: Mr Finley Guinness, Mr Muhammad Abdullah, Head Teacher Mathematics, Ms Daisy Luo, Ms Gabriella Barnett, Mr Xiaoxi Liang, Mr Stephen Bennett.

This year will again be extremely busy as the faculty continues to refine our pedagogy to our spaces. Teachers of years 12 will also be working with the students to further improve on the good results achieved by the 2020 HSC cohort despite the difficult and disruptive circumstances of 2020. It was particularly pleasing that many students were able

to achieve at band levels higher than would have been initially expected. Many of these students have made a persistent and consistent effort by attempting extra work seeking assistance from teachers in class and after school at the homework. Two thirds of Mathematics Extension 1 and over two thirds of Mathematics Extension 2 students in 2020 achieved in the top 2 bands. Two thirds of Mathematics Advanced students achieved in the top three bands. The 2020 HSC cohort worked through the difficult circumstance of the year. Professional development and faculty collaboration will continue in all new stage 6 syllabi to assist in the maximisation of student achievement.

All students are encouraged to engage in a small sustainable amount of regular revision of their mathematics. This revision assists students to identify any areas of difficulty they may have in their understanding of a topic. It is important that students should then quickly seek assistance from the teacher in addressing any misunderstanding. On line resources can be helpful in facilitating this revision.

The online resource students are able to access this year is 'Education Perfect.' Students can access appropriate regular assigned home and extension work on the website. Students also have access to the school homework centre to help address difficulties they may be having with their understanding of class work. This centre runs on Wednesdays after school.

SCIENCE and MANDATORY TECHNOLOGY



Back L-R Mr Mohammed Bashir, Mr Philip Conolly, Mr Nick Alexopoulos, Mr Austin Bersheid, Mr James Rui, Mr . Front L-R – Mr Charlie Liang, Ms Nicole Johnson, Ms Kylee Heslop, Relieving Head Teacher, Ms Joanne Agathopoulos, Mrs Faridul Mishra, Mrs Anna Povey

YEAR 7 SCIENCE NEWS

The new year brings in fresh energy and ideas for scientific learning. Year 7 has settled in their new high school classes and is getting ready to get their first licence: Bunsen Burner licence. They are busy learning about safety rules for working in a laboratory and handling scientific equipment. Soon they will do their first practical in the laboratory as a group.

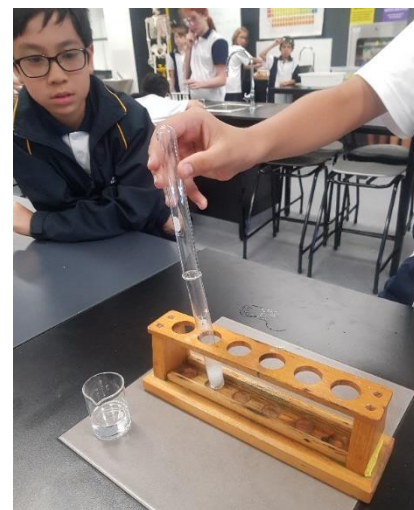
YEAR 8 SCIENCE TERM 1 - MEDICAL SCIENCE

Year 8 Science have been investigating and researching a variety of causes, effects and treatments of infectious and non – infectious diseases. All students have been having loads of fun exploring Cells, Tissues, Organs and Organ Systems. Learning about the science behind the human body. We have



been using the Skeleton Man, who has been teaching us about The Skeletal System- bones, tendons, ligaments and cartilage.

Then we have Celeste- our class body Organ model – who has allowed all of us to understand how the digestive, respiratory, circulatory and excretory system work within our own bodies.



Year 10 Science

Year 10 Science are learning about Motion. This is a Physics topic and students should be thinking about their subjects for next year, they may wish to do Physics in Year 11.

The Motion unit has seen the students complete a number of practicals learning about velocity and acceleration.

Photo: Year 10 students measuring classmates' acceleration and deceleration over 100m.

Agriculture

Year 7 and 8 Agriculture have been harvesting from the garden. The rain, with the warm weather has seen a very good harvest of cherry tomatoes, zucchini, beans, carrots, corn, chillies, basil, coriander, parsley, lettuce, beetroot, kale and eggplants.

The students have enjoyed growing the plants from seed. This has been a great opportunity for students to get a paddock to plate timeframe and to observe the growing stages of these plants.

Ms Heslop



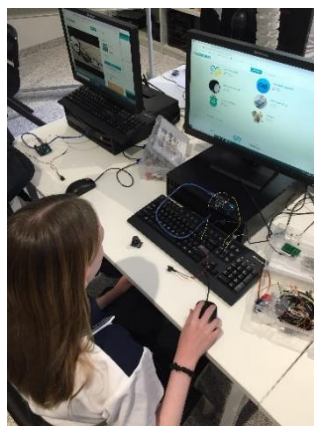


YEAR 11 CHEMISTRY

Jason Wen, a student at Sydney University has been doing his teaching practice at the school. Here he is seen helping Year 11 Chemistry students during a Chemistry lesson.

Stage 4 Computers and Mandatory Technology

Welcome to Mr. Berscheid who has picked up the year 7 technology class. Affectionately known to his students as Mr. B, APCS is excited for him to deliver a taster of what we offer for students who want to progress into year 9/10 electives and HSC. Year 7 have begun with some cyber security and year 8 have continued with their great work from last year by learning to code Arduino microcontrollers.



Stage 5 Information Software and Technology (IST)

Year 9 have started off the year and have begun their first major project! Year 9 will be deconstructing desktop computers and laptops to compare the hardware and develop an instructional video/manual.

Year 10 have begun to explore their new topic robotics. Students will be learning to code our sphero robots and a new batch of robots we unearthed in the move from the old school to the new. An incursion is also being planned for students to learn about virtual and augmented reality.



Year 11 Software Design and Development (SDD)

Please welcome the fantastic Year 11 SDD trail blazers! APCS excited to be offering SDD in 2021. Students have started strongly and have already successfully installed an open source Linux operating system onto old laptops. If you don't know what that means just ask them! I have high hopes for the class of 2021 and look forwards to working with them over the next few years.

Year 7 Mandatory Technology

Year 7 Tech 3 class project this term is to cook healthy foods using Australian bush herbs and other spices and herbs.

This week students cooked Scrambled eggs with Lemon Myrtle and other mixed herbs. They are also working on design and production related written tasks.





Year 7 Tech 6 class are working on the project- "Growing and cooking with herbs". They are presently researching a variety of Australian bush herbs and other herbs that they can grow in our agriculture area or pot plants. They will soon start to cook using Australian bush herbs.

Year 8 Mandatory Technology

Year 8 Tech class are presently working on a textile project based on knitted and woven fabrics. They are designing individualised patterns to apply to their articles. They are in the process of designing their decorations for the project. As well this week they have been developing hand stencilling skills which will be applied to the final product.



Year 9 Food Technology

Year 9 Food Tech class are working on "Food in Australia Unit" they have been researching Australian Bush Food and their contemporary uses in a variety of recipes. They have made a conventional sandwich using bush spiced poached chicken. Picture below are the ground version of

Australian bush spices.

Pepper berries-----

Wattle seed-----



--

-----Lemon myrtle

Year 10 Food Technology

Year 10 Food Tech are working on food trends and experimenting mindful eating activities. They are researching current food trends and have cooked sweet potato and spinach salad this week.



Year 11 Hospitality

Year 11 students have completed their induction requirements and have been filling in the applications for their USIs needed for this VET course.

They have also started to work on the written part of their “hygiene and safety practice” unit. Students have also been applying these practices to their practical activities in their unit “Preparing and presenting sandwiches”.

This week they cooked an open sandwich and filled rolls.



Year 12 Hospitality

Year 12 students have been working on their Espresso coffee making written and practical activities. These activities are a part of their Cluster D learning and assessment task.

Mrs Mishra and Mrs Povey

SCHOOL CAPTAINS UPDATE

Hey APCS! As your school captains, we’re so happy to have this opportunity to tell you about how Year 12 is going so far. Entering our final year of High School, we tend to reminisce about the past few years of fun, genuine learning and how far we’ve come to be almost finished with our schooling. With our diverse spread of classes, each of us has been getting up to a lot of different things, whether it be studying Bolshevik ideology or learning about integral calculus. Classes are good :) Even though the work can sometimes be tough, we are still able to push through with the help of our amazing teachers and peers. Currently, Year 12 has not hit us with extreme stress just yet, hopefully, it stays that way lol. Good luck to the rest of Year 12 with our final year of high school! We’re almost there :D

HOMEWORK CENTRE

APCS Secondary Homework Centre is open every Wednesday after school, 2:50pm – 5pm on the Yakka Takka. All students years 7-12 are welcome to attend to do homework and assignments with help, if needed, from supervising teachers.

If you have any questions please feel free to call the senior office on: (02)96981967 or email muhammad.abdullah@det.nsw.edu.au or laura.a.medway@det.nsw.edu.au

尊敬的家长/监护人，

我校的课后辅导班开始了。时间是每周三下午2:50-5:00。地点是学校图书馆的 Yakka Takka教室。

我们有辅导老师为7到12年级的学生提供免费作业辅导。

如果你有疑问的话请用以上的电子邮箱来联系高校办公室老师或拨打学校电话：02 9698 1967

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APCS хоёрдогч гэрийн даалгаврын төв нь Лхагва гараг бүр хичээл тарсны дараа 14:50 - 17:00 цагт Якка Такка дээр ажилладаг

7-12 насны бүх оюутнуудыг хянах багш нараас шаардлагатай тохиолдолд гэрийн даалгавар, даалгавар гүйцэтгэхэд оролцохыг урьж байна.

.....
এপিসিএস মাধ্যমিক হোমওয়ার্ক কেন্দ্র বিদ্যালয়ের পরে প্রতি বুধবার, দুপুর ২:৫০ - ইয়াক্কা তাক্কায় বিকেল ৫ টা পর্যন্ত খোলা থাকে

7-10 বছর বয়সের সমস্ত শিক্ষার্থী শিক্ষকদের তদারকি করা শিক্ষকদের কাছ থেকে সাহায্যের প্রয়োজনে হোমওয়ার্ক এবং অ্যাসাইনমেন্ট করতে উপস্থিত থাকতে স্বাগত।

.....
Pusat pekerjaan rumah sekolah menengah APCS buka setiap hari Rabu sepulang sekolah, pukul 14.50 - 17.00 di Yakka Takka

Semua siswa kelas 7-12 boleh hadir untuk mengerjakan pekerjaan rumah dan tugas dengan bantuan, jika diperlukan, dari pengawas guru.

PDHPE (Personal Development, Health and Physical Education)



L-R Matthew Bowman, Jess Stafford, Tiffany-Jane Kasz, Ms Constance Rossides, Ms Kadek Arya-Pinatyh, Ms Natalie Casale

APCS FITNESS CLUB 2021

The APCS fitness club is back in 2021!

Who should come? Any APCS students in Years 7-12 who would like to improve their fitness, strength, flexibility, focus and overall wellbeing.

You might make a few new friends too!

Where and when? Every Tuesday 7am-8am. Meet at the Maths staffroom on Level 3 Warrettah Building.

What should I wear? Any clothes that you want to sweat



in and closed in shoes that are appropriate for running.

What do I need

to bring: A towel if you want to shower afterwards, your school uniform to change into and a snack to eat for breakfast afterwards to refuel!

Tell me more... The APCS Fitness club is facilitated by Ms Kasz who is a PDHPE teacher with a passion for encouraging positive movement and physical activity experiences for all students! If you have any further questions, please feel free to contact Ms Kasz at

tiffany-jane.kasz3@det.nsw.edu.au

Hope to see you there!



Knockout Competitions 2021

Alex Park is so excited to welcome back Knockout Sport this year.

Alex Park enters teams annually in the following Sydney East Knockout Competitions

Knockout sport/teams	Coaches
Open and Under 15 Basketball (Boys)	S.Okell
Open and Under 15 Basketball (Girls)	N.Casale
Open Touch Football (Boys)	A.Johnson
Open Touch Football (Girls)	T.Kasz
Open Football (Boys)	C.Rossides
Open and Under 15 Rugby League (Boys)	N.Mcewin
Under 15 Netball (Girls)	J.Agathopoulos

Please see photo of our 2019 wonderful Open Girls Basketball team playing Coffs Harbour High School in Coffs Harbour.



Wellbeing

Happy New Year from the Wellbeing team.



L-R Mr Daniel Waterworth Year 8 Year Advisor, Ms Patricia Betar, Head Teacher Wellbeing, Ms Mara O'Toole, Year Advisor Year 12, Ms Dee Cantrell, Year Advisor Year 10, Maeve Thomson, Head Teacher Year 9, Ms Tahlia Sanders, Year Adviser Year 7

Happy New Year from the Wellbeing team.

We are all very excited to be back and to welcome so many new students across the Year Groups.

Our Year Advisers for 2021 are:

Year 7, Ms Tahlia Sanders and the Head Teacher in charge is Ms Patricia Betar

Year 8, Mr Daniel Waterworth. Head Teacher in charge is Ms Kylee Heslop

Year 9, Ms Maeve Thomson. Head Teacher in charge is Mr Alex Forbath

Year 10, Ms Dee Cantrell. Head Teacher in charge is Mr Muhammad Abdullah

Year 11, Mr Stewart OKell. Head Teacher in charge is Ms Kadek Arya-Pinatyh

Year 12, Ms Mara O'Toole. Head Teacher in charge is Miss Jane Ryan

All our Year Advisers work tirelessly to ensure your student is known, valued and cared for. If you need to get in touch with any of our Year Advisers or Ms Betar, send an email to the school and Attention the Year Adviser you need to talk to. The email will be passed on and they will get back to you in a timely manner.

Year 7 seem to have settled in. With over 100 students starting High School we have been very busy helping them gain confidence in their new surroundings.

Vaccinations for HPV occurred on Monday 15th February for Year 7 and any Year 8 student who was absent last year for their booster shot. Thank you to all carers and parents who have returned permission notes.

Year 7 Camp is on February 24th, 25th and 26th and students will be well supported and cared for by teachers and peer supporters.

Our wellbeing program this term focusses on Year 7 and helping them adjust to High School. We have presentations pending from The REACH Foundation on Cyber Safety that are designed to assist students to understand their responsibilities as digital communicators and assist students to protect themselves while online.

I am pleased to announce that our Canteen now accepts cashless payments for students and teachers wishing to purchase items.

From the Careers Department

Year 10 Work Experience is back on in 2021. If you know of an employer who will host a Year 10 student in the workplace for one week, please don't hesitate to contact me.

TAFE classes have started again for students from Years 11 and 12 who chose to enrol in a course that will also contribute to their pattern of study. These classes usually run from 1:30-5:30 every Tuesday afternoon. Beauty Therapy, Electrotechnology, Allied Health and Business Services are just some of the courses chosen by students this year. Many of these courses also contribute towards an ATAR and they are a wonderful opportunity for students to pursue their interest.

School Based Traineeships are continuing this year and students in Years 11 and 12 are going out to work, being paid, gaining Vocational Certificates and also studying a subject that counts towards their HSC. These are invaluable for developing a student's maturity, confidence and employability skills.

All the best, Trish Betar.

Mind your Mate

Researchers at The Matilda Centre at The University of Sydney are launching an Australian-first randomised controlled trial evaluating the efficacy of an online peer intervention to prevent mental health and substance use problems in adolescence. The program is grounded in the latest scientific evidence and has been co-designed by young people, experts in the field, and psychologists.



Here at Alexandria Park Community School we are excited to be taking part in this opportunity to better help young people in supporting their friends through tough times. The study will be run with the Year 10 cohort. **If you are a parent of a Year 10 student, please complete the parental consent form that will be sent to your email address.**

If you would like to find out more about the study, please follow this link:

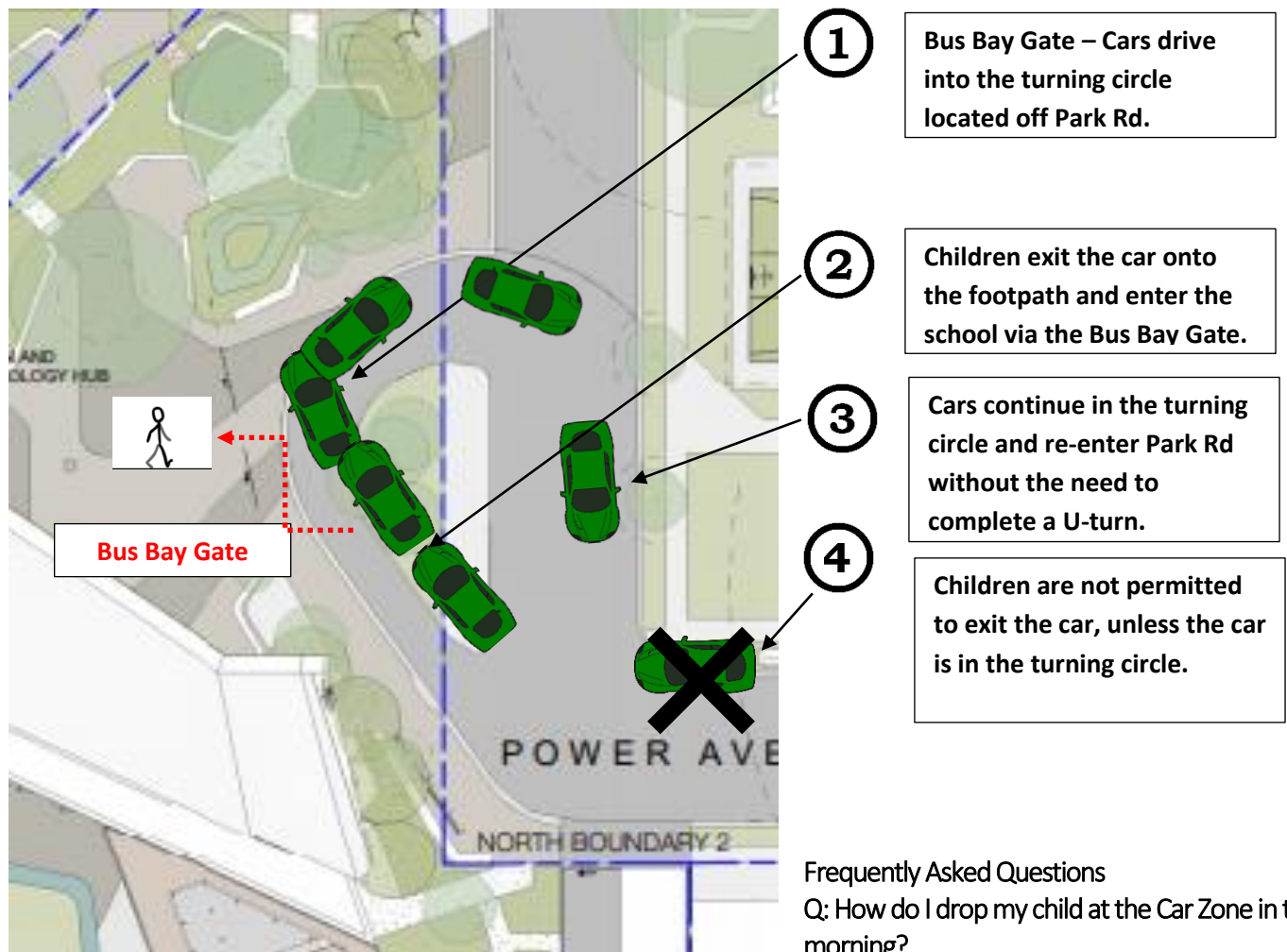
<https://www.mindyourmate.org/>

If you would like to check out The Matilda Centre and the research they conduct, please click here:

<https://www.sydney.edu.au/matilda-centre/about.html>

Alexandria Park Community School Morning Car Drop Off Procedures

To ensure the ongoing safety of students, parents, local pedestrians and staff, we are introducing the following Car Drop Off Procedures. These procedures will ensure the smooth drop off of children each day and significantly reduce the risk of injury.



A: Pull into the Car Zone and ensure your child only exits the vehicle on the kerb side. You must remain in your vehicle. You can wait until you see your child enter the school gate.

Q: What if the Car Zone is full, can I double park and queue until a space becomes available?

A: No, double parking is prohibited. You must stay in the flow of traffic and proceed to the car zone to drop your child at the bus bay gate. Do not let your child jump out of the car in an effort to skip the queue. This is dangerous behaviour and as well as putting children's lives at risk, it blocks the vision of other drivers and obstructs the flow of traffic.


Guiding children's growth

Newsletter

A warm welcome from Camp Australia

A very warm welcome to everyone, and a special welcome to families new to the school and to Camp Australia. For those who know us, Camp Australia may look a little different than you remember, but we are still here to provide a supportive **outside of school hours space** for children to play, connect, learn and grow through engaging experiences.



Your OSHC.

Introducing Your OSHC by Camp Australia, our tailored Before School, After School and Pupil Free Day experiences. At *Your OSHC*, we aim to inspire your child to grow into who they want to be. They can enjoy intentional experiences guided by our engaged educators, so all children can learn, grow and have fun.



Welcome

We are glad to see all our returning families in 2021, and welcome all the families joining us for the first time. We look forward to providing a safe and welcoming space for all children to learn and grow!

Activities we're running over the next 2 weeks:

We will be focusing on learning about and developing healthy habits when it comes to looking after our bodies, our emotions and our minds. This will include:

- Connecting with our community through art
- Physical activity games and challenges
- Dadirri and handling difficult emotions



It's free to register

To attend our program, you must register your child. You can register an account with us at pp.campaustalia.com.au or by downloading our Camp Australia smartphone app from the Apple App Store or on Google Play. Once registered, it's easy to make bookings and manage your account.




What's on this term

- Rocketeers Launch
- Virtual Parent Information Sessions
- Handball Championships
- Plus more to come!

CHESS CLUB AT APCS



Level 1 30A George St, Burwood 2134
Office: (02) 9745 1170

CHESS!!

Learn to be a chess champion! Coaching for students at Alexandria Park Community School (Junior) is held on:

Intermediate: Wednesdays from 3:10pm to 4:10pm, starting on 3 February 2021

Beginner: Wednesdays from 3:10pm to 4:10pm, starting on 3 February 2021

Learning and playing chess helps children develop their logical thinking and problem solving skills, improves their concentration and focus, while also being a great source of enjoyment. Activities include group lessons on a demonstration chess board or interactive whiteboard, puzzle solving and fun practice games.

Students earn merit awards by making checkmates, or by displaying skills and positive qualities, which all good chess players strive to develop.

If your child is interested in taking part, you can collect an enrolment form from the school office, or email enrol@sydneyacademyofchess.com.au for a copy. For all enquiries, please contact Sydney Academy of Chess on (02) 9745 1170.

YOGA AT ALEX PARK

Vees Little Yogis at Alex Park

Yoga develops inner awareness. It focuses your attention on your body's abilities at the present moment. It helps develop breath and strength of mind and body. This is why at Alex Park we LOVE to run yoga sessions once per week in the morning.

Students do not need to worry about bringing a yoga mat as we have plenty of spares available for students to use.

When: Wednesday mornings

Start and Finish: 7.15am – 8.00am

Where: WG-PERF 1

We look forward to seeing you there.





Enter Now!

2021 Harmony Day
Poster and Song Writing Competitions

Theme:
'Harmony - Everyone Belongs'

Poster and Song Writing Competitions

Prizes will be awarded in two categories:

- Secondary (Year 7 – Year 12); and
- Primary (K - Year 6)

Poster Competition Prizes

In each category the following prizes are awarded:

- State Winner \$500
- Regional Winner \$150
- State Winner's School \$500

Song Writing Competition Prizes

In each category the following prizes are awarded:

- First Prize \$300
- Second Prize \$150

Closing Date

2 April 2021

Entry Forms and Competition Rules

Are available at:
www.movingforwardtogether.org.au

Prize Giving Function

Will be held at the NSW Parliament House
(Date to be advised pending Covid-19)

Certificate of Participation

Every entrant will receive a Certificate of Participation

More information from:

Web: www.movingforwardtogether.org.au

Email: poster@movingforwardtogether.org.au

song@movingforwardtogether.org.au



Winning posters from 2020

What works best: 2020 update



Overview for parents and carers of primary and secondary school students

NSW public schools are committed to ensuring that how we teach your child is based on what we know makes the biggest difference to their learning.

In March this year, the NSW Department of Education released an update of some of the most significant research into effective teaching. This report is called 'What works best: 2020 update' and outlines eight evidence-based practices that teachers can use in their classrooms to support improved student learning. It is likely that the 'What works best: 2020 update' will inform the teaching and learning in your child's school.

Below is a summary of the eight 'What works best' practices for effective teaching, including some conversation tips to help you support these practices at home. We suggest that you use just one set of questions at a time with your child.

You can find the 'What works best: 2020 update' publication, together with other evidence-based resources for schools, at education.nsw.gov.au/about-us/educational-data/what-works-best-2020-update

1. High expectations

Students learn best when teachers have high expectations. Having high expectations means that teachers work hard to gain students' interest, encourage them to learn new things, provide help when they need it, are clear and consistent about how they want students to behave and learn, and vary the way they teach to meet students' needs.

Check in with your child

- For primary school students: Did you try something new today? What was it? How did you go? How do you feel when you're learning something new?
- For secondary school students: When you are asked to do something in class, how do you know what standard of work the teacher expects?

2. Explicit teaching

Students learn best when teaching is explicit, especially when learning something new. Explicit teaching involves teachers clearly explaining to students why they are learning something, how it connects to what they already know, what they expect students to do, how to do it and what it looks like when they have succeeded.

Check in with your child

- For primary and secondary school students: Tell me about something you learnt today. Did you find it easy to learn, or did you need to ask a few questions? How could you tell when you 'got it'?

3. Effective feedback

Students learn best when teachers provide them with effective feedback. Feedback that is effective is constructive, detailed and specific. It focuses on how students performed on a particular task, and is clear about where mistakes were made and what needs to happen to improve in future.

Check in with your child

- For primary and secondary school students: When you're learning something new, how do you know if you're on the right track? How do you know what you can do to improve next time?



4. Use of data to inform practice

Students learn best when teachers use data to confirm where students are up to in their learning and to plan what to teach next. Data is any form of information that helps teachers to do this. Data can come from a range of places, including class quizzes, student answers to teacher questions, samples of students' work and formal exams.

5. Assessment

Students learn best when teachers use high quality assessment. Assessment refers to the range of activities that teachers use to evaluate where students are up to in their learning. It includes formal activities such as exams and surveys, as well as more informal activities such as asking students questions and evaluating samples of their work.

Check in with your child

- For primary school students: How do you show your teacher what you know and what you can do?
- For secondary school students: Your teacher needs to understand where you are up to in your learning, so that they know what to teach next. How do you show your teacher what you know and what you can do?

6. Classroom management

Students learn best when teachers manage their classrooms well. Classroom management includes the broad range of things that teachers do to encourage a safe, positive and stimulating learning environment for their students.

Check in with your child

- For primary school students: Are there rules or expectations you need to follow in your classroom? Can you tell me a few? What happens when you work hard to follow them? What happens if you don't follow them?
- For secondary school students: Does your school have school or classroom rules or expectations? Can you name a few? What happens when students follow them? What happens if students don't follow them?

7. Wellbeing

Students learn best when they have a high level of wellbeing. Student wellbeing is a broad term that includes good mental, physical and emotional health, feeling supported in learning, building healthy relationships and having a strong sense of meaning and purpose. Teachers can support students' wellbeing by:

- creating a safe environment
- helping students to feel that they belong
- valuing their opinions and perspectives
- encouraging them to be interested in learning
- helping them to manage their emotions
- helping them to develop positive relationships with teachers and other students.

Check in with your child

- For primary and secondary school students: How do you feel about school at the moment? Are there things that you find hard or challenging? Do you know what to do or who you can speak to if you're having a bad day or have a problem? Does someone look out for you at school?



8. Collaboration

Students learn best when teachers collaborate. Collaboration involves teachers working together with other teachers and experts from outside the school to improve their teaching. Effective collaboration is likely to include teachers planning lessons and teaching programs together, observing each other's lessons and giving feedback, and discussing and thinking about issues related to their work.

For example ...

High expectations at Aldavilla Public School

Aldavilla Public School attributes much of its success in improving outcomes for students to a focus on high expectations. The students are constantly reminded that they can be whatever they want to be. One way that high expectations are encouraged at Aldavilla Public School is through setting goals. Students are expected to be working towards learning goals that are achievable, and staff are constantly encouraging students to push themselves to reach their next goal.

The school also encourages high expectations by taking a whole-school approach. For example, every class follows exactly the same behaviour management system. Student-teacher relationships are also a priority. All teachers make an effort to get to know students and show that they care about them. This can be achieved by doing things as simple as asking what students did on the weekend, or knowing who a student's brothers and sisters are.

For example ...

Use of data to inform practice at Concord High School

The mathematics faculty at Concord High School studies their HSC data each year and uses the results to plan their teaching programs in Years 7-11. The head teacher of mathematics explains: "We have a really good look at the questions students got wrong and we try to re-program based on things that the kids have got wrong. For example, our students were struggling with 'significant figures' in the HSC so we've now brought significant figures into Year 7. That means they have six years where they can see that they can round to significant figures, and now it hasn't been an issue."

Sometimes the re-programming involves changing the order of topics during the year so that students have more opportunities to apply their knowledge and understanding of these concepts throughout the year. The head teacher of mathematics continues: "Our students were doing really badly with probability. We had a look at our programs and probability was something we were doing at the end of every year, so we've moved it around a little bit so they are seeing it earlier in some years."

FREE

ONLINE HEALTHY LIFESTYLE PROGRAM

**Are you looking for healthy lifestyle support
and motivation for your teen?**

www.thinkeatandmove.org

1800 899 736

TEAM is a healthy lifestyle program for teenagers and their families.
Learn about nutrition, physical activity and behaviour change in a fun way, empowering young people to make long lasting healthy changes.
The TEAM Program is free for young people in Central and Eastern Sydney.

THE 8-WEEK PROGRAM INCLUDES

Fun, interactive online learning sessions, weekly phone calls with a health coach, weekly goal setting, rewards and practical resources (including a free fitness tracker!)

Designed by dietitians, exercise professionals and health psychologists to acknowledge young people's growing independence to create healthy habits.

Visit the TEAM website to find out more and sign up!

www.thinkeatandmove.org

Call **1800 899 736** if you would like to discuss if the program suits your family.