

APCS Newsletter

Term 3
September
2021

Alexandria Park Community School is on Cadigal Land

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1st Day of Term 4 is Tuesday, 5th October and will be a continuation of learning from home

SCHOOL CALENDAR

Date	What's Happening
Friday 17 th September	Last day of Term 3 for all students
Monday 4 th October	Labour Day Public Holiday – no School
Tuesday 5 th October	1 st Day of Term 4 – continuation of learning from home
Monday 25 th October	Planned return of face-to-face learning for Kindergarten, Year 1
Monday November 1 st	Planned return of face-to-face learning for Year 2, Year 6, Year 11
Monday November 8 th	Planned return of face-to-face learning for Year 3, Year 4, Year 5, Year 7, Year 8, Year 9, Year 10

PRINCIPAL'S REPORT

Hi Alex Park Community. Here we are at the end of Term 3. 10 weeks of learning from home. What an unusual Term 3 we have had. It has been challenging for all families – student and staff families alike. Thank you to every student, parent, carer and staff member for your ongoing support of and commitment to our great School.

We're happy to say that together we made it through what has been a constantly-changing and sometimes difficult Term. I know everyone has faced different challenges at different times through the Term.

I hope everyone enjoys a break over the holidays and is looking forward to the COVID-safe return to School that we are planning for in Term 4. Please read through the following updates before the start of the School Holidays and don't hesitate to reach out for support or with any questions.

Students will return to face-to-face learning with NSW Health-approved COVID-safe [Level 3 plus](#) settings on School sites in the following order:

- From 25th October 2021 – Kindergarten and Year 1
- From 1st November 2021 – Years 2, 6 and 11
- From 8th November 2021 – Years 3, 4, 5, 7, 8, 9 and 10



The return to School roadmap is subject to change depending on new information expected through the Public Health Order and additional advice from NSW Health. You can stay up to date with the most recent advice on our [Advice for families page](#).

Vaccinations for students aged 12 years and over

Young people aged 12 years and over are now also eligible to receive the COVID-19 vaccination. You can [book in your children for Pfizer now](#), or Moderna from Monday 20th September. Vaccination appointments are available at more than 3,000 locations across NSW, including GPs and pharmacies. More appointments will become available as supply increases, so keep checking for new appointments in the coming weeks.

Learning from Home

For families continuing to learn from home, [the learning from home page](#) has a wide range of curriculum-based activities to further support your child's learning, if needed. Thank you again for your understanding and support. We hope you and your family enjoy a safe and very well-deserved break over the holidays. Please take some time over the break to check out our [wellbeing resources for students and families](#). You'll find useful tools for mental health and Term 4 preparation.

Please do not hesitate to reach out if we can do anything to help you and your children to prepare for Term 4 or if you have any concerns about the return to School. I will be in touch again soon with further information and any updates for you and your children.

Last day of School for Year 12

Friday 17th September is the last official day of School for our Year 12 students. Yes, they have had a challenging time over their senior years with the impact of COVID and learning from home. As a cohort they have demonstrated an ongoing commitment to their studies, their goals and the support they have shown each other. However, there is so much this fine group of young adults have contributed to our School over their years as students of Alex Park. Many of our class of 2021 are high achievers – in academics, in sport, in leadership and in community service. They have travelled with us over the recent years of the redevelopment and carry with them the unique experience of having had classes on the junior campus, the senior campus in pop-up 1 and pop-up 2 and now in Phase 1 of our redevelopment. In Term 4 they will continue to work closely with their teachers in ongoing learning and preparation for the final HSC exams. I know we all wish them our very best now and into the future. Year 12 we are so proud of you.

Thanks to the Alex Park P & C

Our P & C organisation is one our School can be very proud of. At each P & C meeting the members are always working to make the word "Community" an authentic reality. Most recently, with thoughts in their minds of many of our families doing it tough during the lockdown restrictions, they have been able to provide high quality frozen meals for those in need of a break from shopping and cooking. Families in lockdown, families of essential workers, families experiencing some financial worries, families in our Community Centre and at Wunanbiri. Staff including myself have so appreciated being able to reach out to our P & C for some support through their frozen meals drive. A shout out to Neil Morris and Craig Nicholson for being available after school on Thursdays and Fridays to get the meals into the hands of families and also for contact deliveries to homes.

An exciting new partnership – get a 5% discount online from the South Eveleigh Supermarket

Much thanks to our P & C and partners at South Eveleigh, Mirvac and Romeo's Retail Group. Some help with our grocery bills for Alex Park families. For your families to receive the 5% discount off all online purchases through the online South Eveleigh Supermarket go to – <https://southeveleigh.shop.romeosonline.com.au/>. Enter the code APCS5 at the checkout when prompted for a coupon code to receive the 5% discount off purchases – some T&C's apply.

NEW STAFF INFORMATION – School Administration Officer

Name: Merlin LLehdey

Academic Qualifications & Institution: Cert IV Fine Arts & Cert II Design Fundamentals – TAFE.

Teaching experience: Have written several teaching units.

Other employment experience): Manager at Basement Books.

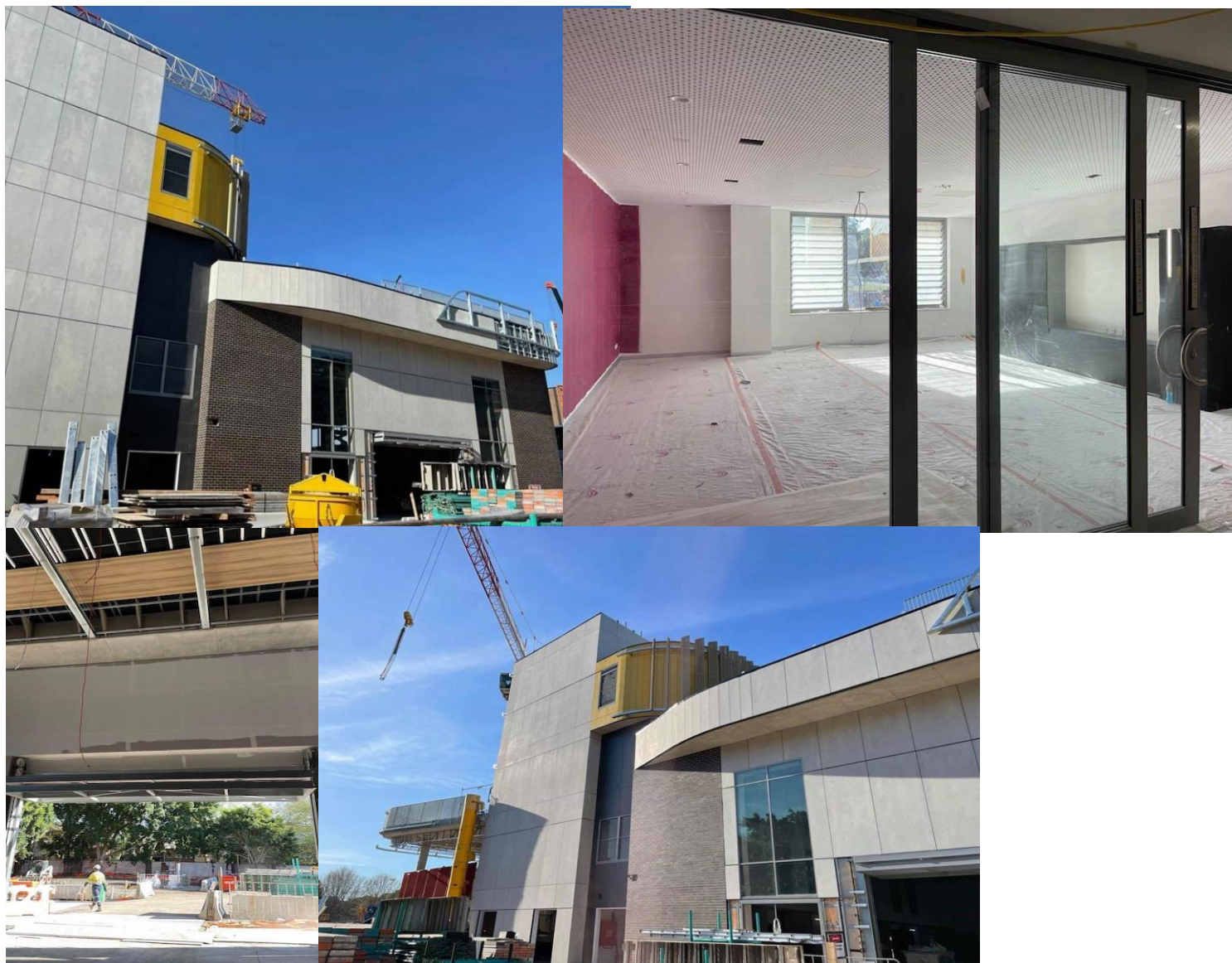
Beliefs/goals in relation to teaching, learning and student achievement: Learning should never be boring.

First impressions of Alex Park – I love Alex Park! I come from a Distance Ed school so seeing students everywhere is a new and fun experience.



SCHOOL REBUILD UPDATE

Consolidation of the School site has progressed steadily over the last month or so. The overhead crane has been dismantled and the external works of our latest building named in Gomberee Language, “Mujmoonah” (Forest Red Gum) is progressing. The internal fit out in the Mujmoonah is well underway as it is in the much anticipated, Denzil (hall and indoor sports court). Once completed, the vast multi-purpose space of the Denzil will accommodate seating for a thousand students and provide the school with a venue that can provide for a variety of indoor sports and school functions. Ground works have commenced with the early installation stages for the synthetic sports field (Getiela) and further areas prepared for landscaping.



HOLIDAY ROAD SAFETY MESSAGE

Spring school holidays and warmer weather make it a perfect time for children to get out and about riding bikes, scooters and skateboards, walking, running and playing.

The freedom and fun they'll feel is fantastic for their mental and physical wellbeing.

Help keep them safe by:

- joining in their fun and closely supervising when near the road traffic environment
- maintaining public health orders and social distancing requirements of the area you live in
- role modelling safe road user behaviours as a pedestrian, passenger, rider and driver at all times
- wearing bright coloured clothing so other road users see you more easily
- playing, walking and riding away from the road - checking and maintaining bikes and wheeled devices before use - correctly wearing helmets when riding, skating or scooting.

DEPUTY PRINCIPAL'S REPORT

As you are aware, it is Week 10 of Term 3 and holidays are finally here! Nobody could have predicated that we could have spent a whole Term learning online at the commencement of this Term. Although this Term has been very challenging and stressful at times for everyone within our community, there have also been many highlights and achievements as well as demonstrations of strength and resilience from our School community.

I have felt so proud of the students who have continued to engage in Zoom lessons, and submit quality work samples as evidenced in this Newsletter. I have also been extremely proud of our Teaching and Administration Staff who have been working cooperatively together to also make sure the students who are learning from paper booklets receive their work each week. Teachers are always extremely happy to receive work that has been submitted by our families on paper and online.

Over the last two weeks, our Teachers have been planning for a combination of online and face-to-face learning in Term 4, and we hope to send out Stage letters in the first week of Term 4. We are very excited about the proposed staged return to face-to-face learning beginning on October 25th (Week 4) for our kindergarten and Year 1 students! Years 2 and 6 are scheduled for November 1st (Week 5), followed by Years 3, 4 and 5 on November 8th (Week 6). We will of course have more detailed information in regards to this closer to those dates.

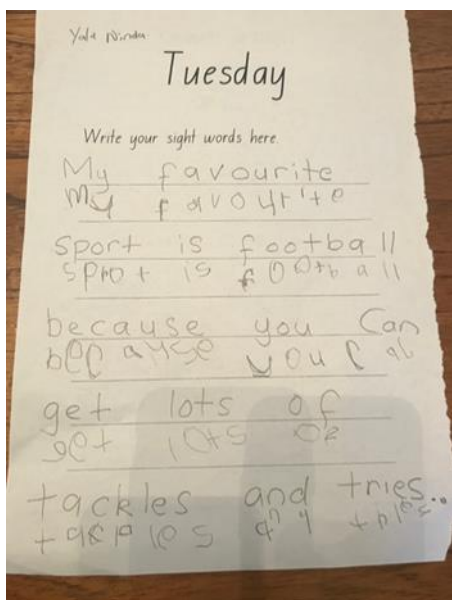
A reminder for any families who have a child starting in Kindergarten at APCS in 2022 to enrol their child as soon as possible. Please contact the office, and ask for Amanda so she can prepare your enrolment package.

If your child is in Year 6 and coming to APCS for High School next year, can you please ensure you have returned your paperwork. Please ask for Joasia if you need any help. In Term 4 we will also be asking parents to notify us if they are planning on changing schools in 2022 as we are beginning to plan our 2022 classes.

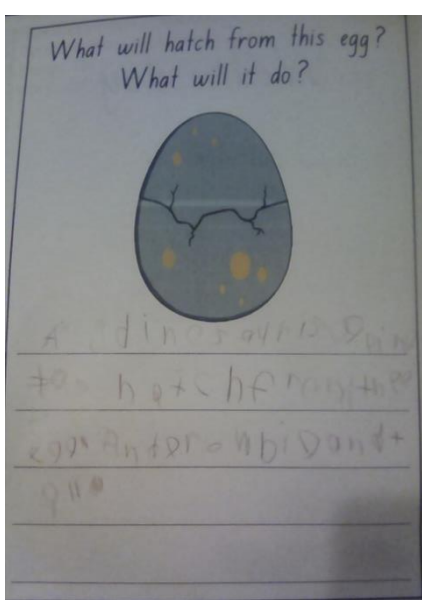
I hope everybody has the opportunity to relax and enjoy some quality family time in the Spring weather, and look forward to seeing everyone online and face-to-face at some point in Term 4. Please stay safe and look after each other. Mrs Lade.

EARLY STAGE 1 (KINDERGARTEN) NEWS

Kindy students have been doing an amazing job practising and improving their writing skills while learning from home.



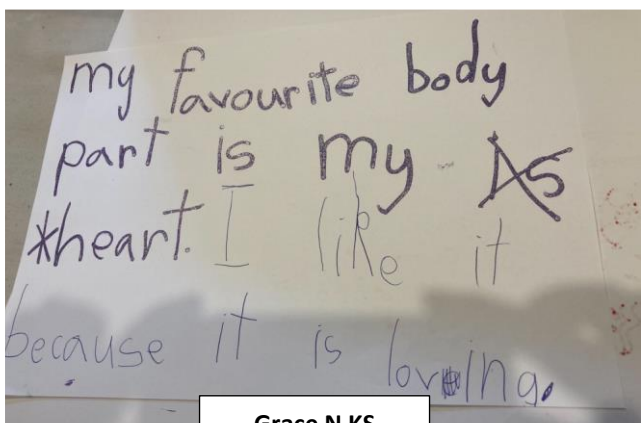
Antonio KS



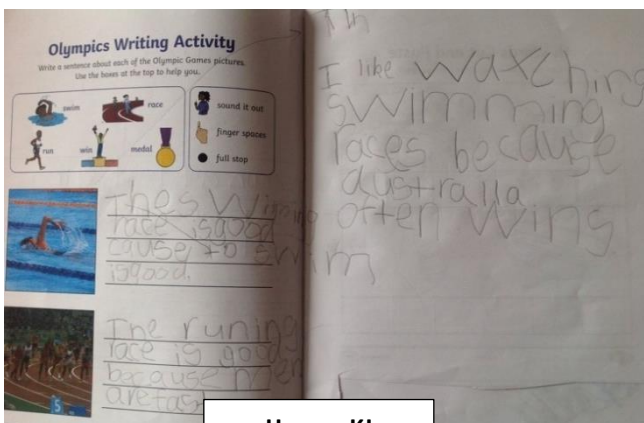
Charlize KJ



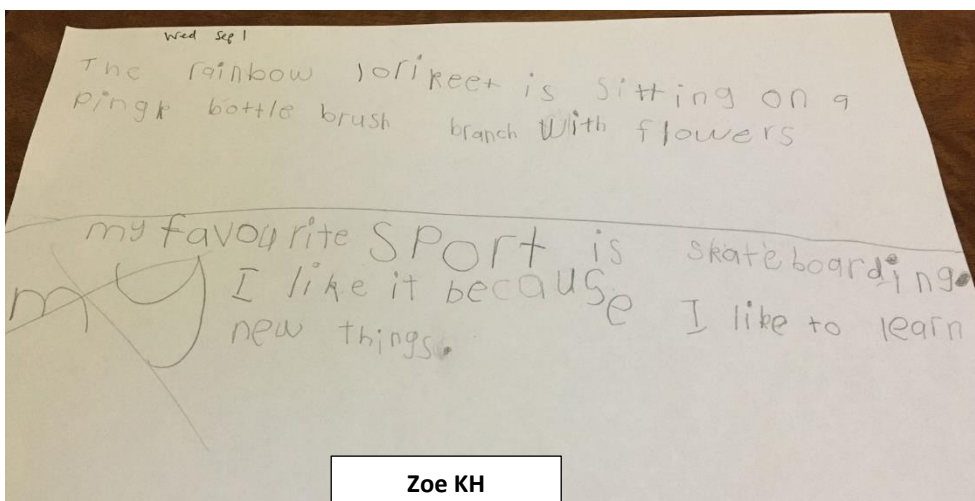
Elliott KA



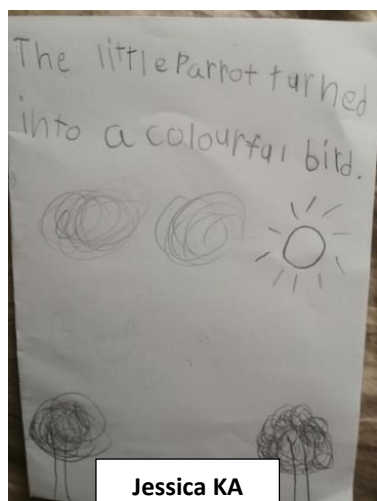
Grace N KS



Harvey KJ



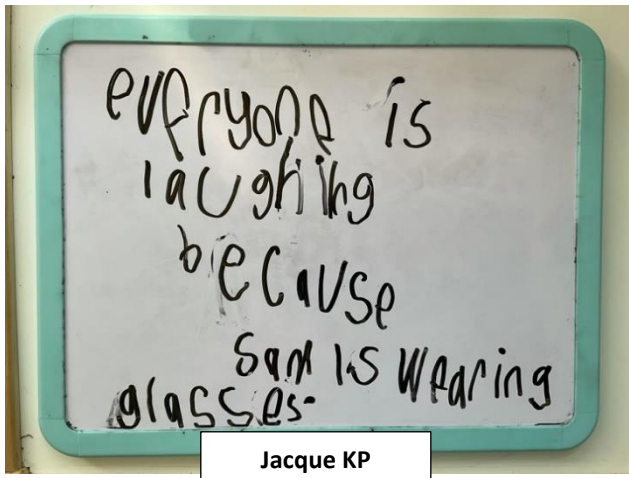
Zoe KH



Jessica KA



Sidney KH



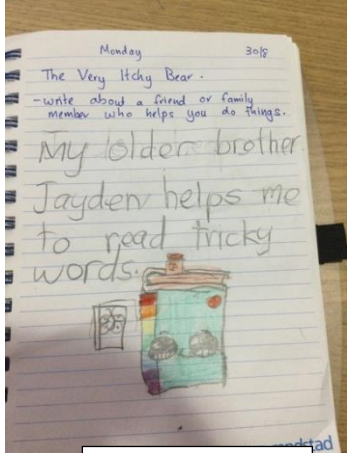
Jacque KP



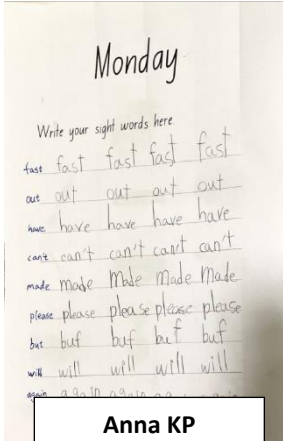
Michelle KS



Leif KS



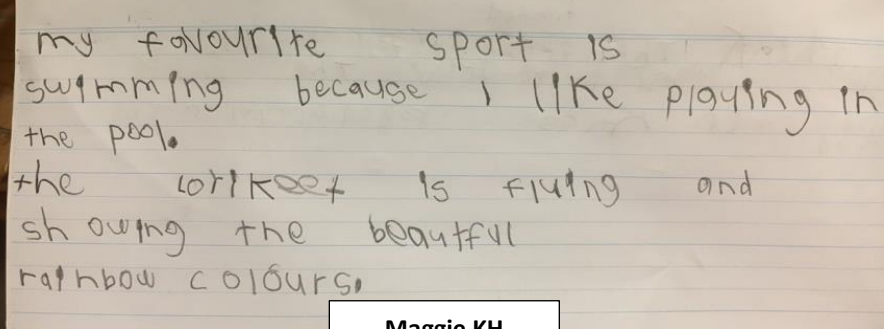
Megan KA



Anna KP



Noah KJ



Maggie KH

Look at our wonderful kindy writing!

MISS VANGARDEN LOVES TO DRSS UP!

Crazy Hair Day



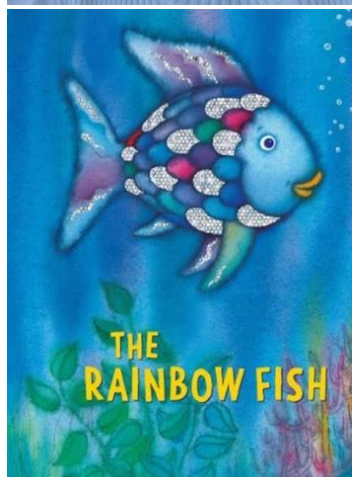
Olympic swimmer



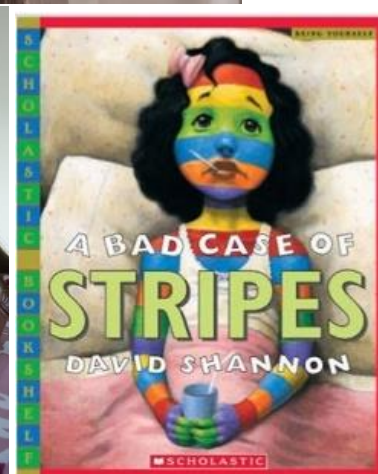
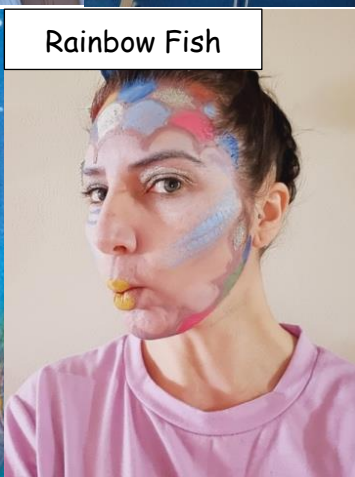
Scientist



Rainbow Fish



Camilla



Miss Frizzle

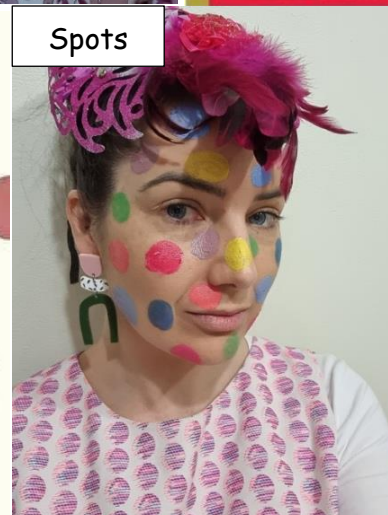


SPOTS

One bird's search for the perfect plumage

Helen Ward

Spots



STAGE 1 (YEARS 1&2 NEWS)

In English, students have done some excellent work in learning to read and write informative texts. They have studied different types of animals and developed fact files by selecting key information from texts. They have created diagrams and their own texts by using key facts from their research. Students have also been reading stories and completing activities on Active Learn. Edie is completing one of her activities on Active Learn. She is making a shell fossil!



In Maths, students have shared some amazing work. They have been investigating the mass of objects, the volume and capacity of containers, chance and number patterns in practical activities.



In Science, students had to design and make their own zoo to keep a range of animals. Lukas designed a monkey enclosure using recycled materials.



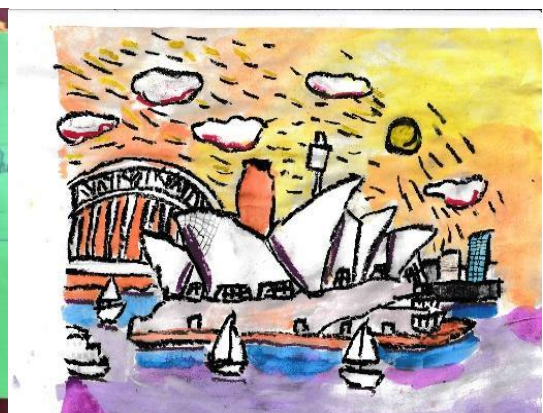
All of the class teachers are incredibly proud of all of the work that students have created. We'd like to thank our wonderful parents and carers for your ongoing support and shared commitment in helping students with their classwork.

STAGE 2 (YEARS 3&4) NEWS

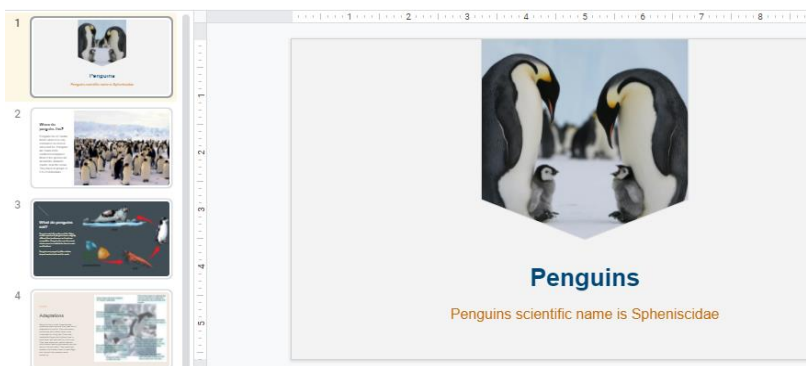
Stage Two has been producing some exceptional work during Home Learning and the teachers have been amazed by the effort and support from the students and parents. Students can be proud for demonstrating our School's Positive Behaviour Values in the Zoom sessions and participating actively as safe, respectful learners online. Here are some happy snaps of our Online Learning.



Atticus's Lego invention Rienn's Presentation on Biomes



Joa's artwork



JB's presentation on Biomes



Happy Birthday Bernardo! Thank you to Theodora for making him a special cake via Zoom!



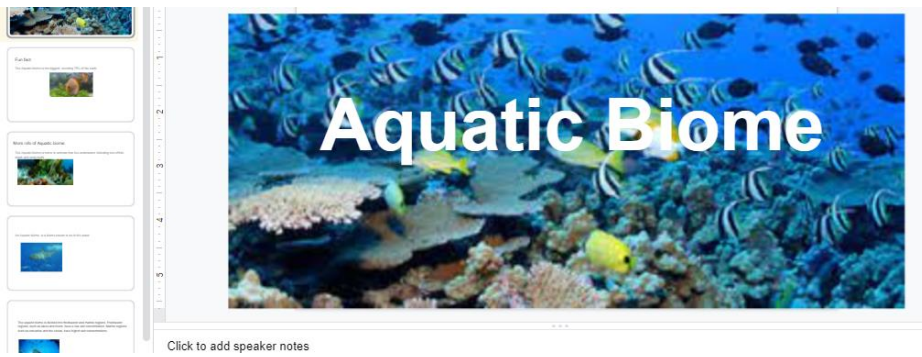
3/4M's Number of the Day



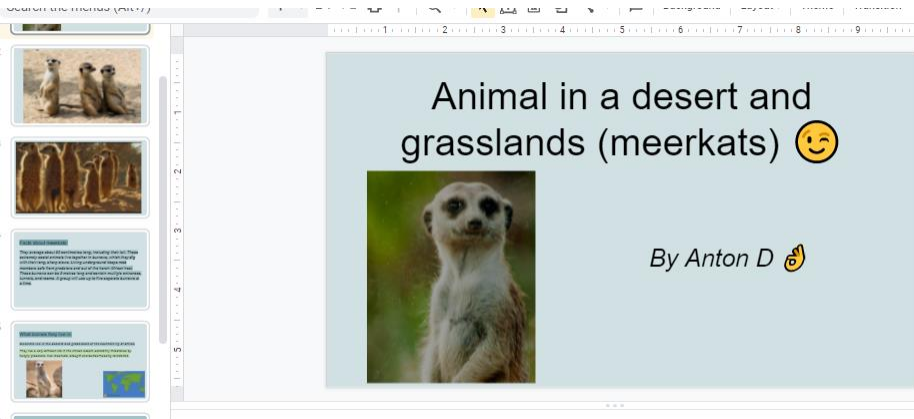
3/4A have been producing outstanding work, so creative!



Emujin's doing those important stretches!



Max's presentation on Aquatic Biomes

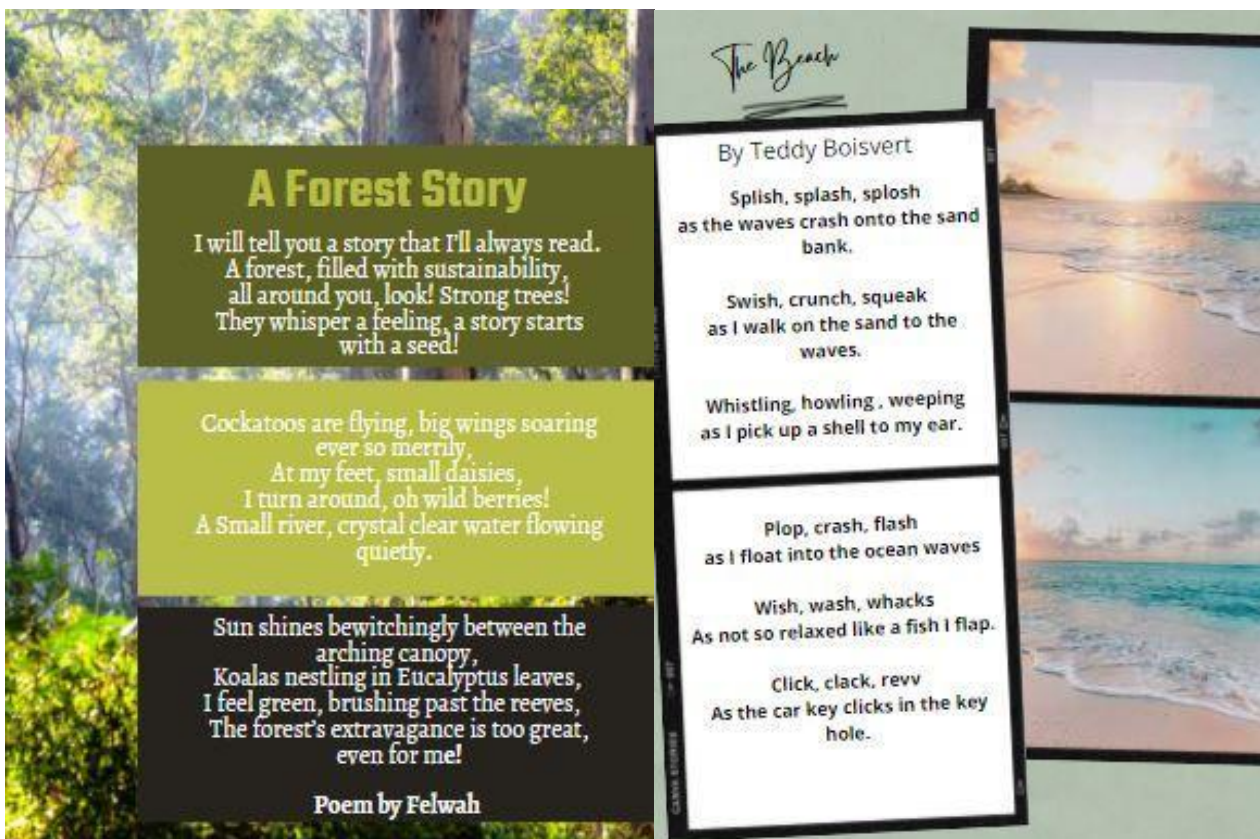


Anton's presentation on Meerkat's desert and grassland habitats.

Red Room Poetry Competition

Some of our students in Stage 2 have been participating in the Red Room Poetry competition. This year's theme "Poem Forest" asked the students to connect with nature and explore the themes of biodiversity, ecosystems and sustainability.

"I want to congratulate all the students that participated, their hard work and dedication to this project has resulted in inspiring poetry. Well-done!"- Ms Hill.



The Glorious Sun

By Darren

THE SUN RISES WITH ITS BEAMING GLORY,
EVERYDAY IT STARTS WITH A NEW STORY.

THE CHIRPING OF NIGHTINGALES,
THAT TELLS OF THE BIRDS' TALES

THE SOUND SO SWEET,
THE WARMTH OF THE PLEASANT HEAT.

NATURE IS HERE AND SO IS THE SUN.
IT SAYS, THE DAY HAS JUST BEGUN!



THE BIRDS BY MATTEO ALEXANDER

The day I strolled into the forest,
I discovered something peaceful and sublime.
A whole canopy of parrots all singing
on a pine.



I went to take a photo but I knew it
wasn't right.
I went to keep on walking, it was a
shame to leave the sight.

It was peaceful and calm,
I sat against the tree without my
headphones in,
I closed my eyes, listening to the birds
begin.
And just like that, I escaped into my
internal universe,
Where all I could hear was their
twittering verse.



I wanted to stay there forever.
But when I finally opened my eyes,
The bird had flown up in the sky.

Since that day, whenever I am outside,
the only music I seek is the singing of
the birds.
Soaring, singing their language and
words.

FLAMES

By Saumya Barman, Age 9

*The specks of ash dance around,
the trees are crumbling.
The singed leaves float aground,
black ash, they becoming.*

*The animals are dashing,
fear in their hearts.
The smell of withering,
the devastating marks.*

*The homes are burnt down,
the fire rages with despair.
The flames taking the ground,
is just too hard to bear!*

Something worth Fighting for By Theodora

The air was ashy.
I stared blankly at the burnt remains of my
home.
We have nothing, my mother whispered.
Nothing, whispered my sister.
Nothing.

It had been nightfall.
A giant red monster chased us up our tree.
There was nothing we could do.
There was nothing they could do.
Nothing.

We are the last koalas, something worth
fighting for.
If we die, there is nothing to replace us.
What will be next?
What will you have left?
Nothing.

STAGE 3 (YEARS 5&6) NEWS

We're so proud of our students' hard work and innovation shown over the past Term. Here's a few examples of their excellent work.

English

Students have been learning about poetry this Term and how to express themselves through words. Recently, they wrote a 'slam poem' about an issue or problem that they would like to fix.

Here's some examples from a few Year 5 students:

Education

...is something that takes motivation.

And without motivation the world will never reach the next evolution.

Finding a question is hard but finding a solution is a celebration.

Education is a gift of achievement

It is not some kind of special addition.

It should be in reach of all children's location no matter rich or poor, girl or boy.

I have stated my opinion but what about your perspective of evolution?

Is it difficult to put in words of explanation.

Or is it a statement of demolition?

Or millions of puzzle pieces refusing to join, link and click together?

Whatever it is it leads to your evolution of education,

A new and different definition of education. (Keika)

Money

Why money?

What is money except a cold hard piece of paper?

Coin, a cold piece of metal that exists in our back pocket.

Money, money, money.

Why money?

What is money except a cold hard piece of paper?

That some don't have.

Come on people, it's the 21'st century and we have cars that drive themselves.

We have a computer that calculates a billion calculations a second in your back pocket.

Next to the cold pieces of metal, that we call coins. (Mikey)

The world

Why can't everything just be fine

If other realities exist?

We surely got the worst timeline.

Evolution has come so far, and yet not far enough.

Why the heck is our society so corrupt?

I'm sick of all the hate.

All the things that we do that bring us closer to our fate!

And the fact that no one does anything about it is society's worst trait!

I'm really quite tired of it.



What we need to do is,
We need to take these problems to the government
And shove it in their face!
Until these problems are erased!
For example,
Why are people still getting judged by their race?
It's the twenty-first century
We shot a car into space!
What the heck is in the ocean?
It's all junk and plastic!
And the public knows this.
But barely anything has changed because the public is too unenthusiastic!
What have we done to this planet?!
We didn't plan this!
But we've already begun it!
I can't take this anymore.
The planet is dying,
When it's the biggest thing we should care for! (Aden)

Geography

We were lucky to have Kim from 'Blue Dragon Children Foundation' give a series of webinars to our students. Kim shares stories about livelihoods of children in Vietnam, and how the foundation support children and their families.

Our students engaged really well and it was clear they empathised with the aims of the Foundation. They also reflected on how they can make a difference in the world of those less fortunate.



6F UPDATE

6F have been playing a game of Wellbeing Bingo, completing activities such as: making leaf or flower crowns, finding out the Traditional Place Name of where we live, baking something from scratch, making art with flowers and leaves, naming 3 strengths about ourselves, and drawing self-portraits.



APCS PRIMARY Music Update

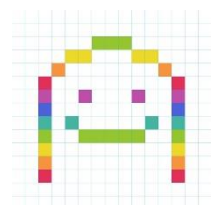
What a Term we've had in Music! LFH Music Zoom classes have been a big hit! Ms Campisi has never taught so many children in a music class before with over 180 students tuning into one group lesson in some weeks.

Throughout the Term, students have been learning about Instruments of the Orchestra. Lessons have included some singing, games, quizzes and even some outstanding student performances from our budding musicians playing their instruments at home.

Students have also been engaging the very popular Chrome Music Lab and Incredibox websites and sharing their compositions on the APCS Music Google Classroom. We have some brilliant composers in our midst!



We have been so happy to welcome back Mr Whipp from his paternity leave. He is back on board and coteaching the Music Zooms with Ms Campisi.



The Music Google Classroom has all the content covered this Term as well as a range of other resources including interactive websites, musical mindful colouring in sheets, warm

up song videos and lots more! Students and families may wish to access this over the holidays for things to do at home whilst we are preparing for our return to School.

The APCS Music Google Classroom code is: gf5yjgk

<https://classroom.google.com/c/Njc2MzM4MjAzMTNa?cjc=gf5yjgk>

[Don't forget to look out for our "ALEX FACTOR – Lockdown Edition" Showcase video which will be available for your viewing soon.](#) Ms Campisi & Mr Whipp.

NEWS FROM THE PRIMARY LIBRARY

It's been another busy month with home learning in the K-6 Yakka Taka! Our two biggest events included Virtual Book Week and the 2021 Premier's Reading Challenge!

2021 Virtual Book Week:

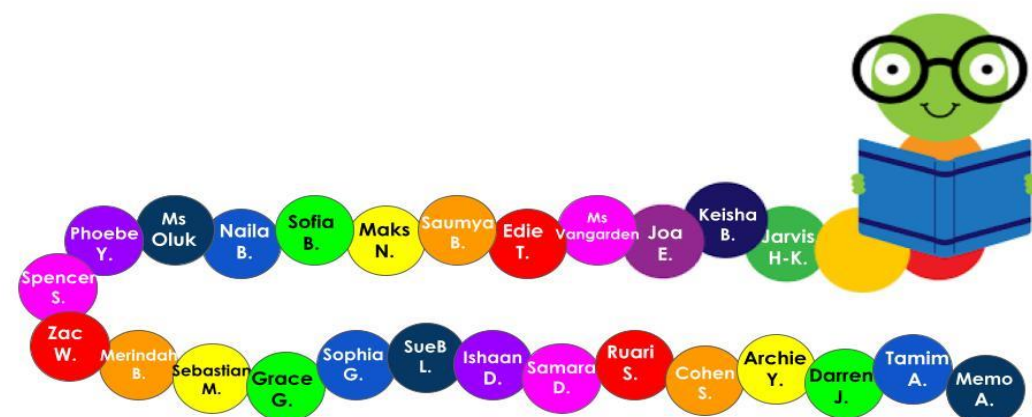
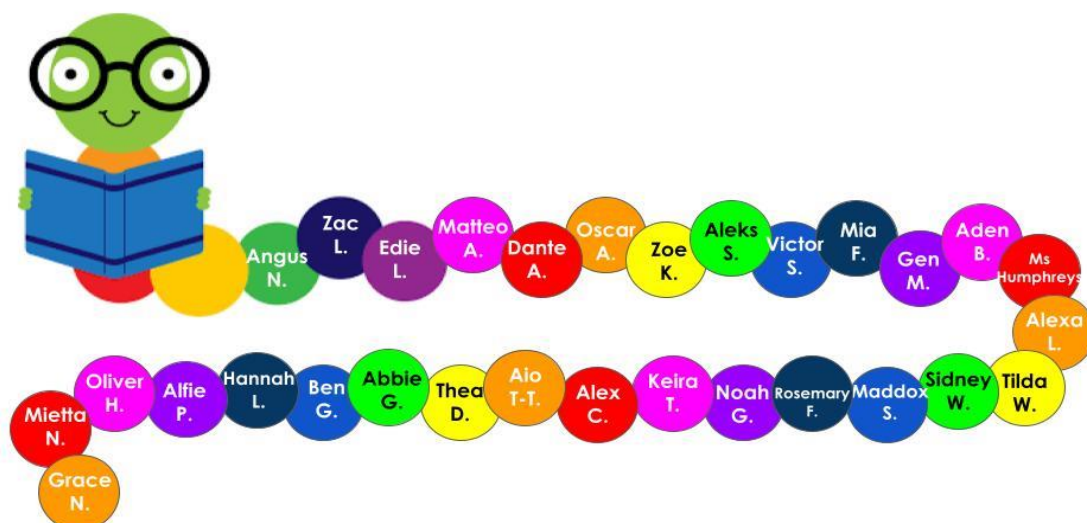
This was a HUGE week of competitions, fundraising, competitions and other activities! All participants should be very proud of their competition entries, costumes, participation in home learning plan activities, or simply reading a book or two over the week.

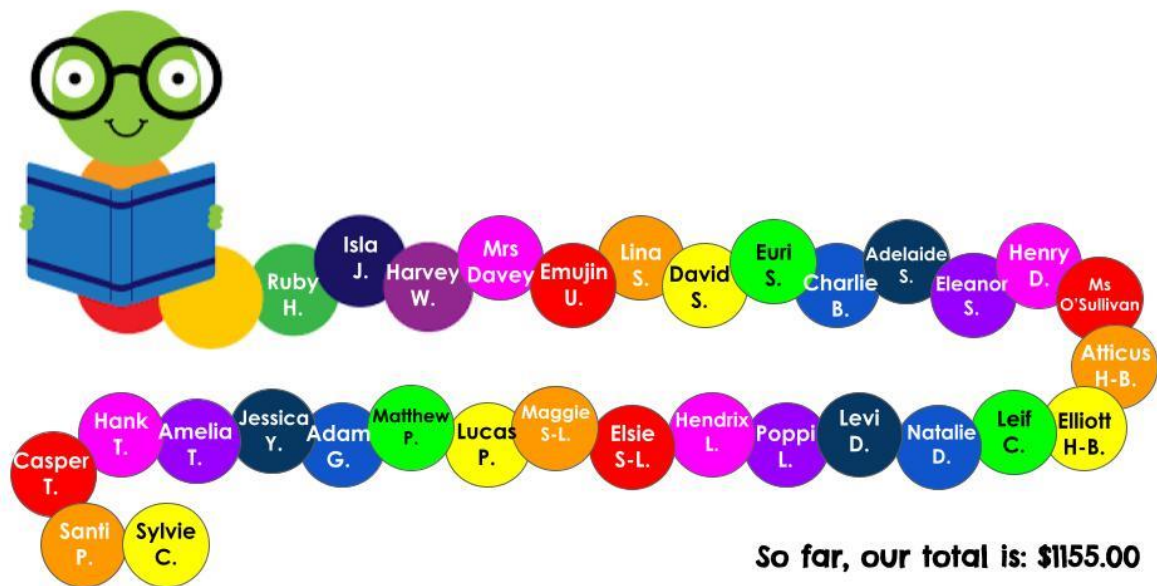
A reminder that **competition entry winners will be announced at the end of Term 3.**

We want to give a very large, very heart-warming thank you to everyone who donated towards our various subscriptions and helped our virtual bookworm grow this year! We are very grateful. For those families that are also set to receive a copy of our book, 'Alexandria Park Community School is on Gadigal Land: Welcome to Country'; these will be waiting at School ready to be collected when we are back on site.

Check out our bookworms below, or by using your DoE login to visit:

<https://sites.google.com/education.nsw.gov.au/apcs-k-6-library/home>





So far, our total is: \$1155.00

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2021 ALEXANDRIA PARK PREMIER'S READING CHALLENGE K-6

394

Number of students
who began the challenge
this year

306

Number of students who
COMPLETED the challenge
this year

★ That's....77%! ★

Students in Year 3-6 read and log their books independently. This year in each grade, we had:

12
(Yr 3)

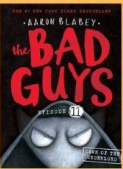

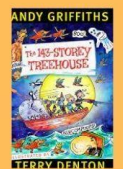

8
(Yr 4)

23
(Yr 5)

2
(Yr 6)

complete the challenge all by themselves...even with home learning!

Some of our most popular books included:

WELL DONE TO EVERYONE WHO PARTICIPATED IN THE CHALLENGE THIS YEAR! YOU ARE A READING SUPERSTAR!

2021 Premier's Reading Challenge:

We had a very positive response and level of participation in the 2021 Premier's Reading Challenge, even during home learning! Everyone who worked towards this challenge should be very proud of their efforts. Check out our infographic for some cool statistics! Happy reading!
Miss Ruschen

HIGH SCHOOL NEWS

DEPUTY PRINCIPAL'S REPORT

Year 12 Trial Examinations

I would like to congratulate all our wonderful Year 12 students for successfully completing their trial exams online. Congratulations must also go to their wonderful teachers and Head Teachers for creating and successfully running the exams under such challenging conditions. Over the next weeks they will receive valuable feedback from their teachers in preparation for the HSC exams.

Congratulations to our Year 12 students who have also submitted their HSC major works for Visual Arts and Design and Technology.

HSC Exam Timetable

NESA has released the updated exam timetable. The timetable can be viewed [here](#) on the NESA page. Students can log on to Students Online to view their personalised timetable. The exams will now start on Tuesday 9 November and finish on Friday 3 December.

Year 12 students are encouraged to continue to prepare for the HSC exams. All Year 12 students have access to the online program Edrolo. Via this program students are able to access videos, quizzes and summaries to help

consolidate knowledge for their HSC topics. Year 12 students also have access to past HSC papers through the www.educationstandards.nsw.edu.au website which is also a valuable part of preparation for the examinations. They are encouraged to complete as many past papers as they can and send their responses through to their teachers for feedback.

I would like to thank Ms O'Toole, the Year 12 Year Adviser for being on call at all times to help and support our Year 12 students.

Virtual Parent Teacher Night

A massive thank you to all our parents and carers who attended our first virtual parent teacher night for Years 8, 9 and 10. The teachers were very appreciative to all our parents who attended and loved the online format.

The feedback from parents and carers has also been very positive:

90.9% of parents strongly agreed or agreed that set a culture of high expectations for student learning and achievement.

95.5% of parents strongly agreed or agreed felt they were provided with feedback on how their child is meeting the course outcomes, completing the classwork and assessment tasks.

90.0 of parents strongly agreed or agreed that they found the online booking system via Sentral easy to use

77.3 of parents strongly agreed or agreed that they found the interviews held via Zoom efficient and easy to navigate

Other feedback or comments:

Amazing teachers and staff at Alex Park. Terrific Principal too. The lockdown education has been fantastic. Thank you, guys.

Amazing teachers doing an amazing job! Thank you.

I appreciate that it was a difficult day for the School and my thoughts were with you.

Easy to use, teachers were all fantastic, all empathic to current situation, great feedback, overall easy process via Zoom.

I'd be happy if these meetings continued using Zoom in the future.

The teachers gave thorough feedback and great advice going forward. Thank you.

Teachers are doing a great job during these difficult times - thank you.

Thanks for your work in these challenging times.

Thanks to all the staff and teachers for their support. Take care.

Thank you for the ongoing dedication of staff and teachers in this tricky time. Everyone was very positive which we really appreciate.

Very glad for the opportunity to get detailed feedback even during the current situation.

Was impressed by how well it went. You're amazing :)

Subject Selection for Years 8 and 10

Year 8 and Year 10 students have completed their subject selection. They will get confirmation of their subjects later next Term and will have the opportunity to make changes at the start of next year if they wish. I would like to thank Mr Waterworth and Ms Cantrell, the Year Advisers, for being on call to answer any questions and to help the students to choose the subjects best suited to their interests and needs.

Wellbeing

Some of you may have received a call or email from a classroom teacher, Head Teacher of subject areas, Ms Betar, our Head Teacher Wellbeing, our School Counsellors, Uncle Hilton or from myself. These calls and emails are part of our day to day response to support student learning and wellbeing. It is important that you look after your health and wellbeing and reach out to any of the people above if you need support. Ms Kasz has been creating wonderful physical activities to keep everyone active during lockdown and Ms Thomson has put together a wonderful Holiday Wellbeing Booklet that is filled with lots of awesome activities to keep you busy whilst in lockdown. The Year Advisers will post this booklet to the Year Group Google Classrooms and printed copies will be available from the Bunin.

Have a safe and relaxing holiday, take care of yourselves and make sure you get outside every day.

FROM THE JENLA TEAM

Fast-track Homework Zooms

This Term we launched Fast-track Homework Zooms to provide support for students who have difficulties or questions about their class tasks and assessments.

The Fast-track Zooms are optional and students can drop in at any time on Mondays and Wednesdays from 1:00pm-1:40pm. Ms Godby, Mr Guinness & Ms Thomson are regularly at these Zooms and work in breakout rooms with the students. We also have different educators attending these Zooms, including Tammy Cameron (SLSO) and Mr Swetman (Science).

If your child is experiencing difficulties, or just looking for some clarity with approaching or refining their tasks, please encourage them to drop in to the Fast-track Zoom.

SASS Recognition Week 2021



such a vital job assisting the teachers, our students and their families. The close bond, knowledge of each individual student and expertise in learning assistance and positive behaviour for learning is so appreciated and valued. All our SASS staff make such a difference when learning from home or at School and we could not do without you.

Online Fast Track

Open to all students 7 - 10.

Get help with your assessment tasks and classwork.



Monday and Wednesday each week

1.00 - 1.40pm

<https://nsweducation.zoom.us/j/63550339114>

Meeting ID: 635 5033 9114

Passcode: 148829



Select an assessment task or piece of work you need help with.



Mr. Guinness, Ms. Thomson and SLSOs will be available to assist you in small groups in breakout rooms.



Get help with how to start your work, develop your literacy and numeracy skills and get your work ready for submission.



Ask questions in small groups so you can get the help you need to succeed in learning from home.

This week is School Administrative and Support Staff Recognition Week, a time to acknowledge and thank the dedicated heroes in our public schools.

We would like to acknowledge all of our SASS Jenla members. To Aunty Deb, Uncle Hilton, Alex, Chris, Costa, Sharon and Tammy – you do

Spotlight on our SLSOs

In this newsletter, we shine a spotlight on Chris Eves.

Your name: Chris

What did you do in your previous life before becoming an SLSO?

Professional Sportsman (Rugby Union in New Zealand and Japan)

What are your hobbies?

Sport and exercise (Love to be outdoors and keeping active), music, reading and listening to podcasts, journaling, sunrise and sunset watching, photography, board or card games (very competitive), travelling (finding hidden locations) and experiencing new experiences.

What is something interesting that others may not know about you?

I am a proud Kiwi with Maori and Samoan heritage. I'm a very spontaneous person who lives in the moment. I have lived in four different Continents (6 different countries). NZ, USA, Portugal, Japan, London and currently living in Sydney, Australia. I count myself very lucky considering the current situation of this global pandemic (Covid-19) to have been able to travel to over 30 Countries including every continent except Antarctica. I also speak 8 different languages.

After losing my Father to suicide when I was 19, It became my main motivation and drive for everything I've done and accomplished in my life. After years of travel, self-discovery, determination and sacrifice at the age of 25, I finally got to fulfil my childhood dream of becoming a Professional Athlete and representing my Country in Rugby Union.

So now I want to be able to give back somehow by being a mentor to the younger generation by motivating students and helping them achieve their dreams. I believe working at a School, no matter what role it is, is the best place for me to do that. So, for me APCS is where I want to be.

What sport/teams do you support?

The All Blacks (Rugby Union), Wellington Hurricanes (Rugby Union), Israel Adesanya (UFC), NZ Warriors, Roosters and Manly (NRL), Players over teams in the NBA. Top 4 - Steph Curry, KD, Giannis, Luka (NBA) Manchester United and Benfica FC (Football), Chicago Cubs (Baseball), Kansas City Chiefs, New England Patriots (NFL), Vancouver Canucks and Chicago Blackhawks (Ice Hockey), Emma McKeon (Swimming).

How have you been supporting students during the learning from home period?

Daily check-ins with students online through Zoom meetings, Zoom Classes, emails and phone calls to home. Working with the teachers and asking what tasks the students could do to make LFH as easy as possible for them. I know this is a tough time for a lot of students and teachers so I feel like it's important to stay connected with each other whenever we can.

What inspires you?

Being in a position to be able to help others by giving whatever I can, especially to those who have not had the same opportunities I was given in my lifetime. Gratitude is also a huge part of my inspiration to do anything you choose to do. Being able to do everyday tasks, as simple as using my own two arms and legs for walking or exercise. Being able to see the world's natural beauty like the sky, trees and the stars through my own eyes is something I never take for granted because it can be taken away from you in one moment. So, I make the most of every day by doing as much as possible, as tomorrow is never promised.

What do you enjoy most about being an SLSO at APCS?

The kids are amazing. So many different personalities. Every day is presented with a new but exciting challenge. They keep me on my toes every single day.

What do you think it working well with the open learning spaces?

I think most teachers and students have adapted well to the open room style of learning, as I know this can get very difficult at times. Big ups to all the teachers that work in the open classes. You are amazing.

What is your favourite quote?

"Do what you love and you'll never work a day in your life"



HUMAN SOCIETY IN ITS ENVIRONMENT (HSIE)

Year 7 Geography

As the students undertake learning from home, the Year 7 Geography team have used this opportunity to take the students on a virtual journey through New Zealand. We have been focusing on using our knowledge of maps and geographical skills, to fly to Queenstown and look at the natural wonder of the world, Piopiotahi, or Milford Sound. (which is actually a fjord) and will continue through to other geographical wonders of New Zealand through focussing on our topic of landforms and water of the world.

Next Term we will also start to look at the many land and water-based hazards, continuing our focus on New Zealand, while examining how these hazards have affected the New Zealand community. I hope the students have enjoyed these virtual travels as much as we have.

Year 8 Geography

Year 8 have continued their fieldwork exploring and investigating the liveability of their suburb as part of our topic on liveability. Through their fieldwork students have considered the definition of liveability as a community that has affordable and appropriate housing, supportive community features and services, and adequate mobility options, which together facilitate personal independence and the engagement of residents in civic and social life. See below an extract from one of the many outstanding projects where students learnt to utilise Google Maps functions to develop a simple Geographic Information System (GIS).

Next Term we'll be studying "Interconnections", students focus on the connections people have to places across both locally and globally. Students explore how transport, information and communication technologies and trade link people to many places. They explain the effects of human activities, such as production, recreation and travel, on places and environments in Australia and across the world and investigate sustainability initiatives and possible futures for these places.

AIM

To investigate the liveability of the suburb of Maroubra and assess the features and facilities available to residents.

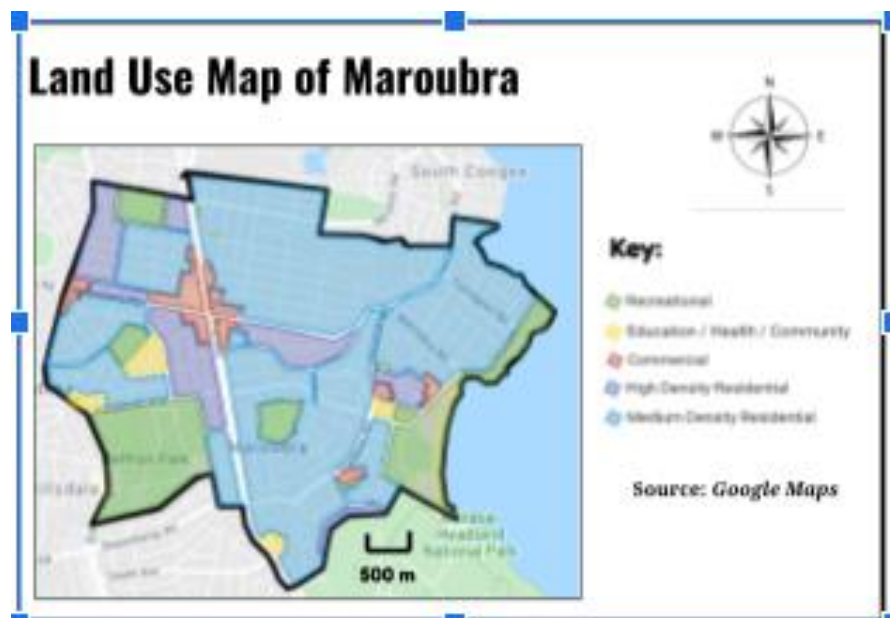
METHOD

Land Use Map

WRITE a paragraph that, "Describes the patterns and variation in the type of land use in your chosen suburb."

The above land use map portrays the suburb of Maroubra located in Sydney, NSW. Maroubra is located 10 km south of the Sydney central business district and is part of the Randwick City Council. This land use map portrays that Maroubra has an average population density with a mixture of both medium and high-density residential areas. The

high-density residential areas (i.e. apartments) are located close to the commercial areas, while the medium density residential areas (i.e. houses) make up the majority of Maroubra and their location varies throughout the suburb. Maroubra has over seven schools from K-12, including Maroubra Junction Public School and the famous French school; Lycée Condorcet. This suburb is well served by both recreational and commercial land uses. A number of parks with playgrounds and sporting fields are found here. Maroubra is also home to one of Sydney's prominent beaches; Maroubra Beach. Along the street of Anzac Parade, there



is a shopping centre called Pacific Square as well as several restaurants, cafes, hairdressers, a library and retail stores. Overall, this land use map evidently shows that Maroubra has a significant access to recreational, education / health / community and commercial land use as well as a good blend of medium and high-density residential areas.

YEAR 9 GEOGRAPHY

Year 9 have been writing reports to investigate the impact of changing biomes to produce food as part of our topic 'Sustainable Biomes'. Year 9 have selected a popular food product to uncover the alterations that have been made to the biome in order to maximise production. Through their research they have also looked at positive and negative environmental impacts of these alterations. In class we have been looking at loss of biodiversity, deforestation, water pollution which are all common environmental impacts of human alterations to biomes. See below is an infographic poster created by a student as a visual representation of their report.

Next Term we'll be studying the topic 'Changing Places', students will be examining the patterns and trends in population movements and increasing urbanisation of countries. They discuss the reasons for internal and international migration patterns and the consequences of population movements, including the increased concentration of populations within countries. Students examine strategies to create liveable and sustainable urban places, propose solutions and suggest opportunities for active citizenship.

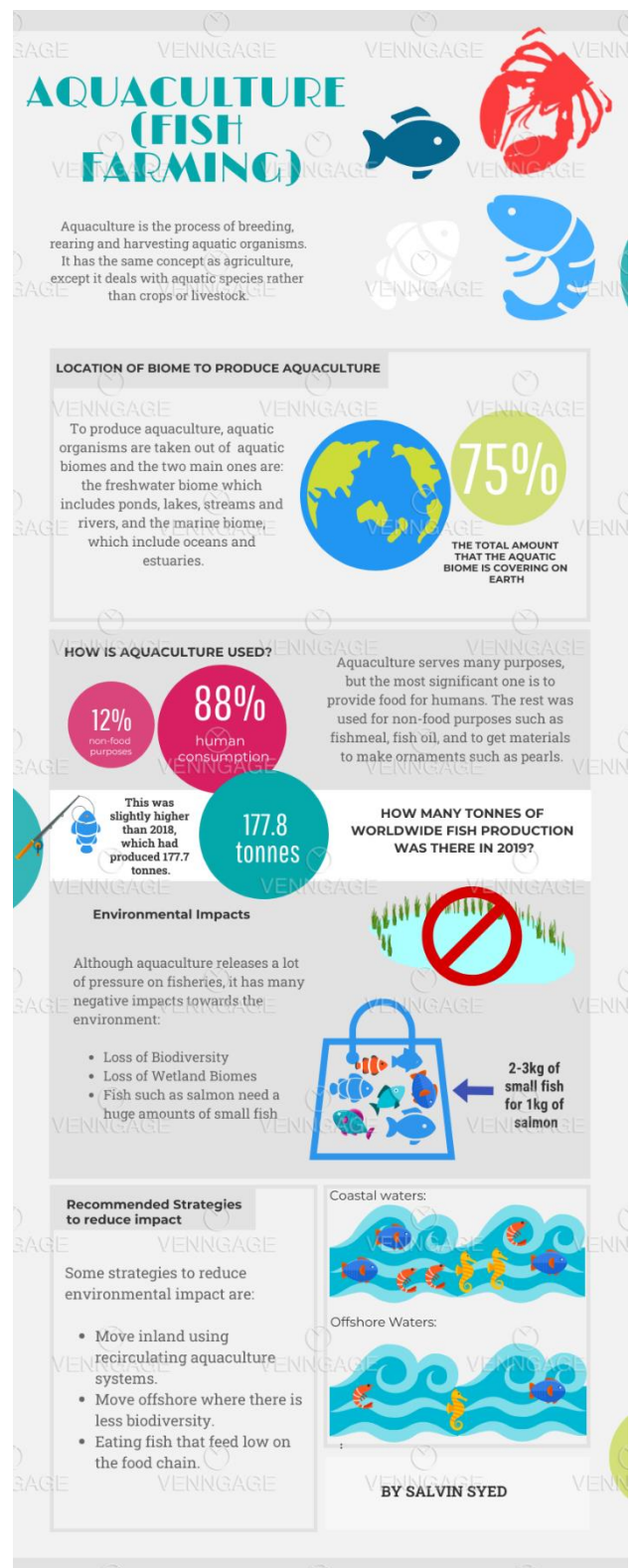
Aquaculture infographic by Salvin S.

YEAR 9 ABORIGINAL STUDIES

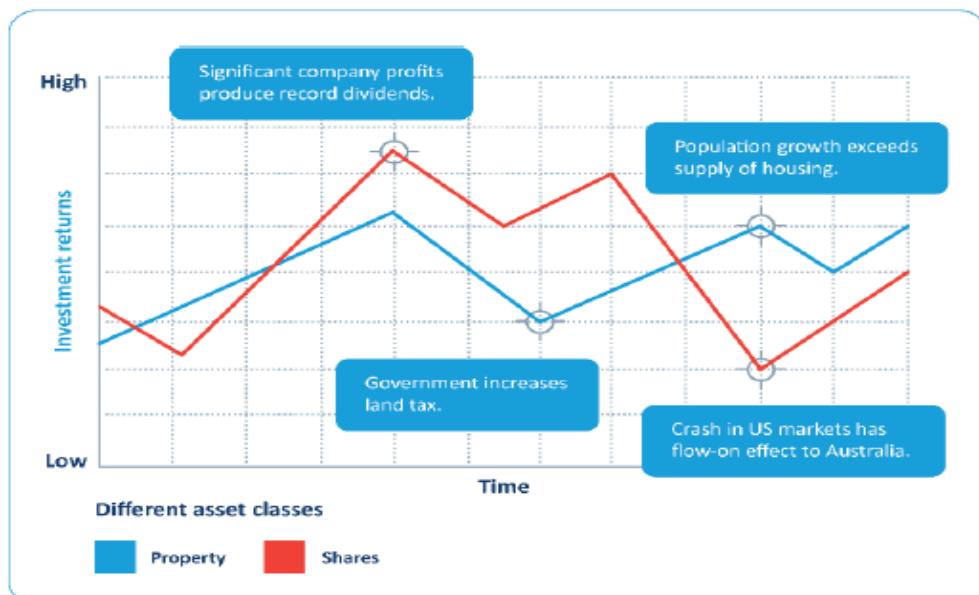
Over the past couple of weeks year 9 Aboriginal studies have been working hard on their assessment task. Students have submitted some wonderful assessments. They all should be very proud of their efforts whilst learning from home. Students researched many of the local Aboriginal organisations and small businesses and talked about their impacts on our community. We have started the new topic with the same level of enthusiasm shown by all students who are really excited to learn about "Aboriginal people in film and television". Well done Year 9

YEAR 9 COMMERCE

Students have formed their teams and have begun trading in round 2 of the ASX (Australian Securities Exchange) Schools Share market game. Each team starts with \$50 000 virtual dollars but the shares they buy and sell track the actual values on the ASX200.



As the diagram following shows, students learn about and get to try different investment strategies, risks and rewards. They also learn how to monitor their portfolio's performance and the economic influences that affect whole industries, sectors and markets. And who knows, maybe a future rich-lister could be from APCS?



YEAR 10 GEOGRAPHY

Year 10 have continued to study Environmental Change and Management whilst learning from home and have been exploring global concerns

such as air and water pollution, climate change, loss of biodiversity, overpopulation, mining, natural resource depletion, acid rain, disposal of medical waste and urban sprawl.

Year 10 have also been conducting research into how the Murray Darling Basin is being managed and have worked on writing evidence-based reports on how we can ensure it is managed sustainably into the future.

YEAR 10 COMMERCE

Rights in the workplace have been a hot-button topic this Term for many of our students who work in the fast food industry during COVID. Their rights as an employee have been a strong focus of our lessons ... and a subject I have sorely missed debating in class! Year 10 has been completing their work regularly and with interest and passion. As you can see, some students have been preparing meticulous notes in their book and sending photos as proof. Others have addressed their work online with skill and enthusiasm. In a Term like no other, they have both outdone themselves and prepared themselves for their future employment armed with knowledge of their rights and structures in place to help them.

←

- Define penalty rates
- What is the role of Fair Work ...
- What did Fair Work Australia ...
- What were the reasons behin...
- Using the data below, identify...
- Using the following link sum...

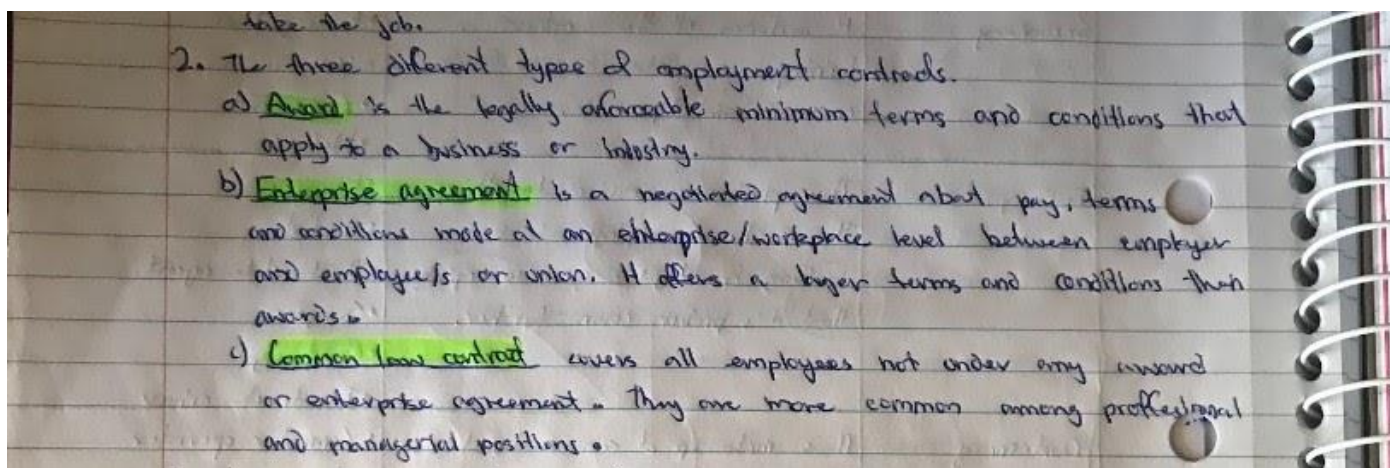
Define penalty rates

Penalty rates are higher rates that some employees may be entitle weekends, public holidays or late nights and early mornings.

What is the role of Fair Work Australia?

Fair Work Australia is a website made by the Australian goverme employers and employees are being treated fairly in the workplace cooperative and productive workplace relations as well as monitori enforcing compliance with Australian workplace laws.

What did Fair Work Australia do that was significant



11 ABORIGINAL STUDIES

The end of Term 3 has seen us revise our learning from the year in preparation for our yearly examination. This has included practicing our note taking skills over Zoom. This will be a live exam over Zoom which allows students to safely do their task at home, with notes, whilst still giving them the experience of an exam style task. I would like to wish all the students a safe holiday, and look forward to starting the HSC with them next Term :)

11 ANCIENT HISTORY

Year 11 Ancient History are finalising the content of Thera and looking at writing techniques for their exam. Ancient History requires students to constantly assess the value of information in sources and how the nature of the society's destruction and preservation impact what we know about ancient times. This approach is key in responding to their next assessment.

YEAR 11 BUSINESS STUDIES

Year 11 Business have been undertaking study of the "Nature of Management" topic in which they have developed knowledge of a range of management functions. These have included; the features of effective management, skills of management, modern management styles and marketing management.

Students have explored the application of these skills through evaluating a range of real work case studies prior to the application of these skills to a theoretical case study in which they were also able to apply and further practice their business report writing skills.

At the time of press, students were preparing for the commencement of the HSC Business Studies course in Term 4.

11 ECONOMICS

Students are preparing for their final exam to go online. They have practised hard and trained well for their final hurdle. Many are now confident in showing off their knowledge about markets, consumers, businesses and governments. We have some high achieving students here and I anticipate some top order results both now and for HSC Economics next year.

11 LEGAL STUDIES

Year 11 have been evaluating the effectiveness of the legal system in dealing with Slavery and Human Trafficking worldwide, it is estimated that internationally there are between 20 million and 40 million people in modern slavery today and it exist in almost every country. Year 11 found that assessing the full scope of human trafficking is difficult because so many cases so often go undetected, something the United Nations refers to as "the hidden figure of crime."

11 SOCIETY AND CULTURE

This Term, Society and Culture have been working through our topic of intercultural understanding. The topic focuses on students seeing the differences and similarities in a variety of cultures, how miscommunications occur and how we can solve them then choosing one culture to compare to our own.

Japan was a very popular choice to compare to Australian culture and students were able to see how the differences in Japanese and western cultures have led to many misunderstandings and many struggles in Japan. As western culture starts to infiltrate Japanese youths.

After completing their mini-PIP assignment in Term 3, our Year 12s will spend their first 4 weeks of Term choosing, researching and refining their hypothesis for their Personal Interest Project. A mammoth 5,000-word task that makes up 40% of their HSC mark. I look forward to sharing some of the varied topics with you in the future.

12 Farwell from HSIE

<p>Goodbye and Good Luck Year 12!!</p>	
<p>This is not farewell Year 12 but welcome to the brave new world that we have been trying to prepare you for. Congratulations on all the effort you have had to put into your final years. These times have brought you more than the usual challenge. Remember Alex Park moving forward, the hard work, strong connections and valuable lessons you learnt whilst here. Good luck and all the best. Hope your dreams come true.</p>	<p>Ms Arya</p>
<p>You amazing people. In the most amazing and world-changing circumstances, you have survived and thrived. This will become history lessons in the future and you did it. You made it! I'm incredibly glad that I got to know all of you and see what you could accomplish. You're amazing. The future is unwritten. The stage is all yours.</p>	<p>Mr Craig</p>
<p>Congratulations Year 12! So proud of all of you! You have achieved so much in your time at APCS and it was such a pleasure teaching you. In this last year, there is no doubt, you developed skills of resilience, maturity and determination. What surprised me is that you always did it with a smile on your face. Well done Year 12! Wishing you all the best in your future endeavours.</p>	<p>Mrs Fatouros</p>
<p>Good Luck Year 12, many of you have worked stoically through all sorts of difficulties and uncertainties to complete your HSC. The resilience, character and determination you have shown to do your best and seem unphased by this whole Covid thingy shows that you will excel in your exams, future studies and life. Talking about character building! You've done it, well done!</p>	<p>Mr Johnson</p>
<p>So proud of you all! I remember when we first met in 2016 back in the old School, back when I could still say I was taller than some of you. It was wonderful seeing you all grow up, thank you for being amazing people. You've all come so far, you are all such resilient young people, you are almost at the end of this marathon and will be onto the next, I can't wait to see what the future holds for you all. Thank you for being awesome and staying awesome! I wish you all the best of luck and I will miss you all!</p>	<p>Ms Luo</p>
<p>Year 12, I remember way back to 2016 when I had the pleasure of teaching all year 7 classes on our old junior campus, right down the back, hidden away from the rest of the School. As with all our cohorts, I have had the pleasure of coaching our basketballers, watching them improve and there's always that one student who has been training with the team since Year 7. As a grade you've suffered more from this current COVID climate, but I know you will still succeed and once you get through it, you will be more resilient and you will be able to deal with anything life throws at you. Special mention to Year 12 Business Studies, who I have been lucky enough to co-teach this year. Your effort and improvements through Learning From Home have been quite astounding. Good luck to you all and I look forward to hearing about your future successes.</p>	<p>Mr Okell</p>

<p>Well done Year 12, you all should be very proud of your efforts and what you have achieved over the last 2 years with all the obstacles you have had to overcome. A Solid effort put in by you all which is a true reflection of the dedication you have towards your learning. Wishing you all the best for your future. Congratulations on your graduation!</p>	Mr McEwan
<p>My first impressions of the class of 2021 were that of a super eager, kind, vibrant and impressive bunch. Things have been difficult at times especially over the pandemic and you have demonstrated time and time again that you are able to smash any hurdle that comes your way with grace and humility. You are strong ambassadors of APCS and I wish you the best of luck as you take over the world. Congratulations on your graduation!</p>	Ms Siamas
<p>To a dynamic and unique year group, you have done incredibly well to keep your heads up during a trying time. I am sorry you didn't get to have your one last day at School. But we applaud you and celebrate you.</p> <p>To my Aboriginal Studies class, thank you for all the laughs. You are a really special group of young people. I have learned so much from you and am so very proud that you are graduating. May your next chapter be full of joy and growth and free of lockdowns. Much love, Ms. Thomson :)</p>	Ms Thomson
<p>It has been a pleasure working with the class 2021 who have developed into an intelligent and articulate group of young adults. Their application and resilience to deal with all that the past 24 months has thrown at them will equip them with the skills to ensure success in their post School lives. With only your HSC to go, keep up the hard work, and congratulations on your graduation. Hoping that your first-year university and post School is free of lockdowns and you get to experience all life has to offer!</p>	Mr Waterworth

ENGLISH

Year 8 have had a fun Term of learning online as they have explored the film Inside Out.

Students have completed activities on understanding emotions, viewing the film, understanding camera techniques, exploring point of view and perspective and analysing the key characters.

They are currently working on their final assessment task which is to create a website about one of the key emotion characters of the film (Joy, Sadness, Anger, Fear or Disgust). They have the option to work with their peers. Students are able to submit a different part of this task each week to get feedback before submitting their final work.

Part of the website involves creating a multimodal text about your chosen character. Here are some examples of what some year 8 students have created so far:





YEAR 10 ENGLISH

Year 10 have taken a communal approach to studying Macbeth this Term.

As part of Year 10's strategy, "we're all in this together," all classes combined for a team Zoom once a week to read the play Macbeth. We had some fabulous readers such as Jaeden, Tary, Maxwell, Pat and of course our very own Lady Macbeth, Ms Godby, who brought the play to life. We're sure a

whole host of our year 10 students have promising careers in the theatre or on radio after hearing such wonderful dramatic readings.

Students are now busily working on their final assessment task which allows them to create and deliver their very own dramatic monologue. With all the fabulous team reading we have witnessed all the teachers are excitedly awaiting receiving the final version on Thursday of Week 10. Early drafts have proved promising and demonstrate that Year 10 have adopted not only the unique style of Shakespeare, but of the Scottish play itself.

A big congratulations to Year 10. The year that Shakespeare's together, stays together.

Can you guess which topic we will be studying next?

Love Poem

Duvet,
you are so groovet,
I'd like to stay under you
all of Tuesdet.

Brian Bilston

Tempest Studios

HOPE IS THE THING WITH FEATHERS

Hope is the thing with feathers
That perches in the soul,
And sings the tune without the words,
And never stops at all,

And sweetest in the gale is heard;
And sore must be the storm
That could abash the little bird
That kept so many warm.

I've heard it in the chilliest land,
And on the strangest sea;
Yet, never, in extremity,
It asked a crumb of me.

Emily Dickinson

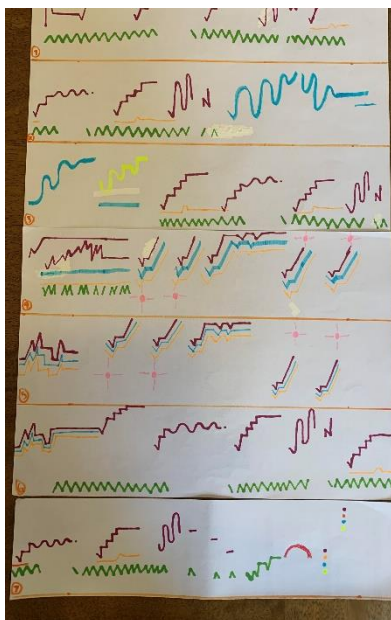
MUSIC NEWS

Music students have continued to engage actively in Zoom lessons and online learning.

Year 7 students completed their investigations of the instruments of the orchestra, turning in lots of sketches, photos and videos of their work.



In the second part of the Term they have been exploring listening maps for The Carnival of the Animals. For their assessment they created a listening map for a mystery piece of music. Here is one example.



Elective students in Year 9 have been working on a song writing project this Term. They have composed a song for a character from their English novel study 'Miss Peregrine's Home for Peculiar Children'.

Year 10 Elective students completed a "Like a Version" challenge for their assessment task. They were required to select an Australian rock song and flip its genre.



Year 11 Music 1 students have also had a composition focus through the topic "Music for Small Ensembles". They developed a portfolio of short compositions in a variety of styles such as Medieval, Klezmer and Classical. Students used both graphic and traditional notation to notate their work.

$\text{♩} = 120$



VISUAL ARTS - Submission of the Year 12 Visual Arts Body of Work

Year 12 students Rin C. and Kimthean K. deserve massive congratulations for completing and submitting their HSC artworks on Monday of Week 9. It was a day of Zoom marathons, laughter, stress, joy and tears, but we made it!

Rin and Kimthean have spent almost 12 months developing and preparing their Bodies of Work, and lockdown came along at possibly the worst time for them in this journey. Developing a Body of Work in lockdown has been a big challenge for them, but they both rose to this challenge and created some wonderful work.

It's been quite an operation with so many people involved - arranging purchases, pick-ups and drop-offs of materials and artworks - and the APCS staff have truly rallied around to help Rin and Kimthean tackle this great challenge.

We can't wait to publish, share and celebrate their outstanding work with the APCS community. Once their works have been marked and all the official business has been taken care of, we'll definitely be showing off their work as loudly and proudly as we can!

For now, we have to be content with celebrating the grit of these two wonderful young people and their success in completing something so HUGE - the culmination of everything they've learned about artmaking practice, and the result of a great deal of work, deep feeling and deep thinking. Miss Sutcliffe

Kimthean on submission day, work packed up and ready for Ms Hawkins to collect!



MATHS MATTERS

As the School holidays approach, we would like to express our appreciation to the many parents, and care givers who have worked together with Faculty Members to assist our students to continue their education in Mathematics. Faculty Members were particularly pleased at the opportunity to engage and discuss in the Zoom meetings with many parents and caregivers during parent teacher meetings about their students' progress.

The Term has been long and difficult for many students to maintain their focus but it is pleasing that so many students are still seeking assistance and submitting quality work and assessment tasks

Exercise 10E

1a) highest ✓ 1b) parabola ✓ 1c) intercepts ✓ 1d) vertex ✓
 1e) lowest ✓ 1f) zero ✓

2i) $x=2$ ✓ 2ii) $(2, 1)$ ✓ 2iii) min. ✓ 2iv) none ✓
 2e) 4 ✓ 2f) -1 ✓ 2fi) $(-1, 7)$ ✓ 2fii) max ✓
 2fiv) -4 & 2 ✓ 2fv) 6 ✓

3a) $y = 9 - x^2$

x	-3	-2	-1	0	1	2	3
y	0	5	8	9	8	5	0

axis of symmetry $x=0$

Turning point $(0, 9)$ & y-intercept

x-intercepts

9a) 100m ✓ 9b) 15m ✓
 9c) 5s ✓ 9d) 1s longer to go down ✓

Exercise 10G

7a) vii ✓ 7b) iii ✓ 7c) xii ✓ 7d) ii ✓
 8c) viii ✓ 8f) xi ✓ 8g) vi ✓ 8h) iv ✓
 9i) x ✓ 9j) i ✓ 9k) v ✓ 9l) x ✓

Gabriella Barnett
 2:32 PM Today
 Resolve
 Draw arrows at the end of your parabola to show it continues :)

The conclusion reached by analysing the Rabbitohs and Roosters scores of the first 20 rounds of the 2020 Telstra Premiership was consistent with the respective teams' positions on the NRL Ladder. As predicted, the Sydney Roosters were higher than the South Sydney Rabbitohs and had won 14 matches, two more than the South Sydney Rabbitohs. By round 20, the Sydney Roosters were 4th on the ladder and the South Sydney Rabbitohs were 6th. The data collected was accurate as it displays that the Roosters' performance was better than the Rabbitohs. However, as this data only showed the points scored rather than other influential statistics such as matches won it would not always be accurate. Mathematics can assist in analysing data in sport and in predicting which teams will have a better performance than others. However, as many factors influence performance in sport, the predictions that mathematics provides will not always be accurate.

A comprehensive analysis and conclusion which clearly compares the data of the two teams and reaches a well-supported and clear conclusion

Excellent work

A

The Year 12 students have completed their trial exams online demonstrating excellent engagement and maturity in their approach

We wish them well in their continuing revision and in the upcoming HSC exams in November.

PDHPE (Personal Development, Health and Physical Education)

This Term, Year 9 PDHPE students learned about four of the elements of wellbeing – physical activity, sleep, screen time and mindfulness. Students explored the positives and negatives of each and created achievable strategies that aim to enhance mental and physical wellbeing and promoted these through designing engaging and informative pamphlets that target a young audience.

<p>STRATEGIES TO ACHIEVE A POSITIVE WELLBEING</p>		<p>HEALTH IS WEALTH</p>
<p>110111</p>	<p>minutes.</p>	
<p>A DAY WITHOUT A NAP IS LIKE A CUPCAKE WITHOUT FROSTING...</p> <p>Having enough uninterrupted hours of sleep per day is fundamental. It relaxes your body and allows your brain to recharge. Some benefits of sleep can include helps regulate your weight, promotes longevity and helps you focus and think clearly.</p>	<p><i>Sleep is a naturally recurring state of mind and body, characterised by altered consciousness. Sleep is an essential function that allows your body and mind to rest, hence helps your brain to function.</i></p>	<p>RECOMMENDATION (AUSTRALIAN GUIDELINES)</p> <p>Young people aged 14 to 17 years get 8 to 10 hours of uninterrupted sleep.</p> <p>STRATEGIES</p> <p>Sometimes when having a bad day, a good night's sleep is hard to achieve. It is essential to try to get enough sleep per day or it will affect your mood and status the next day. Factors that impact your sleep such as stress or overthinking can be resolved or reduced. One strategy to help cope is to keep devices away from you around an hour before you go to bed. These include phones, laptops, tablets etc. According to Better Health and SCL Health, going on devices and checking your phone stimulates your brain to keep you more active and awake. Overtime, it can become a nasty habit as it tricks your brain into thinking that we should be constantly connected to the media. Removing distractions like electronic devices out of your room or away from you 60 minutes before bed is an effective way to ensure you establish a relaxing sleep, and keep you refreshed and focused for a new day.</p>
	<p>YOUR FUTURE DEPENDS ON YOUR DREAMS. SO GO TO SLEEP.</p>  <p>SHOP.LINGVISTOV.COM</p>	<p>DETAILS</p> <p>If you need to access more information and detail about physical activity and sleep you can visit websites such as https://www.betterhealth.vic.gov.au/health/healthyliving/Mood-and-sleep#how-much-sleep-do-you-need and https://www.health.gov.au/health/healthyliving/physical-activity-and-exercise-guidelines-for-all-australians or visit your local GP for professional advice.</p>

Benefits of:

Sleep

1. Reduce Stress:

Sleep allows your mind and body to relax and recover from a tiring day, thus reducing stress and clearing your mind.

2. Improves Heart Health:

During sleep, your body releases anti-inflammatory hormones like cortisol that improve the health of your heart and blood vessel health.

3. Improved Physical Performance:

Sleeping allows your body to fully rest and recover from fatigue, thus preparing your body for another day of hard work and exercise.

What is sleep?

Sleep is an essential component to one's physical and mental wellbeing. During sleep, your mind is able to rest and process the information from the past day. Moreover, it acts as a detox for your brain as it eliminates the toxins that have built up while you were awake. It helps relieve stress and fatigue while regenerating and replacing the cells on our body. In fact, sleep is so important that humans spend about a third of their lives asleep.

Physical activity refers to the movement of your body that results in the expenditure of energy. Much like sleep, it is an important component that we must all incorporate into our daily lives. It can help with weight management and prevent and delay various diseases. Moreover, exercise improves your sleep quality and length. Physical activity is also a known mood-booster as it releases chemicals and hormones such as dopamine and endorphines.

What is physical activity

Find out how sleep can help YOU exceed your physical performance.

Rest to perform your best!



Physical Activity

1. Prevents and Delays Disease:

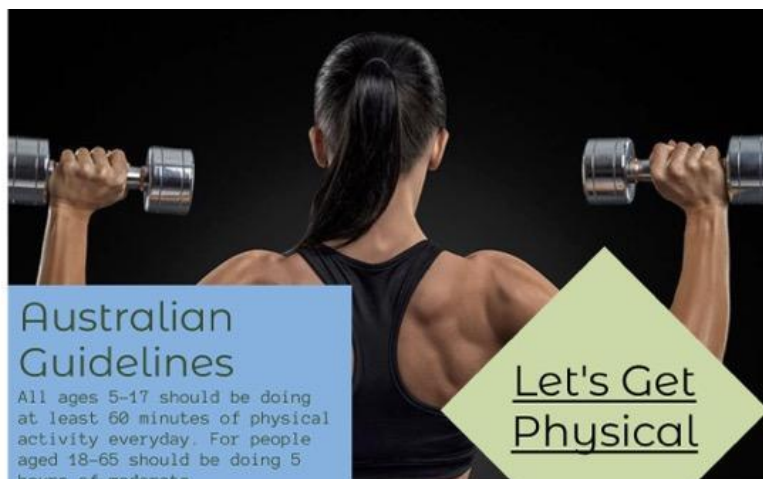
Regular physical fitness is able to decrease the development of common lifestyle diseases such as obesity, heart disease and diabetes.

2. Improves Sleep:

Physical activity improves the length and quality of your sleep experience as it tires out your body and increases the need for sleep.

3. Beneficial to Mental Health:

Physical activity can eliminate depression, anxiety and stress through the release of happy hormones. Moreover, it improves our concentration and motivation.



Australian Guidelines

All ages 5-17 should be doing at least 60 minutes of physical activity everyday. For people aged 18-65 should be doing 5 hours of moderate movement/physical activity.

Strategy

If you want more ways to get into physical activity you can sign up for a gym, team sport or try setting a goal to get more steps in every day.

Useful Links

www.lifefitness.com.au
www.exercisemedicine.com.au
www.crossfit.com

Let's Get Physical

Description

Physical activity is any form of movement of the body that requires energy and gets the heart pumping. This includes walking, walking up stairs and playing sport. All of these exercises are a type of physical activity.

Benefits

Along with feeling and looking fit and just being healthy in general, there are so many more benefits to participating in daily physical activities like:

1. brain health and better sleep.
2. strengthens bones and muscles.
3. reduces health risks like cardiovascular disease, diabetes, cancer and metabolic syndrome.



Year 7 PDHPE have been engaging in fitness tests while at home and have sent in some great results. This example is from a student in 7P who always writes with detail, insight, and ever-growing literacy skills. Another student from this class went above and beyond this week by enthusiastically submitting videos of the fitness tests as he did them in his bedroom.

Learning From Home Fitness Test Week 8

Test	Result	In Test Experience
Wall Toss - 1 min (catch count)	I got a result of making it 30.	The experiment first went pretty well, but when the time was getting near, the ball kept on falling from my hand.
Standing long jump (cm)	155cm/ 5 ft.	The experiment was going well, and I wasn't expecting to have a 155 cm result. I thought it should be more far from this.
Stalk test (seconds)	My final result is 1 minute and 7 seconds/ 67 seconds	The experiment may look easy look like easy , but it is hard and you need to use a lot of muscle and strength to hold a balance.

8. Writing about Cause and Effect

- I. **Read** the sentence starter.
- II. Then **choose** a different cause and effect conjunction (because, so, since, as).
- III. **Finish** each sentence by adding a reason.

Sentence starter	Cause and effect conjunction because, so, since, as	Reason
<u>E.g.</u> Some people exercise outdoors	because	they enjoy fresh air.
Ronaldo was faster in the zig zag <u>test</u> .	because	Ronaldo is a footballer himself which made it easier and faster for <u>him</u> but his tactic was he bent his knees and his hips to properly move side to side during the course.
Ronaldo has strength in his legs...	because	He trains daily on his legs for more strength whilst playing soccer.
Ronaldo gets past <u>opponents</u> .	since	He has many different tactics.
The ball curves...	so	Ronaldo takes a sharp turn to get the ball in its right place.
Ronaldo is one of the best players in the world	because	Of his amazing soccer skills and the <u>power</u> he has.
Ronaldo can do many tricks	because	He's trained for years and developed new tricks to use during soccer.

Year 7 have also been building on their literacy and writing skills when comprehending an informative text. This week, they watched a documentary on Portuguese football player, Cristiano Ronaldo! Year 7 interpreted the information from the film, and into a task where they constructed their own compound sentences. Being able to show cause and effect is a technique used in many different subject areas, and they demonstrated this ability across the board!

Year 8 PDHPE has been exploring the topic Healthy Minds. Students have shown their understanding of what respectful relationships can look like, mental health, and how to seek help. These thoughtful and informed responses from students also address how to resolve conflict, access online spaces safely, and use effective communication strategies in a variety of contexts. In a Zoom meeting this week, Year 8 engaged in discussion about these topics, and raised some insightful ideas with their peers.

6. Which do you think is the best type of communication and why? Provide examples (Full sentences, minimum 5 sentences).

Considering all the types of communications encountered in this lesson, assertive communications is the most appropriate way to communicate in relationships to keep them nice and healthy. Assertive communications help develop social skills and eliminate negative thoughts about themselves and others. Being able to socialize is extremely important in the future of everyone. It is a skill essential for when you are wanting a job or giving a job interview. If you do not have good communication skills, then it is unlikely for you to get that job. In order to have the skill, it is important to develop an assertive communication style with others from a young age.

When a person has an assertive communication style, then he can have nice and healthy relationships with others. Healthy relationships are important for every aspect of life. Friends, family, intimate, teacher/student, employer/employee, neighbours, colleagues and businessman are some everyday relationships encountered by everyone. Being on good terms with them can help you be more satisfied with life as without being able to talk to others you can feel isolated, betrayed, sad, down and unwilling to do anything. Being happy around others can support you morally and mentally give you a boost to pursue or accomplish something.

b) Why do you think it is important to respond and act appropriately to negative interactions and relationships?

It is extremely essential to respond and act appropriately to both negative interactions and relationships. First of all, negative interactions (e.g. fights, arguments, disputes) are normal in relationships and therefore we need to be able to respond and act appropriately to them in order to resolve them. If resolved, it will lead to many benefits, such as accomplishing goals and strengthening relationships. However, if conflict isn't resolved, it may unfortunately lead the relationship to an end. Similarly, it is essential to respond and act appropriately to negative relationships in order to stay safe and unharmed, because after all, a negative relationship is never a good one.

Activity 2 - Safety in Relationships

Watch the clip about online activity to help you answer the questions below:

<https://www.youtube.com/watch?v=89jOufetX1c>

a) What should you do if someone you don't know starts to talk to you online? (Paragraph, full sentences).



If someone who you don't know starts to communicate with you online, the best ways to deal with it are to not trust everything they say either about themselves, or anything that has to do with them, as you never know who it could be. Most importantly, NEVER share personal information such as your address, school and even your own age and name should be kept private. You should make sure that anyone you know could be connected to them, meaning that you should ask your friends or family if any of them have ever heard of this person. The reason you should do this is because they might have experienced a similar encounter with this same person and they can tell you whether they are a random stranger, or someone they actually know. Any suspicious behaviour should automatically give you a sign that this person is not safe to talk to, and should therefore never be engaged with again, or even just blocking them.


HIGH SCHOOL LIBRARY NEWS

Book Week was the biggest event hosted by APCS Yakka Taka in Term 3.

Below is a list of 2021 winning titles announced by the Children's Book Council of Australia.

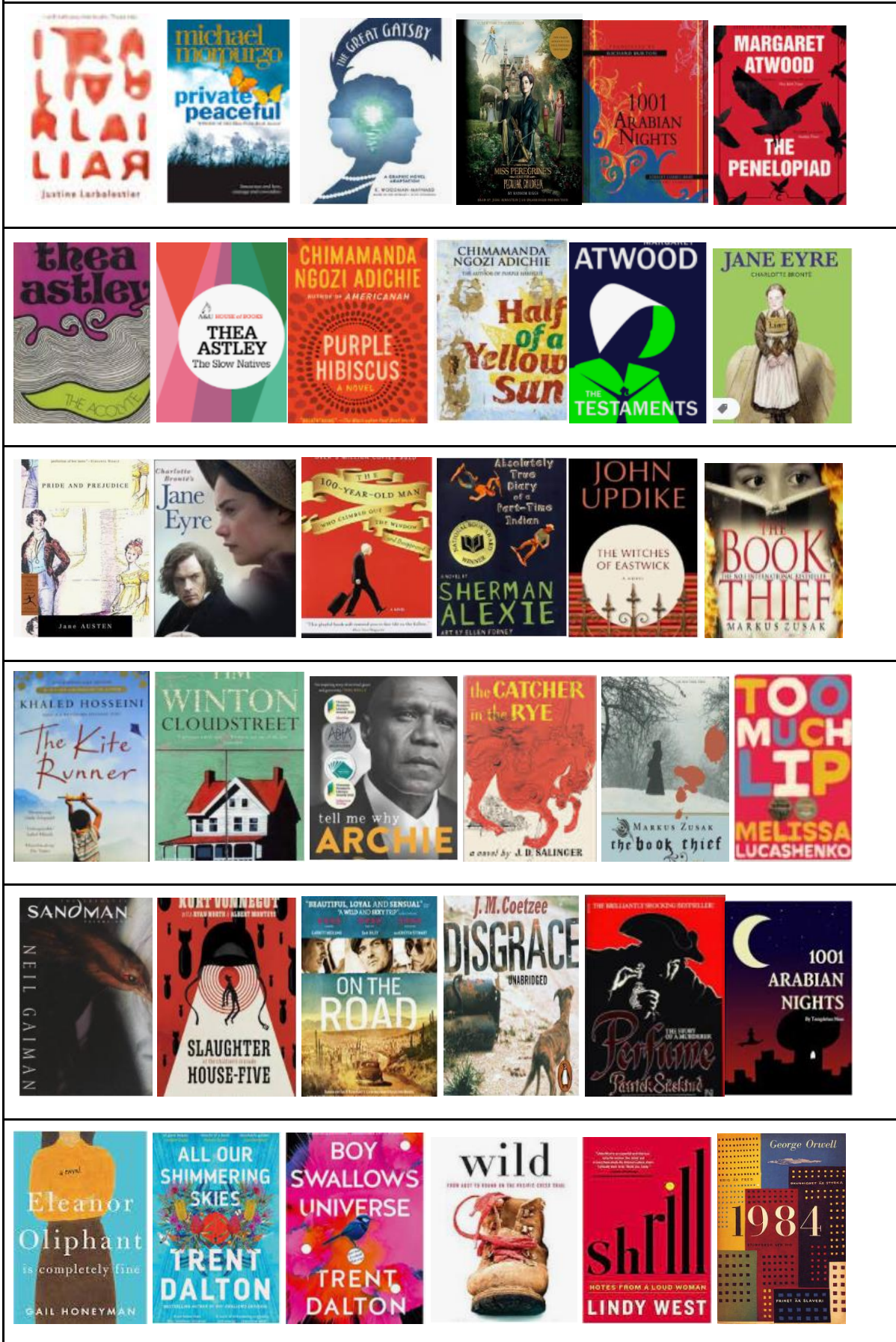
OLDER	YOUNGER	PICTURE	CHILDHOOD	NON-FICTION	ILLUSTRATOR
					

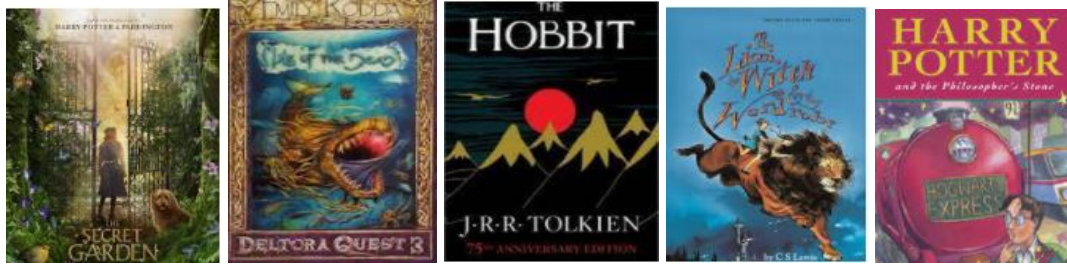
High School students were encouraged to join a few competitions where they could submit photos that conveyed the Book Week theme. Year 11 student, **Crystal W**, is the winner, with her submission below. She will be awarded with a gift voucher from Dymocks.

Theme	Photo submission
	

As the School holiday approaches, students & families are encouraged to take up some spring reading via [Wheelers](#) ebook & audiobook platform. You can access the Wheelers website via the DoE student portal & APCS Oliver library. Instructions were posted in the School newsletter back in June. You may like to check out below books which were recommended by APCS students & staff during the Book Week celebration.

Book Recommendations







CAREERS

Well, no prizes for guessing Work Experience is cancelled again this year. All Year 10 were expected to attend one week of work experience with their chosen employer. Unfortunately, due to lockdown, they have all been cancelled, however a few are offering to take students early next year if circumstances allow.

That doesn't mean we can't still plan. I have been enrolling current Year 10 students into vocational courses of their choosing for next year. These courses are usually delivered by TAFE and are equal to a school-based subject, in that they are valued at 2 units, and some even contribute towards an ATAR.

In November, any student between ages 15-17 and interested in gaining a White Card and First Aid certificate, can attend a four-day Job Ready course at the Redfern PCYC. If the course is postponed due to COVID restrictions, it will be offered in early 2022.

Year 12 university applications are well underway and applications for EAS, SRS and scholarships should also be made at this point. Any student needing assistance or reassurance, just needs to contact me via email or School phone and I will assist them to the best of my ability.

Some Year 12 students are considering an apprenticeship or traineeship so they can start earning money immediately. I fully support this pathway and will do all I can to assist students find a rewarding career.

FOUNDATIONAL SKILLS FOR VOCATIONAL PATHWAYS

As part of their assessment in the Certificate I course in Foundation Skills for Vocational Pathways, a small group of Year 10 and 9 students designed a fundraiser at the end of Term 2 and, after a few last minute and unexpected changes to the agenda, still managed to raise \$165 for the YFoundation. This is an organisation that helps homeless youth.

The students organised and budgeted for a BBQ and some games. They also invited in a spokesperson from Y Foundation who gave a talk to all Year 10 about the work of their Foundation.

An excellent outcome for some hardworking young students.

Congratulations to Aliyah A, Eyad A, Jamie F, Hunter K, Milan L, Josh M, Jaeden M, Ibby O, Jonny P, Angela R, Dylan R, Mitchell S.

WELLBEING

The Wellbeing Team have been working tirelessly this Term to support the mental and physical health of our students and families. I would like to congratulate them on their efforts and suggest they spend the two week break from lessons looking after themselves.

The Learning & Support Team members, our SLSO's and our wonderful Year Advisers through their compassion, dedication and understanding to our students, have displayed the true meaning of community and they are what makes us proud to be associated with APCS.

YEAR 7 YEAR ADVISER MESSAGE

Year 7 have certainly had a big first year of High School! In Term 1, they had orientation and camp, and begun to form some amazing friendships. In Term 2, they were fully settled in, getting into their groove, and celebrating NAIDOC. And now in Term 3, they have been navigating Learning from Home with great maturity.

While they had experience with Learning from Home last year, it's a lot different in high school compared to Primary School. Navigating multiple Google Classrooms for multiple subjects can be tricky, but Year 7 have handled it with great maturity and enthusiasm. We have our 'Year 7 2021' Google Classroom where we all come together, and that has been a great 'home base' for students to find resources and ask questions. This is also where they answer daily check in questions, and complete wellbeing surveys, which also allows them to request a check in call from the counsellor.

Our weekly Year meetings over Zoom have been fantastic, and a great opportunity to communicate important messages to the Year group, as well as check in with one another, and have a chat. For most, the Kahoot! quiz we play at the end is probably the highlight. It's always a fierce competition! We've covered topics such as flags of the world, the Paralympics, Wear it Purple, capital cities and guessing TV shows from their emoji summaries.

While learning from home, year 7 have consistently demonstrated PBL values, and as of last week have earned 1793 positive comments (so it's probably closer to 2000 when you read this!), They have received these comments for participating in Zooms, being up to date in work, being safe and respectful online, for answering one another's questions on Google Classroom, and more!

And our wonderful Year 7s couldn't do it without the support of their families and loved ones. I am very proud of the resilience and humour that the students and families have brought to this Term. I hope you all have a restful and well-earned holiday. I am incredibly proud of this amazing group of students, and can't wait to see them all in person again. For now, I'll see you all on Zoom! Ms. Sanders

YEAR 8 YEAR ADVISER MESSAGE

It's been a challenging Term for Year 8, however it has been pleasing to see the students rise to the challenges that have been thrown their way.

It has been fantastic to see the amount of thought and consideration that Year 8 have put into their subject selection of electives earlier this Term. An exciting time that enables them to choose subjects that are most closely aligned with their own personal interests for the first time in their schooling lives. I look forward to seeing our budding musicians, artists, photographers, software developers and entrepreneurs in full flight next year.

The theme of personal wellbeing has been a focus of our weekly year meetings. Students have been provided with resources to build personal resilience and provide tools to seek assistance for themselves and their loved ones should the need arise.

Sleep patterns and the importance of routine for healthy sleep and the strong link between gaining enough sleep and personal wellbeing and academic success have also been a recurring theme. It is easy in a working from home world to get out of good sleep patterns as the temptation to stay up late and sleep in proves a strong one. I would encourage parents to continue this discussion at home.

We have also tried to have some fun in our weekly meetings with a weekly competitive *Kahoot!* becoming a feature. The winner earning the honour of selecting the following week's topics. Perhaps no surprise that the topics of food (especially fried chicken) and anime have proved popular with our Year 8.

Finally, I would like to congratulate everyone at home for successfully navigating our lockdown Term. Speaking from experience it is no easy task juggling work and schooling from home especially with smaller children thrown into the mix. I'd like to wish all of the year 8 students and their families a safe and happy holiday and look forward to seeing them (hopefully in person!) next Term!

[Daniel Waterworth](#) Year 8 Adviser

YEAR 9 YEAR ADVISER MESSAGE

What a Term it has been for Year 9! Learning from Home is never easy, but year 9 have handled it with great maturity. We have kept in touch through using our Wellbeing Google Classroom and through our weekly Zoom year meetings.

Each day, Year 9 have a daily check in activity. This is designed to start their day with something fun as well as allow them an opportunity to access resources and ask for support if needed. Some of our most interesting daily check ins have been:

- Throwback Thursday, where students have to name something iconic from a decade of the past. This encourages them to speak to people of different ages or do some googling.
- Providing feedback and suggestions for year meetings.
- Creativity Type quiz from Adobe – with more personality quizzes planned for the weeks ahead.
- Gratitude reflections including a staff shout out option.
- The Friday emotional wellbeing survey where students can request check in calls from the school counsellor or year adviser.

The Year 9 Year meetings are the highlight of the week as we spend an hour reconnecting and having fun. Each week we celebrate year advisor award recipient, share wellbeing resources, engage in critical thinking questions in breakout rooms and compete in a kahoot.

Breakout rooms are a great way for the students to chat with their friends whilst having a teacher present and a discussion question to focus the discussion. We love a would you rather as it really gets the students strengthening their critical thinking skills. We often end up with more questions than answers which is always good fun. Here are some of the questions we have discussed in Term 3:

- Would you rather lose your sight or your memories?
- Would you rather have doritos for fingers or jelly for legs?
- Would you rather live one life that lasts for 500 years, or 20 that last for 25 years each?

Kahoot quizzes allow students to learn something new, compete against their peers and most importantly have a break from their subject based learning. Students are encouraged to nominate topics of interest. Some of the topics so far have been:

- Flags
- Tokyo Olympics
- General Knowledge
- Wear It Purple Day
- Theme Songs

I would like to congratulate the students (and families) of Year 9 for the amazing resilience during a challenge time and express how proud I am of them. I wish all of the Year 9 students and their families a safe and happy holiday and look forward to seeing them next Term!

Love, Ms. Thomson 😊

YEAR 10 YEAR ADVISER MESSAGE

Parent Teacher evening on Tuesday 7th September 2-7pm was a heart-warming and much needed experience for the Year 10 teachers, students and their families! It was an absolute pleasure to connect with so many families and being welcomed into your homes via Zoom. The feedback from parents and carers was extremely positive which was incredibly inspirational for us teachers during this challenging time. Your patience in the virtual 'waiting rooms' was appreciated. Your kindness and support have certainly been appreciated by the Year 10 team of hard-working teachers. THANK YOU! 😊

Learning from Home has been a work in progress, whilst teachers, parents/carers and students navigate through this maze together (we've managed to come through mostly unscathed!!). As a cohort, Year 10 have kept in touch via our '**Year 10 Assessments and Announcements**' **Google Classroom** and weekly Zoom year meetings every Tuesday 11am. This has been a vital platform for new students to connect with their cohort.

The weekly Year 10 Year Meetings on Tuesdays 11am will continue into Term 4 learning from home, so please encourage your child to join. We have enjoyed high numbers of students attending these meetings... learning, laughing and 'losing the plot' together (all within a safe and supportive online platform)!

We have a powerful teacher and support presence at our Year 10 Year Meetings and I'd like to take this opportunity to let the parents and carers know about the incredible support provided at these meetings, but to thank the following staff for their ongoing positive vibes, commitment and care to students in our break out room discussions, reading 'chat' comments and responding to student questions (I know how much you enjoyed listening to our reading and analysis of Shakespeare's Macbeth):

Y10 Head Teacher Mr Abdullah

English: Mrs Godby, Ms Gray and Ms Riedstra

HSIE: Mr Craig and Ms Luo

Support: Tammy and Ms Fox

Art: Ms Sutcliffe

Teacher Librarian: Ms Young

PDHPE: Sports update guest speaker Ms Kasz

Congratulations to all Year 10 students for your remarkable staying power! Your confidence, contributions, collaboration and coping skills have continued to grow during this period of learning from home and has been a pleasure to witness. I am incredibly proud of you all, as are your teachers and support staff. I know this, because they often tell me!!

I wish the students and their families a relaxing and enjoyable holiday break.

As Ulysses S. Grant said, *"The friend in my adversity I shall always cherish most. I can better trust those who helped to relieve the gloom of my dark hours than those who are so ready to enjoy with me the sunshine of my prosperity."* A big thanks to Year 10 and their parents and carers for being our sunshine in these times. Continue to stick together and remain connected.

Much love Dee Cantrell Year 10 Year Adviser

YEAR 11 YEAR ADVISER MESSAGE

It's been a tough end to Year 11 for everyone, but as always, they've shown that no matter the curve ball that's been thrown at them, this is a group of students who can deal with it and still achieve the quality outcomes APCS expect. Most of the year group get together, albeit on Zoom, every Tuesday for a bit of normalcy.

I'm looking forward to seeing everyone again next Term, where we can hopefully start a more normal final year of schooling, something students haven't experienced for a few years. Mr Okell.

YEAR 12 YEAR ADVISER MESSAGE

Year 12 have been doing an incredible job with studying from home and preparing for their upcoming HSC examinations. Their trial exams took place in Week 7 and were hugely successful, with most students sitting them from their homes via Zoom. The feedback we've received is that the trials gave students an excellent idea of what and how to prepare for their HSC exams, and as they loom in the near distance our fabulous Year 12 teachers will continue to provide feedback and guidance to ensure the best possible results. Students taking non-ATAR pathways have also been focused and diligent, with many completing TAFE, VET and SBAT work during the learning from home period.

I want to commend the 2021 APCS Year 12 cohort for their resilience and determination in the face of many unprecedented challenges. Against all odds they have remained committed to achieving their future goals, and we are all so proud. Over the next few weeks I hope they continue applying themselves to their HSC preparation, whilst making time for activities that are fun and relaxing - like riding a bike, Zoom trivia with pals, reading a good book, and getting some sunshine (even if it's through a window). You're so close, and you've well and truly got this! Ms O'Toole.

Chess classes @ Alexandria Park Community School (Junior) - Term 4, 2021

Due to the current COVID lockdown, we will be conducting our chess class online. When restrictions are lifted and children return to school, we intend to return for face to face coaching as soon as we are given the green light by the school.

Our online chess classes will be held before and after school Monday – Friday from 8:00am–9:00am, 3:15pm–4:15pm, 4:30pm–5:30pm and 5:00pm–6:00pm. Your child can attend as many of these online classes as he/she wishes until we return to face to face lessons. See the link on this page for more details:

<https://sydneyacademyofchess.com.au/online-classes-2021>

To register your child in the class, go to <https://sydneyacademyofchess.com.au/payment> and enter the following code:

Intermediate: MEGUYMQQDG

Beginner/Rookie: 8RHK4J7VLI

Sydney Academy of Chess
info@sydneyacademyofchess.com.au



LET'S DO THIS

Know the facts! COVID-19 vaccines

What is the Delta variant?

The current outbreak in NSW is due to the Delta variant of the COVID-19 virus.

The Delta variant is estimated to spread more than twice as **easily** as the original virus, which puts your family and friends at greater risk if you are infected. The Delta variant can also cause more severe illness:

- The risk of needing hospital care for people infected with the Delta variant is around double that of those infected with the Alpha variant.
- Compared to other variants, people infected with the Delta variant are more likely to be admitted to hospital, including to intensive care.

What COVID-19 vaccines are available?

Three vaccines are currently approved for use in Australia: the Pfizer (Comirnaty) vaccine and the AstraZeneca (Vaxzevria) vaccine are available now. The Moderna (Spikevax) vaccine will be available soon.

Do COVID-19 vaccines actually work?

Yes! Australia can rely on evidence from around the world showing that vaccines are very effective against COVID-19, including the highly contagious Delta variant.

Two doses of a vaccine:

- Reduces the chance you will be infected with COVID-19 by around 60% - 80%.
- Gives you around 90% protection against hospital admission or death from COVID-19 if you are infected.
- Significantly reduces the overall spread of COVID-19 to others.

COVID-19 is very dangerous and spreads quickly. Even if you don't have symptoms or get sick, you can still pass the virus on to others. Vaccination will protect you and help reduce the spread. Getting vaccinated also helps to protect your family, your friends and your community.

Have COVID-19 vaccines been developed too quickly to be safe?

No! COVID-19 vaccines are built on decades of research, with scientists from around the world working together to ensure no scientific testing or approval steps were skipped.

All the vaccines available in Australia have been approved for use by the Therapeutic Goods Administration (TGA). The TGA checks vaccines for safety, quality, and effectiveness.

I'm young and healthy, do I still need to get vaccinated?

Yes! Over half of those with COVID-19 in NSW are under 40. Many young people have been admitted to hospital and even intensive care because of COVID-19. You should get vaccinated to protect yourself, your family and friends.

COVID-19 spreads easily, and the Delta variant spreads more than twice as easily as the original virus. It can also cause more severe illness in those that get it. Vaccination will help protect you and those you love.



Should I get vaccinated even though I could still catch or spread COVID-19?

Yes! COVID-19 can cause severe disease and death at any age but is particularly risky for older people and those with existing health conditions. Two doses of a COVID-19 vaccine gives you around 90% protection against hospital admission and death from COVID-19 if you are infected. It also helps reduce spread to others.

Severe COVID-19 can lead to a person needing care in hospital, and for some, intensive care is needed. If lots of people need hospital care at the same time it could put a lot of pressure on hospitals and the health system. Vaccination helps to limit the number of people with severe disease who need hospital care, helping to keep hospitals open for those who need them for other reasons.

Are there dangerous ingredients in COVID-19 vaccines?

No! The TGA considers the safety, quality and effectiveness of every component in a vaccine before it is registered for use in Australia. Components in the available COVID-19 vaccines are listed on the Australian Register of Therapeutic Goods. The components vary depending on the type of vaccine but may include:

- a piece of genetic code (mRNA), or
- a very small dose of a weakened virus and a piece of genetic code (DNA), or
- a protein component of the virus
- a substance to boost the immune response (an adjuvant)
- a small amount of preservative
- sterile saltwater (saline) for injections.

None of the COVID-19 vaccines approved in Australia:

- contain egg or animal products
- can affect or interact with your DNA in any way
- contain anything that can track you
- are unsuitable for people based on religious or faith requirements.

Does the risk of a serious side effect mean I shouldn't get vaccinated?

No! All the COVID-19 vaccines approved in Australia have good safety profiles and millions of doses have been given safely, protecting people from COVID-19.

All medicines have possible side effects, but the chance of a severe side effect from a COVID-19 vaccine is extremely low. Compared to the risks of getting COVID-19, the benefits of the vaccines are clear.

The protective benefits of vaccination against COVID-19 far outweigh the potential risks. It is recommended that people 12 years and over get any COVID-19 vaccine available to them as soon as possible. The Pfizer and Moderna vaccines are approved for those aged 12-17 years old, and all three vaccines are available for people aged 18+.

Can I get a COVID-19 vaccine if I am pregnant, breastfeeding, or trying to get pregnant?

Yes! You can get vaccinated if you're pregnant, breastfeeding or trying for a baby. There is no scientific evidence to suggest COVID-19 vaccines affect fertility. If you are pregnant, you should get vaccinated now.

Pregnant women are particularly vulnerable to COVID-19. Vaccination reduces the risk of severe disease and helps to keep you and your unborn baby protected. The vaccine cannot give you or your baby COVID-19.

Will I need to get a 'booster' shot?

Maybe. Studies are underway to better understand how long the vaccines will provide protection against COVID-19, as well as how well they protect against new variants of the virus. This evidence will help to inform whether a booster (or third dose) will be needed to maintain the best possible protection against COVID-19.

How do I book?

Book now online - www.nsw.gov.au

Call to book: 1800 57 11 55 / Telephone Interpreter Service (TIS): 131 450

