

Hornsby South Public School

Darug and Garigal Land
57-63 Clarke Road HORNSBY 2077
Ph: 9489 2410 Fax: 9489 2495



hornsbysth-p.school@det.nsw.edu.au (email)
www.hornsbysouthps.com.au (website)

Newsletter – 17 May 2023
Term 2 Week 4

CALENDAR



Wednesday 17 May
P&C Meeting 7:30pm

Friday 19 May
K-6 Assembly

Friday 26 May
National Sorry Day
3-6 Assembly
Zone X-Country

Friday 2 June
K-2 Assembly
School Tour

Monday 5 June
Class Photo Day

Tuesday 6 June
School Tour

Principal's Message

PARENTS AND CITIZENS' ASSOCIATION (P&C)

The next meeting is tonight from 7:30pm. Please join us in the library.

MOTHERS' DAY

A huge thank you to Tim M, Stephanie H, Tara M, Tamara D, Debbie. K, Ben W, Simone R, Suresh C, Anthea T, Natalie E, Sam S, Gerda N, Bogdan T, Julie S, Dani A, Christine G, Nick E, Brett C and all the parent helpers who co-ordinated or assisted with the sensational Mothers' Day Breakfast and Mothers' Day Stall, which was held last Friday. Both were a resounding success and it was wonderful to witness such a strong community spirit.

Congratulations to the Performance Band on their wonderful performance at the Mother's Day breakfast. You played beautifully.

CROSS COUNTRY CARNIVAL

On Friday 5 May, students in Years 3-6 and children turning 8 years old in Year 2 participated in the Cross Country Carnival. It was wonderful to see all the children aspiring to do their best. Congratulations to all the students that will be attending the Zone Cross Country Carnival on Friday 26 May 2023. A special thank you to Mrs Nicky Hall for organising the day and to all our wonderful parent volunteers.



NSW PREMIER'S SPELLING BEE

On Monday 15 May Hornsby South Public School held the finals for the Premier's Spelling Bee. The Premier's Spelling Bee is open to all NSW government primary, central and community schools. The competition comprises two divisions – junior for Years 3 and 4 and senior for Years 5 and 6.

The Premier's Spelling Bee includes activities that encourage students to become more confident users of language through broadening their vocabulary and promotes improved literacy skills in conjunction with the NSW English K-10 syllabus.

Congratulations to our Stage 2 winner Diyan C. and our Stage 3 winner Oliver M. who will represent our school at the Regional Finals in Term 3. A special thank you to Miss Kylie Madden and Mrs Skye Harper for their exceptional organization and to our class teachers for promoting this in their classrooms.

DATES FOR ENTRY TO OPPORTUNITY CLASSES IN YEAR 5 IN 2024

The application process for Year 5 Opportunity Class placements in 2024 has now closed.

Thursday 13 July 2023

Test centre and test authority advice released

Thursday 27 July 2023

Opportunity Class Placement Test

Thursday 3 August 2023

Illness/misadventure requests submitted

Sunday 6 August 2023

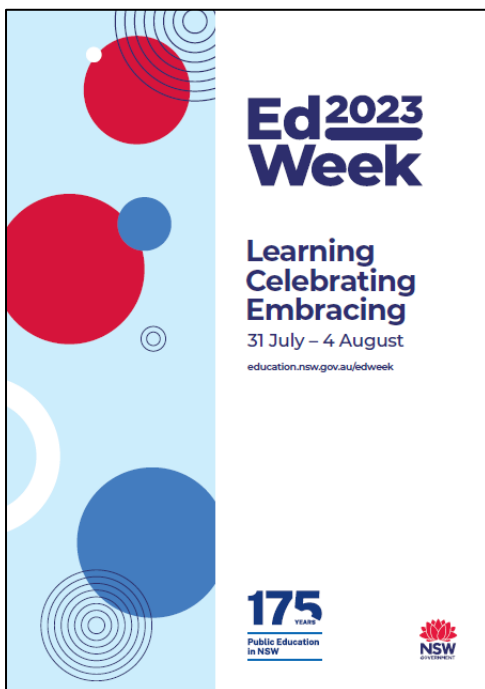
Last day to change opportunity class choices

Friday 20 October 2023

Placement outcome expected to be released

Please click on the link for further information.

<https://education.nsw.gov.au/content/dam/main-education/public-schools/selective-high-schools-and-opportunity-classes/media/oc-applicpack.pdf>



EDUCATION WEEK

Education Week for 2023 will be celebrated in Term 3 Week 3. This year we celebrate 175 years of public education in NSW and focus on learning from our past, celebrating our achievements and embracing the future with confidence.

This year marks 175 years since the establishment of public schools in NSW. Founded in 1848, the Board of National Education was formed and tasked with establishing a public education system in NSW. Prior to 1848, schools operated under a denominational system and were the responsibility of churches.

HSPS will celebrate Education Day on Thursday 3 August 2023 – save the date.



Jennifer Davey
Principal



LOOKING AFTER OUR MENTAL HEALTH

This week our Mental Health information is on recognizing signs of anxiety in your body. Please take some time to read this information.

There are many community resources available to assist you should you need. Please see contact information for some of these services at the end of the newsletter.

CHECK-IN ASSESSMENT FOR YEARS 4 AND 6

During Term 2, students in Years 4 and 6 will participate in the Check-in assessment.

The Check-in assessment is a NSW Department of Education online literacy and numeracy assessment available to support schools to assess and monitor student learning.

The assessment can supplement existing school practices to identify how students are performing in literacy and numeracy and to help teachers tailor their teaching more specifically to student needs. Students with disability may receive the same level of support during the assessment they would normally receive in the classroom.

- The assessment will be scheduled for our Year 4 and 6 students during Weeks 5 and 6
- All students complete a reading assessment and a numeracy assessment.

Students are asked to bring headphones that plug into a computer to enable them to hear audio during the assessment.

KINDERGARTEN 2024

We are now taking enrolments for Kindergarten 2024. Please see the flyer included in this newsletter for important dates including Kindy Play Groups, Kindy Orientation Dates and The Kindergarten 2024 Parent Information sessions.



Carolyn Smith
Deputy Principal

MEDICAL NEEDS

A reminder that any student with any cold symptoms should be kept home from school. While students are unwell, the best thing we can do is provided them with rest. COVID 19 is still around and we have RAT's available at the front office if you need them.

Additionally, any student who requires medication to be administered at school, even on a short term basis, must see the school office to complete the necessary paperwork.



SANDPITS

Our new sandpits are a hit! They are getting lots of use and providing some much-needed places for students to dig and create.



Adam Spencer
Assistant Principal

ANTI RACISM CONTACT OFFICER – ARCO

With your support, we do the very best we can to ensure culturally inclusive, cohesive, safe and engaging learning experiences for all our students. If at any time you find that you have a concern about racism in our school, you are encouraged to come to the school and talk with a member of staff so that your concern can be resolved. The NSW Department of Education has a Complaints Handling Policy to ensure that complaints are handled fairly. In the case of complaints relating to racism in schools. You can also contact Mrs. Harper, the school Anti-Racism Contact Officer (ARCO) on telephone (02) 9489 2410 or via email hornsbysyth-p.school@det.nsw.edu.au



MOTHER'S DAY BREAKFAST

Last Friday we were so excited to celebrate Mother's Day with all of our Mums, Grandmothers and special people. Families joined us for a yummy breakfast while we were entertained by our HSPS band. What a special morning. Happy Mother's Day to all the special women in our lives who take such good care of us!



STAGE 1 RANGER JAMIE INCURSION

Last Friday, Stage 1 were lucky to participate in an action-packed incursion with Ranger Jamie and the Gumaraa Rangers. Students were able to immerse themselves in the richness of Aboriginal culture, learning about the traditions and culture of the original custodians of this land. Students learnt about Dreaming Stories which recount how remains from the past are still important today.

Stage 1 learnt about the features of places where of places in our local area and how Aboriginal people in our area traditionally used tools and made shelters, which will help them understand Aboriginal kinship structures, both past and present. Students were introduced to the history of the local area and how their community is connected to significant people, events, places and sites. They participated in traditional Aboriginal language greetings and learnt how to care for places that are important to Aboriginal peoples. It was a fun day about creating links from our past to our present and learning how they are similar and different – a day they will surely never forget! Here are some photos from our exciting day.



Mrs Skye Harper
Assistant Principal, Curriculum and Instruction



ATTENDANCE


Education for your child is important and regular attendance at school is essential for your child to achieve their educational best and increase their career and life options. NSW public schools work in partnership with parents to encourage and support regular attendance of children and young people. When your child attends school every day, learning becomes easier and your child will build and maintain friendships with other children.

Arriving at school and class on time:

- Ensures that students do not miss out on important learning activities scheduled early in the day
- Helps students learn the importance of punctuality and routine
- Give students time to greet their friends before class
- Reduces classroom disruption

Attendance Goal:


Lateness is recorded as a partial absence and must be explained by parents. Let's work together and encourage students to arrive at school before the bell rings at 9:10am.



EVERY MINUTE COUNTS . . .

When your child misses just . . .	that equals . . .	which is . . .	and therefore, from Kindy to Year 12, that is . . .
10 minutes a day	50 minutes of learning each week	Nearly 1 ½ weeks per year	Nearly ½ a year of school
20 minutes a day	1 hour and 40 minutes of learning each week	Nearly 2 ½ weeks per year	Nearly a year of school
½ hour a day	½ a day of learning a week	4 weeks a year	Nearly 1 ½ years of school
1 hour a day	1 whole day of learning each week	8 weeks per year (nearly a term)	Over 2 ½ years of school

Your child's best learning time is at the beginning of the day!



School starts at 9:10am

Positive Behaviour for Learning: *Respectful, Responsible, Aspire*

NSW Department of Education



Why attendance matters

When your child misses school they miss important opportunities to:

 **Learn**

 **Make friends**

 **Build skills through fun**

Days missed = years lost

A day here and there doesn't seem like much, but...

When your child misses just... they miss weeks per year and years over their school life

1 day per fortnight

X
O
O
O
O

= 4 weeks



= Over 1 year missed

When your child misses just... they miss weeks per year and years over their school life

1 day per week

X
O
O
O
O
O

= 8 weeks



= Over 2.5 years missed



SPELLING BEE COMPETITION

On Monday 15 May, Hornsby South Public School held our 2023 Spelling Bee competition. Two representatives were chosen from each class to participate in the Spelling Bee, and they should all be very proud of their spelling achievements!

These students were:

Junior Spelling Bee		Senior Spelling Bee	
3J	Alyssa C	5G	Abigail B
3J	Roman B	5G	Vivaan K
3S	Izaan A	5M	Nia N
3S	Neo A	5M	Oshitha P
3W	Yota G	5S	Valerie W
3W	Isaac L	5S	Nathan E
3/4M	Diyan C	6A	Anna Z
3/4M	Diego S.C	6A	Chinmay R
4H	Dakota L	6O	Lucas S
4H	Lucy G	6O	Minka D
4W	Melody Z	6S	Oliver M
4W	Eliza M	6S	Grace J

All contestants were given some very difficult words to spell, but they all remained focussed and composed. Students pushed their nerves aside and spoke clearly and confidently into the microphone.

Congratulations to our Junior winner, Diyan C and runner up, Diego S.C!





Congratulations to the Senior winner, Oliver M. and runner up Lucas S.

Diyan and Oliver will now participate in the Regional Final in Term 3. We wish them the very best for the competition. We are very proud to see you represent our school!



Miss Kylie Madden
Assistant Principal, Learning and Support



		<h1>Assembly</h1>	
Respectful	<ul style="list-style-type: none">• I will listen to the speaker.• I will stand and sit quietly.• I will respond appropriately using my manners.		
Responsible	<ul style="list-style-type: none">• I will keep my hands and feet to myself.• I will acknowledge the achievements of my peers.• I will enter and leave the hall calmly and quietly.		
Aspire	<ul style="list-style-type: none">• I will be considerate to others.		

WHERE EVERY FACE HAS A PLACE

This week, Hornsby South Public School is focusing on Assembly Expectations. This is perfect timing as we have had a lot of educational incursions happening.

Throughout the week Year 2 have viewed photos of people reacting to events during an assembly. They decided whether the reactions are appropriate or inappropriate e.g. clapping or standing up and cheering to celebrate a friend receiving an award.

Show these photos to your children and see if they can recognise the appropriate or inappropriate reactions.

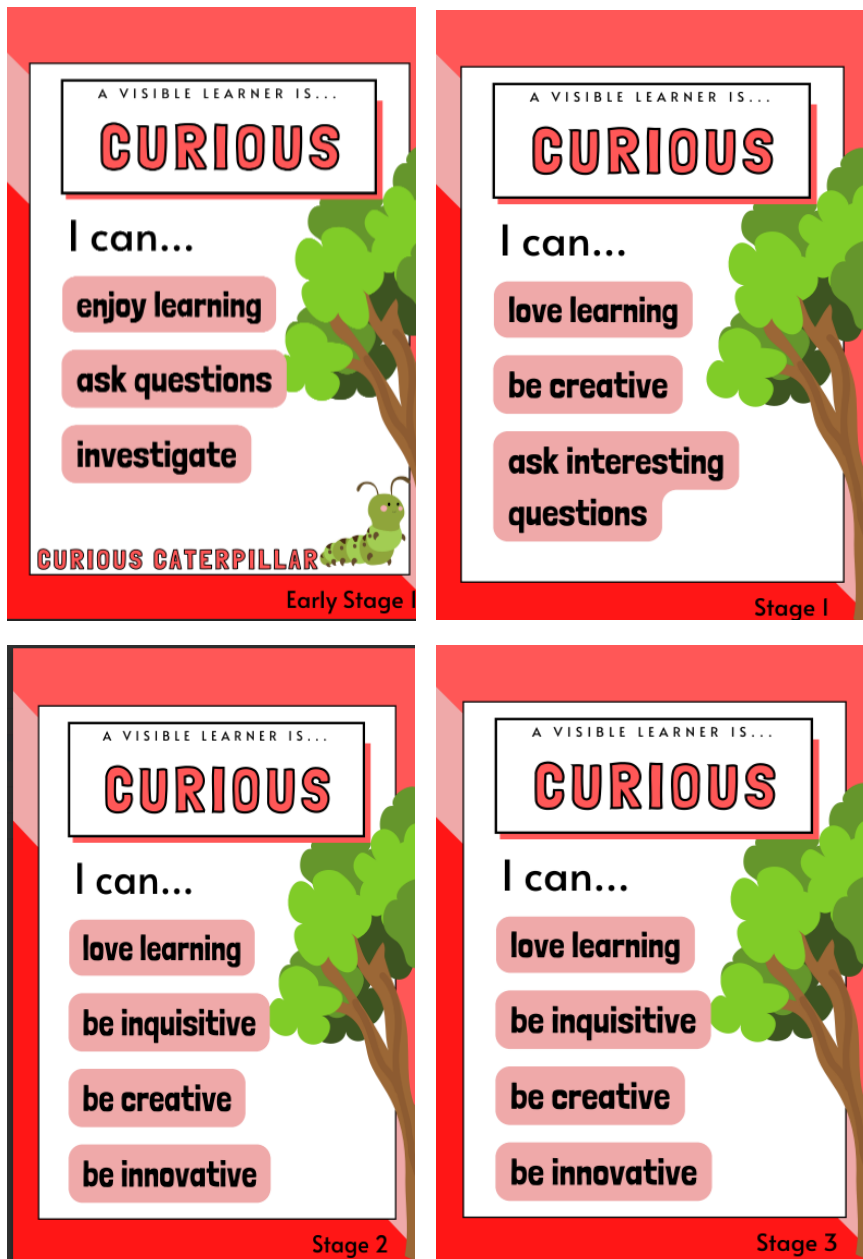


Miss Stephanie Jensen
Relieving Assistant Principal Year 2



VISIBLE LEARNING

Visible Learning is an effective methodology to promote independence and student growth in both academic and social domains. To help spark a few school conversations at the dinner table, try asking your child the following questions relating to the mindframe of **being curious**.



What are you passionate about?

How did you show your curiosity today? Which questions did you ask your teacher or friends?

What did you create in mathematics?

What would you want to investigate further? How could we do this as a family?

How can you be curious tomorrow during learning time?



Ms Morales & Miss Oliphant
Visible Learning Coordinators





CROSS COUNTRY

It was great to see so many participants in the School Cross Country Carnival on Friday 6 May. The 8, 9 and 10 year olds completed a 2 kilometre course and the 11,12 and 13 year olds a 3 kilometre course.

Congratulations to the below athletes:

8/9 Years Boys	8/9 Years Girls
<ol style="list-style-type: none"> 1. Curtis L 2. Jin T 3. Jayden R 4. Yota G 5. Daniel S 6. Zechariah W 	<ol style="list-style-type: none"> 1. Isabelle L 2. Kate L 3. Meka C 4. Alyssa C 5. Rina K 6. Isabella W
10 Years Boys	10 Years Girls
<ol style="list-style-type: none"> 1. Jackson T 2. Damon B 3. Jayden G 4. Nicholas R 5. Eric S 6. Aarav J 	<ol style="list-style-type: none"> 1. Simone L 2. Christine K 3. Annabelle D 4. Melody Z 5. Jasmine H 6. Isabella Z
11 Years Boys	11 Years Girls
<ol style="list-style-type: none"> 1. Mitchell H 2. Talon P 3. Hiten B 4. Patrick M 5. Suyash B 6. Jenson L 	<ol style="list-style-type: none"> 1. Valerie W 2. Charlotte J 3. Amber L 4. Imogen M 5. Annabel B 6. Suluxmi S
12/13 Years Boys	12/13 Years Girls
<ol style="list-style-type: none"> 1. Oliver M 2. Jin K 3. Edward S 4. Jamie M 5. Isaac S 6. Kai H 	Sarah J Olivia H Jennifer F Sarah S Sasha S Neeomi G



SORRY DAY AND RECONCILIATION WEEK

Friday 26th May - Sorry Day

There will be 2 morning assemblies, one for K-2 and another for 3-6. Student leaders will talk about the importance of Sorry Day. Followed by teacher led discussions in classrooms.

Monday 29th May - Traditional Indigenous Games Day

Students will participate in a games day, where they will be learning traditional Indigenous games, background information of where these games were played and which Aboriginal Peoples played these games.

Tuesday 30th May - Teacher Choice

Teachers are encouraged to bring the celebration of Aboriginal people and cultures into their classroom in their own way. Each class will be participating in their own celebrations this day.

Wednesday 31st May - Wear it Yellow Day

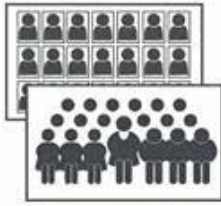
Students and teachers will wear yellow on this day and are encouraged to bring in a gold coin to raise funds for Children's Ground. Children's Ground is an organisation working with children to develop personal learning, health and cultural development plans.

Thursday 1st June - Sea of Hearts

Students will reflect on what they have learnt throughout the week by writing 'what reconciliation means to you' on a heart template. This will then be displayed in the window of each classroom.



school photographs are coming up soon



Group presentation format is chosen by your school. Format may vary from options shown.



Perfect for 10x8" Frames



126x176mm

82x127mm

38x135mm

38x63mm



63x87mm

53x74mm

29x41mm



48 Personalised Stickers

Please note: Traditional, Composite or High-Resolution Virtual Group format is chosen by your school. Sibling photos, if available, can also be ordered online and must be ordered prior to your photo day. A late fee will apply for photos purchased after ordering has closed.

how to order

order online

Online payment options include Visa, Mastercard and PayPal.

STEP 1

Go to www.advancedlife.com.au on your computer, phone or tablet.

STEP 2

Enter your school code:

F7G 54C 2P2

in the 'order and download' box. This will take you to your school's secure online ordering site.



STEP 3

Click on 'Order Photos' and complete your details and procedures. During this process you can place orders for additional children at your school and sibling photos, if available.



cash/envelope ordering

Your school prefers orders to be placed online. However, if you are unable to order online, please complete your order using the order envelope provided.

STEP 1

Complete a separate order envelope for each individual child's package/s ordered. If ordering for more than one child, payment should be enclosed in the envelope of the eldest child and this should be indicated on the envelope of the other child/children (the envelope that does not have cash enclosed).

STEP 2

Enclose exact cash payment in one envelope for the package/s you are ordering. Payment for more than one child should be in the eldest child's envelope and marked at the bottom of the envelope in the space provided.

STEP 3

Return your completed envelope/s, with correct cash payment, to our photographers on the day.

Please note: You must enclose exact correct payment, as change is not available. Credit card payments can only be made online and we no longer accept cheques. There is a separate envelope for sibling photo orders, should your school choose to offer sibling photos.

School photographs will be returned approximately 6 weeks after the day of photography.

Please note this delivery timeframe is dependant on proofing and additional photography days at your school.

IMPORTANT - "not for publication" students

If you have instructed your school that your child's image is "not for publication" (sometimes called "do not publish" or "not for media release" instructions), the school will ensure that your child is not presented to our photographers on photo day and school photographs will not be available for purchase. If you wish to change your instruction, then you must notify your school, so they change their records and identify your child as able to be photographed for school photography purposes. All students presented to our photographers by your school on photo day will be photographed, their images will appear in school photography packages with their fellow students and these packages will be available to purchase by all families.

Contact us: www.advancedlife.com.au/contact

advancedlife
school photography & print specialists

Positive Behaviour for Learning (PBL) - Respectful, Responsible, Aspire





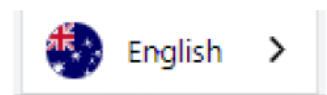
Our new school finance system School Bytes is now up and running. Term 2 fees will be emailed to you shortly. No hard copies will be sent home from this term. Any outstanding fees from Term 1 have been brought over to the new system. All families will need to

“create a new account”

by using the link <https://portal.schoolbytes.education>

Once you have completed the required information (see below) you can link Hornsby South Public School and choose your child's class. You are now set up to make online payments.

Please note that School Bytes is available in 10 different languages, accessed by the logo in the bottom right hand corner.



Cash and cheque payments are still accepted at the school office. We appreciate your patience going forward as we become more familiar with our new system. If you have any problem setting up your account, please contact the school office for assistance.





HSPS

Community, Coffee & Catch-Up

Join us for an online catch-up with guest speaker
Dr Kristy Goodwin!

Who: Dr Kristy Goodwin and Relationships Australia

What: Dr Goodwin will explore:

- Why children find the online world captivating and how to manage their screen time so it doesn't end in 'scream time' (there's science to explain their technotantrums);
- A simple (& realistic) formula to determine healthy SCREEN TIME limits for children;
- The 3Bs that allow parents to be the PILOT of the DIGITAL PLANE;
- The 5 essential BOUNDARIES they must establish to ensure their child's time online supports their PHYSICAL HEALTH and MENTAL WELLBEING;
- Why DIGITAL DISCONNECTION is critical for your child.

When: 24th May 7:00-8:30pm

Where: Online (Zoom link provided on registration)

Registration: <http://bit.ly/3MoF2tH>



See you there!





Hornsby South Public School



Kindergarten 2024 Orientation Dates



Guided Tours of the School for Kindergarten 2024

Please ring the school office to book one of the 2023 dates below.

Friday June 2, Wednesday June 21,
Monday August 21, Thursday September 14,
Friday October 20, Tuesday November 7, Friday December 8
All tours start at 9:30am from the school office.

Information Session for Kindergarten 2024 Parents

A booking is not necessary for this event.

Wednesday 30 August in the school hall 9:30am - 10:30am or 6:30pm - 7:30pm

Play Group Sessions for children enrolled in Kindergarten in 2024

Please book either one or two sessions at www.schoolinterviews.com.au using
the booking code **kn3t6**

Friday 1 September 2023 1:45pm -2:40pm
Friday 8 September 1:45pm-2:40pm
Friday 15 September 1:45pm-2:40pm

Beginner Group Sessions for children enrolled in Kindergarten in 2024

Please book up to three sessions.

A booking form will be provided with your enrolment pack.

Tuesday 17 October 9:30am-11:00am
Wednesday 25 October 9:30am-11:00am
Thursday 2 November 9:30am-11:00am

Pre-Entry to School Interviews for Kindergarten 2024 Parents

Please make a booking at www.schoolinterviews.com.au

A booking code will be provided with your enrolment pack.

Monday 27 November 2023- Friday 1 December 2023

BEST START Interviews for 2024 Kindergarten

A booking code will be provided with your enrolment pack.

Please make a booking at www.schoolinterviews.com.au



Start Date for Kindergarten 2024 Kindergarten

*A Starting Date and time will be provided with your
enrolment pack.*

For more information Ph: 9489 2410 Fax: 9489 2495
Hornsby South Public School 57-63 Clarke Road Hornsby NSW 2077
E-mail: hornsbysth-p.school@det.nsw.edu.au
Website: hornsbysth-p.schools.nsw.edu.au
NSW Department of Education CRICOS Code 00588M





LOST PROPERTY

There are a large
number of items in the
front office's
Lost property
Please come in and see
if any belong to you!!



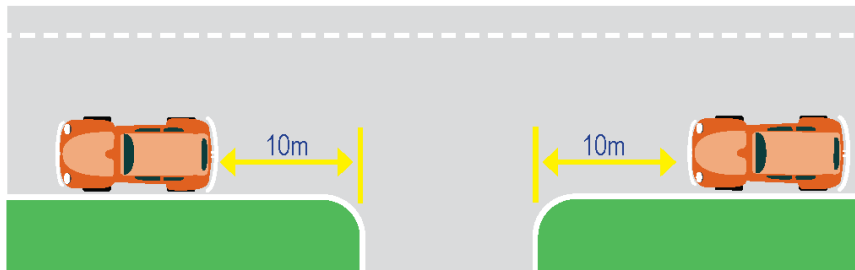
LOST DRINK BOTTLES



Parking Rules

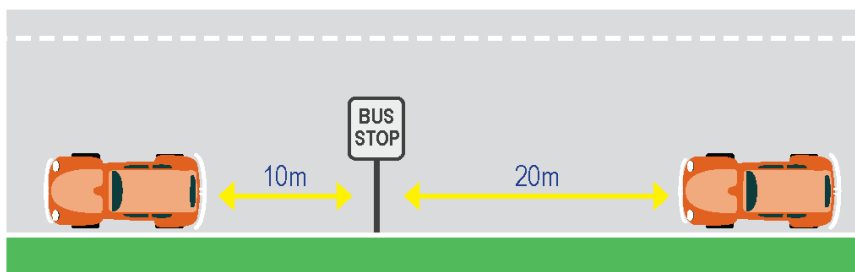
Please park safely and legally on the streets around your school. Park legally so you do not incur parking fines and demerit points. Council's Traffic Compliance Officers enforce parking around schools. If you park contrary to the road rules you will be fined!

You cannot stop or park your vehicle:



Within 10m of an intersecting road at an intersection without traffic lights (20m with traffic lights), unless a sign states you can park there (see image at left).

PENALTIES FROM: \$352*
Demerit Points apply

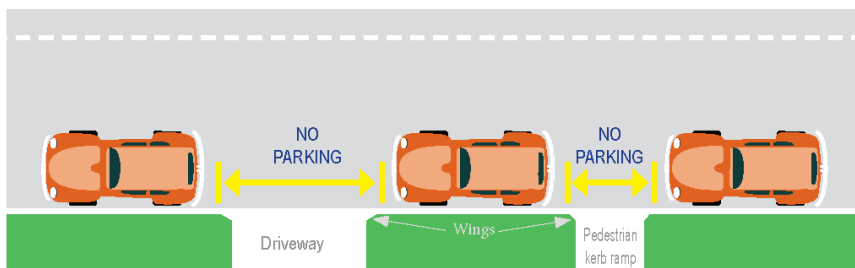


Within 20m before and 10m after a bus stop (see image)

PENALTIES FROM: \$275*
Demerit Points apply in School Zone

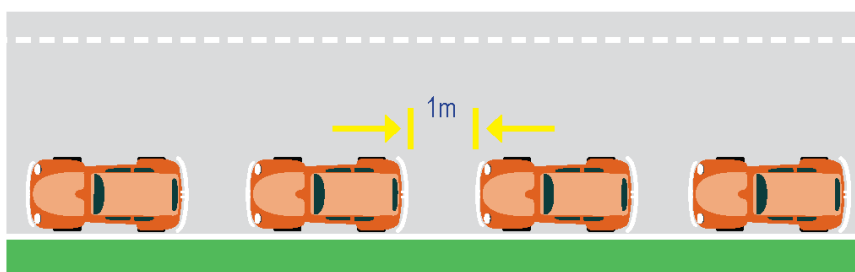
Parallel parking

This is the usual way to park unless signs tell you otherwise. You must park in the same direction of travel and parallel and as close to the kerb as possible.



You can NOT park across driveways or pedestrian kerb ramps. A vehicle can be parked up to the wings on the driveways or ramp (see image)

PENALTIES FROM: \$275*
Demerit Points apply in School Zone



You should park at least one metre from any other parked vehicle and entirely within any marked parking lines where provided (see image)

PENALTIES FROM: \$117

* Penalty amounts are substantially higher for offences committed in School Zones

All penalties are set by NSW State Government. The above information is current as at 01/12/2021. For a list of all school zone driving and parking offences in New South Wales visit: <https://roads-waterways.transport.nsw.gov.au/documents/roads/safety-rules/demerits-school.pdf>



Parking Rules

No Parking Zone

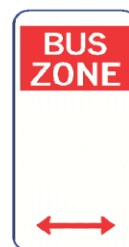
- Drivers may stop in this zone to drop off or pick up passengers or goods for a maximum of 2 minutes.
- The driver MUST remain in or within 3 metres of the vehicle at all times.
- The vehicle must not be left unattended.
- If times of operation are shown on the sign, the restriction only applies during the times shown.
- No Parking zones can also be used to drop off and pick up children.



Penalty: \$117 or \$196 in School Zone + 2 Demerit Points

Bus Zones

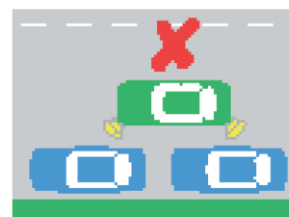
- Drivers are not permitted to stop within a bus zone at any time.
- If times of operation are shown on the sign, the restriction only applies during the times shown.



Penalty: \$275 or \$352 in School Zone + 2 Demerit Points

Double Parking

- Drivers are not permitted to stop or park between the centre of the road and another vehicle that is parked at the side of the road.
- Double parking decreases visibility for motorists and pedestrians, and significantly reduces road safety around schools.



Penalty: \$272 or \$349 in School Zone + 2 Demerit Points

No Stopping Zone

- Stopping is not permitted at any time.
- If times of operation are shown on the sign, the restriction only applies during the times shown.



Penalty: \$275 or \$352 in School Zone + 2 Demerit Points

LEGAL DISCLAIMER:

This document is produced as a guide only. Council takes no responsibility for any damage sustained to vehicles when parked in local streets. It is the responsibility of the driver to be aware of traffic regulations and parking restrictions when parking a vehicle and Council reserves its right to issue Penalty Infringements Notices in circumstances where traffic regulations or parking restrictions have been violated.

Safe Walking Tips

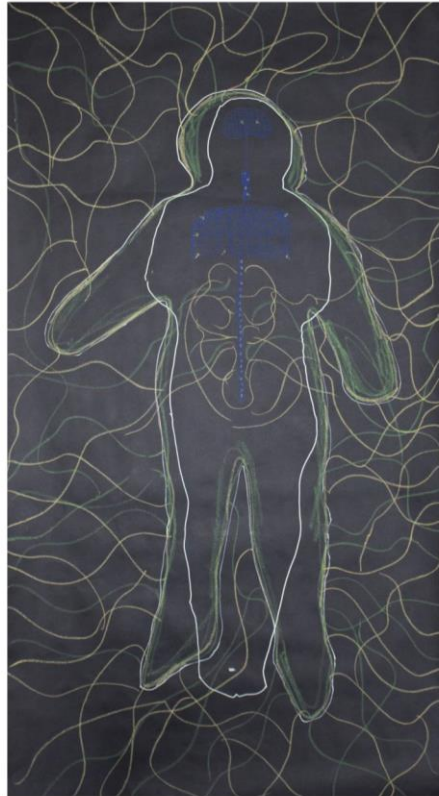
- Always use pedestrian crossings.
- Never assume that a driver can see you or will stop for you. Their vision may be affected by the sun, poor light, parked cars or other distractions.
- Remember that drivers take longer than usual to stop in the rain or on a wet road.
- At intersections, check for turning vehicles before you leave the footpath and while you are crossing the road.
- Children up to ten years old should hold an adult's hand in the car park, on the footpath and when crossing the road.
- Avoid using a mobile phone, head phones or other device while you are crossing the road.
- Watch out for bicycles.

All penalties are set by NSW State Government. The above information is current as at 01/12/2021. For a list of all school zone driving and parking offences in New South Wales visit: <https://roads-waterways.transport.nsw.gov.au/documents/roads/safety-rules/demerits-school.pdf>



Body Mapping Anxiety

A Guide for High School Students



**Anna Tewson, Priya Vaughan,
Adele De Jager, Katherine Boydell**

Putting health in mind



**Black Dog
Institute**

Body mapping is an arts-based research tool which, due to its focus on embodied experience, lends itself to exploration of bodily and psychological feelings and experience. Body mapping involves ‘...tracing around a person’s body to create a life-sized outline, which is filled in during a creative and reflective process, producing an image representing multiple aspects of their embodied experience...’ (De Jager et al. 2016)

This guide has been created in order to explore the experience of anxiety with High School students. Body mapping is a wonderful way to explore feelings and experiences that are difficult to communicate. Please feel free to adapt this guide to suit the needs of the participants you’re making maps with.

This guide has been inspired by, and adapted from: *Gastaldo, D., Magalhaes, L., Carrasco, C., Davy, C. (2012). Body-Map Storytelling as Research: Methodological considerations for telling the stories of undocumented workers through body mapping. Retrieved from <http://www.migrationhealth.ca/undocumented-workers-ontario/body-mapping>.*

(December 2016)



Workshop 1: Mindfulness Exercises & Body Tracing (1.5 hours total)

Introduction to Body Mapping (5 minutes)

Purpose	<p>To introduce the relationship of body mapping to the goals of the research project</p> <p>To address and reduce any reluctance related to drawing</p> <p>To introduce the art materials and demonstrate how each material can be used</p> <p>To establish expectations of the process as well as group rules (respect, safety, not interrupting or judging others' work)</p> <p>Ask for ongoing feedback about participants' well being, ongoing process of consent (able to leave at any time) and encourage self-care.</p>
Instructions	<p>1) Before beginning the mindfulness activities, take a few minutes to remind the participant what body mapping is about and how it will be used in this study.</p> <p>2) Ask the participants if they have any questions about the process before beginning.</p>
Potential questions/ comments to guide the exercise	<p><i>As part of this research project, we are going to use the body as a starting point to explore your experience of anxiety. We are going to use a process called body mapping. A body map is a life sized artwork created by tracing around your body. You will fill your map with symbols, images, and colours to depict your experiences of anxiety, and the ways that you deal with your anxiety (provide examples if necessary).</i></p> <p><i>For this first workshop, we are going to go through some mindfulness exercises to ease you into thinking creatively, and assist you to begin to think of symbols and/or images to represent your experiences of anxiety and how you deal with anxiety.</i></p> <p><i>We're using mindfulness as a way to explore being in the present moment. Mindfulness is about being conscious of what's going on around you, what you're doing, seeing and feeling in the present moment. Mindfulness is an important part of engagement with yourself and the world surrounding you. These exercises will also assist you in deciding what posture you want your body to be in on the body map. Feeling and listening to your body in the present moment may assist you to reflect on how you experience anxiety, and what it is you would like your body map to communicate.</i></p> <p><i>Remember, if you feel tired and need to take a break, let me know. It is also important to let me know if you feel uncomfortable at any point. You can stop at any time without having to explain why.</i></p>
Reminders or special considerations	<p>If undertaking research: ensure consent forms read, understood and signed, remind participant session will be recorded etc.</p> <p>Keep a check on the general health and energy level of the participant.</p>



Exercise 1: Mindfulness and Drawing Exercises (1 hour)

Purpose	To explore participants' embodied experiences of dealing with anxiety through a series of mindfulness and drawing exercises.
Instructions	<ol style="list-style-type: none">1) Start with a body scan, with an emphasis on embodied experience.2) Reflect on how the body felt in this exercise, and how this can be described in relation to anxiety. Where is anxiety experienced within the body? How does the body experience anxiety? Drawing exercise to explore symbols to represent these embodied experiences (20 minutes).3) Mindful walking exercise (both as a means to energise participants, and assist them in thinking in the present).4) This time, we will ask participants to focus on how their anxiety is managed. What do they do to assist in managing their anxiety? Do they try anything to assist their body in managing their anxiety? Who/what helps in managing their anxiety? Drawing exercise to explore symbols to represent their 'anxiety management' experiences (20 minutes)5) Refer to Starting with Art day (potential drawing/ writing/ collage exercise?) (10 -15 minutes)6) Mini body map exercise – pre drawn body maps on A4 paper. Can the symbols they've drawn in the previous exercises be used to highlight different parts of the body, both where anxiety, and 'anxiety management' is felt? (Using this exercise may depend on whether we have time. We could use it in the next workshop).

Potential questions to guide the exercise *We would like to begin with a body scan. This is a mindfulness exercise aimed at relaxing your body, and assisting you to think about how you experience anxiety, both where in your body you feel anxiety, and the feelings that are associated with your anxiety. (Depending on time you may wish to incorporate into this exercise reflections on anxiety and how this feels within the body).*

You can stay sitting, or if you were lying down for the body scan, bring yourself into a seated position. I'd like for you to take a moment to think about how your body felt during this exercise, and how your body feels now. Did thinking of your experiences of anxiety during this time bring up any feelings/sensations within the body? Or assist you in reflecting on your experiences of anxiety?

We are now going to begin to think of how we can visually represent these experiences/feelings of anxiety within the body. If everyone could move when they're ready to the paper that's spread throughout the room, we can begin this drawing exercise. Think back to the last time you felt anxious or stressed. How did it make you feel? Did you feel it in a particular part of the body? How is it felt? You can depict these experiences any way you like... for example you could use a shape that you think represents your feelings of anxiety in a particular part of your body? Or you could try drawing yourself in this anxious moment if that's easier? How do you see yourself when you're anxious? What does your body look like? Is there any way you can depict this visually? They can be as literal or complex as you like. If thinking back to these experiences makes you feel anxious in any way, let these feelings go, and come back to how your body felt after the scan. If you can't think of anything to draw, or you're not sure how to draw something, there



are some magazines and cut out images that may help you to think of ways to draw your experiences. (Adapted from 'Body Scan' (Smiling Mind, 2016))

(Consider before doing walking mindfulness whether students were engaged in the body scan? Is the 'Exploring Movement' (Smiling Mind 2016) activity appropriate at this moment?)

We would now like to move through a walking mindfulness exercise. This is mainly so you can get rid of any energy you may have from sitting down through this period, and to encourage thinking about your body in relation to your experiences. (Refer to Exploring Movement Exercise on separate sheet – incorporated into this exercise may be reflections on what helps with their anxiety... as a way to prompt the next drawing exercise).

We would now like to think of ways to visually represent the ways that help with your anxiety. What are your coping strategies? What helps you when you're feeling anxious? What makes you happy in life? Where in the body do these feelings arise?

We're going to run through a quick drawing exercise that may help to act on instinct when considering what helps you to manage your anxiety. I want you to write down 3 things that help you to cope with anxiety. This may be things like family, friends, pets, exercise, nature, music, hobbies etc. (Once students have written them down)... Take your first piece of paper... you've now got 2 minutes to represent that first example you wrote down. You can draw as many or as few images or symbols as you like.

To explore what kind of body posture you would like to draw onto your body map, we're going to do a collage exercise to explore movement in the body. (Hand out paper, glue etc). Firstly, we want to start by ripping up the paper, and using this paper to create a posture shape that you feel represents you as a person. It can be in any shape, and remember this is just a practice to assist you to think about the ways you want to present your body on your map, so don't worry if you're not happy with what you come up with. (ACTIVITY) Now that you've created a general shape for your body posture, we want you to draw an outline that gives the body more character. You can focus on emotions that you'd like to portray through your body posture. Do you want it to be a strong, playful, elegant, joyous, majestic posture for example? It's up to you how you would like to present your body in this drawing.

Reminders or special considerations It is important to prompt people to describe what the process was like for them, prompting them with questions to further explore the meaning of images / symbols that they draw.

To address and reduce any reluctance/hesitancy related to drawing



Exercise 2: Body Tracing (20 – 30 mins)

Purpose To trace an outline of the participant’s body in a posture that is most characteristic of who they are and what their experience of anxiety has been like.

Instructions

- 1) Ask participants to get into pairs so they can trace around each other.
- 2) Ask the participants to take off their shoes and any extra clothing (if it is likely to interfere with drawing the outline (i.e. bulky jumper, handbag, etc.))
- 3) Ask them to think of a posture that represents who they are, their body in the context of their experience of dealing with anxiety, and the ways in which they manage their anxiety.
- 4) Ask them to lie down on the sheet of large paper in that posture, while you trace their body with a pencil or grey charcoal.
- 5) While tracing, maintain flow of conversation through research relevant questions.
- 6) After helping them to get up, ask him/her to pick a colour for their body outline that best represents who they are.

Potential questions to guide the exercise

The first step in creating your body map is to trace your body shape on this large sheet of paper. Please remove your shoes or any excessive clothing/accessories you may have on (e.g. bulky jacket, etc.).

I would like you to think about a position or a posture that best represents who you are and your experience of dealing with anxiety, and the ways in which you manage your anxiety. What body position best represents you? (e.g. sleeping, standing, dancing, stretched out, curled up, etc.). You can decide whether you want the body posture to represent who you are generally, or you when you’re feeling anxious, or you when you’re managing your anxiety, or even a neutral posture.

(Possible questions while tracing: How would you describe yourself as a person? What has your experience of dealing with anxiety been like? What do you think has been the biggest change? How do you describe yourself right now?)

Reminders or special considerations

Participants may have a hard time thinking about a position that characterizes them. If this is the case, it might be useful to jot down some examples / brainstorm it together before they get into place.

Some positions are difficult to draw, especially if the person decides to lie down on their side, which means only one arm and only one leg will appear in the tracing. In this case, take some time to think about where the arm/leg would appear in the inside of the body and help the participant draw in these missing pieces.

Tracing may make both you and the participant uncomfortable. One way to get around this is to trace a couple of inches away from their body, or skip parts that make you feel uncomfortable and fill them in later once they have stood up.



Homework Activity (5 minutes)

Purpose To deepen and broaden participants' reflections on the mindfulness and drawing exercises they completed, and to think more deeply about what symbols they would like to include in their body map.

Task to do at home Reflection: 1) Think about some of the symbols you drew in the exercises today, and which ones and where you would like to place them on the body map 2) Think about a personal slogan (e.g. a statement, a saying, a poem, a song, a prayer, something you say for yourself) that describes your philosophy of life or your current thinking about your life. Think about where to place it on the sheet.

Workshop 2: The Experience of the Body while anxious and/or when non-anxious (1.5 hours)

Reflections on previous meeting and introduction to today's activities (5 minutes)

Purpose To provide a space to reflect on what the last meeting was like.
To introduce activities planned for the day.

Instructions Ask for feedback.
Introduce topics.

Potential script / questions to guide the exercise *Before we start today, could you take a moment to reflect on what the last meeting was like for you... are there any comments / suggestions / queries arising from that? Is there anything that we need to change today to make things work better or more smoothly? What do you need to feel supported today? If you think of something later on, you can let us know.*

Today we will begin to fill in your body maps. Firstly, we will focus on using the symbols and/or images that you created in last week's workshop, and decide where you would like to use these symbols/images within the body map. Secondly, we will focus on creating a slogan to represent your experiences. We will discuss this later in the workshop.

Reminders or special considerations Leave enough time for people to make suggestions about what they need.



Exercise 1: Filling in the body map with symbols/images & completing the slogan (1 hour)

Purpose To represent participants' diverse experiences of anxiety through using symbols/images which are meaningful to them.
To understand what motivates participants or what perspective participants have on life through the use of a slogan.

Instructions

1. Ask the participant to show you their symbol and slogan and explain its meaning.
2. If the participant wishes to cut and paste their symbol and slogan directly on their body map, help him/her and make sure to ask about the meaning of where they place it on their body map.

Potential script / questions to guide the exercise

Today we're going to begin to fill in your body maps with some of the symbols and/or images that you created in last week's workshop. We have magazines and cut out images, so you can experiment with collage if that is something you would prefer. You may also begin to think about the internal and external in relation to your body. Where can anxiety be felt within the body? Are there external stressors that trigger your anxiety? Again, if thinking about these experiences makes you feel anxious, let these feelings go, and instead you may like to focus on the ways that you manage your anxiety. Does your management of anxiety come from within? Or are there external forces that help you to manage your anxiety? This can assist in deciding what will be drawn within the body, and what will be drawn in the space surrounding the body. Of course, if anyone has any questions throughout today's workshop, don't hesitate to call on us to talk through ideas as we're here to help you. If anyone is uncomfortable at any point, or if you feel anxious thinking about your experiences, you can stop and take a break at any point.

(After maybe 20 minutes or more depending on everyone's energy levels, we could guide participants through another walking meditation).

We would now like to move through another walking mindfulness exercise, as we did in the last workshop. Again, this is mainly so you can be re-energised and ready to continue with drawing onto the body maps. (Adapted from 'Exploring Movement' (Smiling Mind 2016))

Some guiding questions: What symbols/images have you chosen to describe your experience of anxiety? Who are you as a person? What is your life philosophy? What keeps you going? Can you explain the meaning of your symbol and slogan? Where on your body map would you like to place these symbols and why?

We'd now like to focus on creating a personal slogan that will be drawn onto your body map. Some of you may have already thought of or decided on a slogan that reflects you as a person and your experiences, but we would also like to guide you through a writing exercise that may assist you if you haven't figured out what you want as your slogan. (Hand out paper to write on)

We'd now like for you to write down the first 3 words that come to your head to describe your experiences of anxiety. Now, we'd like you to write another 3 words that come to your head when you think of the ways that



help you to deal with your anxiety. Now, it may be helpful to use these words to form a sentence of some kind. This can be in any format you wish; a poem, the words merely strung together, or using words/phrases that you've already thought of in conjunction with the words you wrote down today. If you're happy with what you've created, you may like to think about where you'd like to write these words onto your body map. There's no pressure to copy it onto the body map today, but you may like to think about where this personal slogan could be placed on your map. For those of you who aren't happy with what you've created, you may like to consider particular song lyrics that you like, or quotes from novels that you like, or even just a phrase that comes to mind when you think of who you are as a person, and how your experiences have shaped you. Keep in mind that we have one more session, so if you would prefer to continue with filling in your body map, you can work on creating a personal slogan at home and add it to your body map next week.

(Allow participants to continue working on filling in their body map, or they can continue working on their personal slogan if they'd prefer).

Reminders or special considerations

It is common for participants to choose a slogan in a language other than English, if English is not their first language. They may wish to keep it like this. Keep in mind that for the purposes of dissemination, these segments of the body map will need to be translated.

If participants ask you to reproduce their slogan in larger font, make sure to keep a note of where they would like the slogan to appear on their body map.

It is also common for participants to come with a symbol to use in mind. You can suggest finding it on the Internet and adding it to their body map at a later time. Again, keep a note for yourself about where they would like the symbol/image to appear.

Body Mapping

Workshop 3: Completion of body maps (1.5 hours)

Exercise

Purpose To revisit the use of a personal slogan within the body maps & fill in the entire body map. To conduct interviews with participants about their maps.

Instructions

1. Check in with participants to see if they have any questions about the previous workshops.
2. Continue to fill in the body maps until completion.
3. Finish with a mindfulness walking exercise.

Potential script / questions to guide the exercise

Reminders or special considerations Make sure to check in with participants throughout the workshop to ensure they are supported, and if they need any additional resources or advice for their body mapping creation.



References:

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Gastaldo, D., Magalhaes, L., Carrasco, C., Davy, C. (2012). Body-Map Storytelling as Research: Methodological considerations for telling the stories of undocumented workers through body mapping. Retrieved from <http://www.migrationhealth.ca/undocumented-workers-ontario/body-mapping>.

Smiling Mind (2016), Body Scan (Adult mindfulness 101). <https://smilingmind.com.au> Accessed 2016.

Smiling Mind (2016), Exploring Movement (16-18 years Mindfulness 105). <https://smilingmind.com.au> Accessed 2016.







Resources for Families

If you or your child needs to talk to someone...

Name	About	Phone	Online
 Kids Help Line	For anyone 25 or under - Kids Helpline is a free, private and confidential 24/7 phone and online counselling service for young people aged 5 to 25.	1800 55 1800 24/7	Webchat 24/7 https://kidshelpline.com.au/get-help/webchat-counselling
 Lifeline	For all ages - 24-hour crisis support telephone service. Lifeline provides 24/7 crisis support and suicide prevention services.	CALL: 13 11 14 24/7 TEXT: 0477 131114 6:00PM - Midnight	Crisis Support Chat 7:00PM – Midnight https://www.lifeline.org.au/get-help/online-services/crisis-chat
 Suicide Call Back Service	A nationwide service that provides 24/7 telephone and online counselling to people who are affected by suicide, experiencing thoughts of self-harm or suicide	1300 659 467 24/7	Online Chat 24/7 Video Chat 24/7 https://www.suicidecallbackservice.org.au/
 Youth Beyond Blue	Beyond Blue provides information and support to help everyone in Australia achieve their best possible mental health, whatever their age and wherever they live.	1300 22 4636 24/7	Chat Online 3:00PM - Midnight https://www.youthbeyondblue.com/
 Headspace	eheadspace provides free online and telephone support and counselling to young people 12 - 25 and their families and friends.	N/A	Group Chat 24/7 1 on 1 Chat 9AM - 1AM https://headspace.org.au/eheadspace/
1800RESPECT 	Confidential information, counselling and support service, open 24 hours to support people impacted by sexual assault, domestic or family violence and abuse	1800 737 732 24/7 Interpreter: 13 14 50	Online Chat 24/7 https://chat.1800respect.org.au/#/welcome
Mental Health Line 	A mental health professional will answer your call about mental health concerns for you or someone you are concerned about, including children, teens, adults and older people	1800 011 511 24/7	https://www.health.nsw.gov.au/mentalhealth/Pages/Mental-Health-Line.aspx






If you are looking for an app to support you or your child...



Name	About	Website
<p>Calm Harm</p> 	<p>Calm Harm provides tasks that help you resist or manage the urge to self-harm. You can add your own tasks too and it's completely private and password protected.</p>	<p>Free</p> <p>App Store Google Play</p>
<p>Clear Fear</p> 	<p>The fear of threat, or anxiety, is like a strong gust of wind. It drags you in and makes you want to fight it or run away.</p> <p>Instead, face your fear with the free Clear Fear app and learn to reduce the physical responses to threat as well as changing thoughts and behaviours and releasing emotions.</p>	<p>Free</p> <p>App Store Google Play</p>
<p>ReachOut Worry Time</p> 	<p>ReachOut WorryTime interrupts repetitive thinking by setting aside your worries until later, so you don't get caught up in them and can get on with your day. This means you can deal with worries once a day, rather than carrying them around with you 24/7</p>	<p>Free</p> <p>App Store</p>
<p>ReachOut Breathe</p> 	<p>ReachOut Breathe helps you reduce the physical symptoms of stress and anxiety by slowing down your breathing and your heart rate with your iPhone</p>	<p>Free</p> <p>App Store</p>
<p>Smiling Mind</p> 	<p>Smiling Mind is a meditation app for young people. It has been developed by a team of psychologists and uses mindfulness to boost calmness, contentment and clarity. Mindfulness meditation has been shown to help manage stress, resilience, anxiety, depression and improve general health and wellbeing.</p>	<p>Free</p> <p>App Store Google Play</p>
<p>WellMind</p> 	<p>WellMind is designed to help you with stress, anxiety and depression. The app includes advice, tips and tools to improve your mental health and boost your wellbeing.</p>	<p>Free</p> <p>App Store Google Play</p>



If you are seeking additional information...

Name	About	Website
Raising Children  raisingchildren.net.au the Australian parenting website	Provides up-to-date, evidence-based, scientifically validated information about raising children and caring for yourself as a parent or carer.	https://raisingchildren.net.au/
ReachOut 	Our mission is to deliver innovative e-mental health services that enable young people to take control of their mental health and wellbeing.	https://au.reachout.com/
Black Dog Institute 	Primary areas of mental health research and treatment include: depression, bipolar disorder, post-traumatic stress disorder (PTSD), anxiety, workplace mental health, adolescents and young people, suicide prevention, e-mental health, and positive psychology and wellbeing.	https://www.blackdoginstitute.org.au/

If you are looking for online support...

Name	About	Website
The BRAVE Program 	BRAVE-ONLINE is an evidence-based cognitive behavioural therapy (CBT) available online to help children (8-12) and teenagers (13-17) cope with anxiety	https://www.brave-online.com/
Smiling Mind 	Online and app-based program to improve wellbeing of young people through mindfulness meditation.	https://www.smilingmind.com.au/

Are you in danger?

If you, or someone you are with is in immediate danger please call:

 **000**

or

go to your nearest hospital emergency department

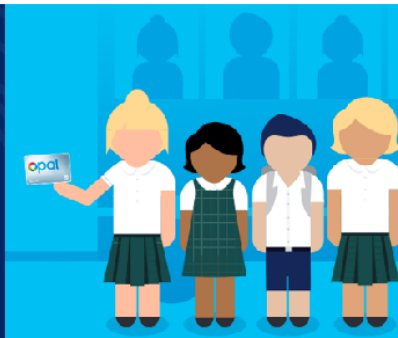




School Student Travel

May 2023

OFFICIAL



School student travel information for parents and students

School Travel Passes

Students who require a School Opal card or travel pass but have not yet applied need to [apply](#) or [update](#) their details as soon as possible.

In the Opal network, students should travel with a Child/Youth Opal card until they receive their valid School Opal card. If outside Greater Sydney, parents should contact their [local bus operator](#) to discuss their travel needs.

New Student Opal cards (including new Term Bus Passes) will be sent to the student's nominated postal address within two weeks of their application being approved.

Students living in rural and regional areas will receive their travel pass from their nominated transport operator. It may be issued via their school or be sent directly to them at home. **Note:** some rural and regional operators do not issue travel passes.

Students/parents should confirm with their nominated operator if they do not receive a pass.

Terms of Use

Students using Opal cards must tap on and tap off in line with the [Opal terms of use](#).

All students are required to comply with the [Student code of conduct](#). The code of conduct aims to ensure the safety and well-being of school children and other passengers. It is important that parents ensure their child is aware of this, as failure to comply with the code of conduct can result in a suspension from travel.

Further information can be found at transportnsw.info/school-travel

Enquiries can be submitted at transportnsw.info/passes-concessions-feedback



RECONCILIATION WEEK CONCERT

Free concert event celebrating
National Reconciliation Week.
Performance by Gawura Cultural
Immersions.

Free. All welcome.

Date: Friday 2 June
Start time: 12.30pm – 1.30pm
Venue: Florence St, Hornsby Mall, Hornsby

For more information visit
hornsby.nsw.gov.au





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 Kukki Taekwondo
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 www.taekwondokukki.com



Asquith Girls High School

WELCOME

Tour Dates Available

TERM 2

Wednesday 3 May 2023 9.00am

Friday 19 May 2023 9.00am

TERM 3 - EDUCATION WEEK

Thursday 3 August 2023 9.00am

Friday 4 August 2023 9.00am

TERM 4 - HIGH SCHOOL EXPERIENCE DAY

Thursday 16 November 2023

ENQUIRIES
<https://asquithgir-h.schools.nsw.gov.au/>
 Registrations OPEN now



Party @ WALLAROBBA

Come and meet your neighbours at this FREE party! BBQ, facepainting, children's activities, family games, prizes and more. Join us, have fun, meet and chat with your local services and connect with your community. Something for everyone!

SUNDAY 21 MAY, 10.30AM-12.30PM

HORNSBY LEISURE AND LEARNING CENTRE

and outside grounds of Wallarobba, 25 Edgeworth David Avenue, Hornsby

Free. For more information, contact Jian at jzhao@hornsby.nsw.gov.au
 In the case of rain, the party will be cancelled.



 Australian Asian Cultural Association
 CASS
 NSW GOVERNMENT
 NSW Police Force
 HORNSBY SHIRE COUNCIL
hornsby.nsw.gov.au



Good afternoon Parents and Carers,

Ku-ring-gai High School has a long-standing culture of Creative & Performing Arts. To further strengthen and enhance this culture, including the construction and use of our new specialised facilities, we are inviting students and their families to express their interest in our Creative and Performing Arts Program - Northern Academy of The Arts.

The Northern Academy of the Arts is a scholarship program at Ku-ring-gai High School whereby students who demonstrate an exceptional talent in the Creative and Performing Arts are able to extend their expertise in their chosen field.

This development program allows students to attend regular lessons with an emphasis on the arts within their mandatory curriculum. They will also have timetabled tutorials with specialists in the areas of their expertise.

Students will audition for the Year 7 Scholarship intake, and remain as a student in the Academy from Years 8 - 12. The Year 7 Scholarship covers the fees, workshops and equipment in their first year of the Academy. Then from Years 8 - 12, students will be given additional opportunities to participate in workshops and performances in the wider community.

*If you haven't already done so, please complete the [Application Form](#) to register your interest in our Northern Academy of The Arts program for 2024, **and if you would like to formally apply for this program, please complete the application form and return via email to Ku-ring-gai High School kuringgai-h.school@det.nsw.edu.au***

Kind regards,
Catherine Reid
Head Teacher Creative and Performing Arts





The Northern Academy of the Arts

2024 APPLICATION FORM

Dear Parent/Carer,

We would like to thank you for completing your Expression Of Interest for The Northern Academy of the Arts Program for 2024.

This program is designed to allow students to participate in a specialised Year 7 stream for 2024 in which students who demonstrate an exceptional talent in the disciplines of Dance, Drama, Music, Visual Arts or Digital Arts are able to extend their expertise in their chosen field. This stream is planned to project into future school years.

This development program will allow students to attend regular lessons with an emphasis on the Arts where appropriate. They will also have timetabled tutorials with specialists in the areas of their choice/expertise. Students will be provided with numerous opportunities to develop and showcase their talents both at school and in the community.

*Study in the **Arts** is integral to our society. The **Arts** are what make us most human, most complete as people. The **Arts** cannot be learned through occasional or random exposure any more than maths or science can.*

*Students participating in the CAPA Class will gain further development in the following areas:
Creativity, Confidence, Academic & Technical Performance, Decision Making, Personal Growth, Collaboration & Communication*

PLEASE NOTE:

- Placement into the CAPA class is dependent on the Department of Education and school enrolment policies.
- You will be notified of your child's offer into the program by email after the panel's selection is completed, and the enrolment committee has met. (This can take up to one month).

Should you have any questions prior to the day, please contact me at school on ph [02 9144 3477](tel:0291443477), or alternatively you can email catherine.reid2@det.nsw.edu.au if more convenient.





Selection Criteria

- Proven talent and involvement/experience and expertise in the Creative and/or Performing Arts
- A strong academic record and a record of sound behaviour and attendance
- A successful audition/submission and application

Dance	Drama	Music	Visual Arts	Holistic (All Students)
<ul style="list-style-type: none"> • Performance techniques • Use of space/ movement quality • Performance quality • Adaptability to various tasks • Musicality/Clear sense of rhythm • Ensemble skills 	<ul style="list-style-type: none"> • Group work / cooperation • Ensemble skills • Self-discipline / concentration and focus • Movement skills • Vocal skills • Creativity and imagination • Performance quality of scripted presentation 	<ul style="list-style-type: none"> • Performance quality • Appropriate standard of performance item • Technical ability • Intonation • Projection • Articulation/Diction • Correct timing • Musicality • Ensemble skills 	<ul style="list-style-type: none"> • Quality of technique and skill • Creativity and imagination • Response to tasks with set parameters • Demonstrated passion for the form • Collaborative Skills 	<ul style="list-style-type: none"> • Technical ability • Concentration and focus • Creativity and imagination • Collaboration / Social Intelligence

Timeline

Term 1 Week 11	Advertising and EOI Google form - Bush Telegraph, KHS Social Media, Website, Email to current parents, School Stream & flyers sent to feeder primary schools Parent Information Night
Term 2 Week 2	Application forms available - sent to EOI students and available on our website
Term 2 Week 9	NATA Application for 2024 CLOSE - Including digital upload of audition/portfolio
Term 2 Week 10	NATA Applications reviewed
Term 3 Week 1/2	NATA Interviews held
Term 3 Week 8	NATA Placements offered for 2024
Term 3 Week 10	Deadline to accept NATA placements for 2024





Audition Requirements

DANCE

1. Prepare a 2-minute dance sequence in the student's choice of dance style.
2. Dance sequence should be carefully chosen to demonstrate:
 - Highly developed technical understanding of style of dance presented
 - Effective use of space/movement quality
 - Engaging performance quality
 - Musicality/Clear sense of rhythm
3. Dance attire or costumes must be appropriate - i.e. modest, not revealing. The following are not appropriate: String strap or strapless tops, tank tops, short shorts, Overly loose or tight clothing. Students must have to have hair tied back and off their face.

DRAMA

1. Prepare a 1 to 2 minute scripted monologue of the student's own choice. No poetry please or self-written scripts. Content must be suitable for a general audience.
2. The monologue should be carefully chosen to demonstrate:
 - Self-discipline / concentration and focus
 - Effective movement skills that complement the character they are presenting
 - Highly developed vocal skills such as diction and projection
 - Performance quality of scripted presentation
3. Drama blacks or costumes must be appropriate - i.e. modest, not revealing. Students must have hair tied back and/or off their face.

MUSIC

1. Prepare a piece of music no longer than 4 minutes. One instrument only.
2. Repertoire should be carefully chosen to demonstrate:
 - Highly developed technical skills
 - Correct pitch intonation
 - Dynamic contrast and expressive techniques
 - Personal Expression
 - Solo/Ensemble Awareness
3. Applications will be considered for instrumental, orchestral, concert, jazz band and vocalist.

VISUAL ARTS

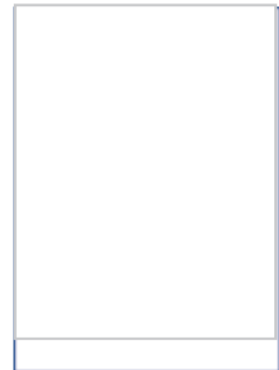
1. Prepare a Portfolio of their artmaking. This can be compiled from work that they have completed at home, school or in any extra-curricular activity.
2. Portfolio should be carefully curated to demonstrate:
 - Highly developed quality of technique and skill
 - Creativity and imagination
 - Expressive use of materials
 - Ability to represent ideas and forms from their world
3. An artist's statement for each artwork must be included in the portfolio, stating the intention/concept behind the work, materials and/or techniques used.





Student Information

Attach a recent passport size photograph of the student in this space.



Personal Details

Name of applicant: _____

Date of birth: _____ Current school: _____

Name of Parent(s) / Guardian(s): Mr. / Mrs. / Ms _____

Street Address: _____

Suburb / Town & Post Code: _____

Phone Number (h) _____ (w) _____ (mobile) _____

Parent/Carer Email : _____

Has the applicant indicated on their High School Enrolment that they are applying for this program in Section C ?

YES NO

Please circle **one** audition area (separate forms must be submitted for each discipline):

Dance Drama Music- Vocal Music - Instrument Visual Arts Digital Arts

Please specify

- 1. Photocopies of the two most recent sets of school reports.**
2. Students auditioning for Year 7 must include a photocopy of their Year 5 NAPLAN Test results.
3. A **maximum of 4 additional pages** of supporting documentation can be included in addition to the items such as certificates, reports from competitions etc.
4. Please insert your Video Audition or Digital Portfolio file sharing URL here: _____





Reference from a tutor or teacher with expertise in Creative and Performing Arts

This section is to be completed by a referee and should refer to the expertise of the student in the Creative and Performing Arts. This person must be a teacher/tutor of the applicant, either in school or out of school.

1. Please describe the student's level of skill and abilities in relation to the relevant discipline's Selection Criteria (See page 2)
2. Comment on the skills that the student has developed in the Creative and Performing Arts.
3. Describe the level of commitment demonstrated by the student to the Creative and Performing Arts.
4. Any relevant additional information.

Details of Referee:

Name:

Address:

Phone No: (H)

(W)

(M)

Relationship to applicant:

Signature:

Date:





NATA Application Checklist

- **COMPLETED APPLICATION FORM.** If auditioning for more than one CAPA area, separate application forms and copies of reports etc are required.
- **PASSPORT PHOTO.**
- **LAST 2 REPORTS, COPIES ONLY.**
- **LATEST NAPLAN RESULTS, COPIES ONLY**
- **REFERENCE Section completed.**
- **ADDITIONAL PAGES OF SUPPORTING DOCUMENTS AS PER APPLICATION FORM.**
- **AUDITION ITEM/PORTFOLIO PREPARED**
- **RETURN APPLICATION BY DUE DATE. PLEASE CHECK THAT YOUR EMAIL ADDRESS IS CURRENT AND CORRECT AS MOST COMMUNICATION FOR APPLICATIONS IS THROUGH EMAIL.**

Forms can be returned by:

Email: kuringgai-h.school@det.nsw.edu.au

Please feel free to contact NATA Coordinator Catherine Reid if you have any questions or concerns.

email: catherine.reid2@det.nsw.edu.au

ph: **02 9144 3477**



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