At the start of the year there seems to be so many events for parents to engage with teachers and staff. I really enjoy these opportunities to spend time informally talking with parents and making connections. It is interesting to hear from our new parents as they speak of their early experiences of the school and also the reason why they chose to come to William Carey in the first place.

The vast bulk of our new enrolments come from recommendation from friends, family or neighbours. I am continually told what a wonderful reputation William Carey has in the local community. No amount of advertising can replace the power and significance of someone personally recommending the school. It’s these conversations that happen at birthday parties, having coffee after church, on the sidelines of the netball or soccer games, or at the shops that build (or diminish) the reputation of our school.

No school is perfect, we all make mistakes and at times could have done something in a better way. I believe though, a school should be judged on how it deals with these mistakes and works its way through problems. I also believe that a school can also be judged on the quality of its graduates, not only academic or sporting prowess, but also the quality of their character.

William Carey is committed to transforming lives by the proclamation of the gospel and the delivery of an excellent affordable Christian education accessible to the whole community. By offering a Christian worldview we present to our students an alternative to the pervading worldviews that constantly barrage our society through media that ultimately are destructive and harmful.

We strive to educate the whole child and value each student as a precious child of God – made in His image. We want them to excel in all they do and give their best in every situation, whether that be in their academics, or in their character.

I am so proud of our William Carey graduates and the amazing young men and women that they are. They are the strongest advocates of the quality of our school.

Sometimes it is easy to whinge or gripe about something you are not happy with. Could I encourage you rather than be tempted to talk our school down in the checkout queue, come and talk to us and let’s deal with the concern.

Could I also encourage you to continue to be the amazing ambassadors of our school that you are, recommending our school to others and building its reputation in the community.

May God richly bless and protect our school community. He has been faithful to us for many years and it is such a privilege to be able to work together in this place. May God also richly bless and protect your family.

Psalm 93:1-2
The LORD reigns, he is robed in majesty; the LORD is robed in majesty and armed with strength; indeed, the world is established, firm and secure. Your throne was established long ago; you are from all eternity.
The following was downloaded from the Generation Next website... http://www.generationnext.com.au/2014/09/judgment-call-maturity-emotions-teenage-brain/ (Downloaded 2.2.15).

One thing parents can count on is being baffled or confused by their children’s behaviour. While new generations of teenagers have access to things their parents did not – Google Glass and Apple’s newly announced iWatch - could be the smartphones of tomorrow – this does not explain why teenagers, regardless of generation, continue to behave in ways that seem to be clearly irrational.

It turns out that there is a reason for confusing teenage behaviour: the brain may not fully develop until around age 25, meaning that teenagers are left with a brain going through growing pains, just like the rest of their body. Specifically, teens make irrational decisions because their brains are processing thoughts and emotions irrationally. The good news is that being a teenager doesn’t inherently mean being rude or disrespectful. The bad news is that teenagers are essentially not fully equipped to deal with certain real world problems.

As a parent, understanding this stage in your teen’s development could make the difference in getting through to them. Instead of treating them like they’re out to get you, and ultimately heightening the conflict, speaking to them from a place of sympathy and understanding will work to both parties’ benefit.

The author of this article, Amy Williams, offers us hope that some of the conflict in dealing with the adolescent mind may not be as personal as it feels and explains that often a heightened level of sympathetic understanding may help us progress through this stage of life with our teenagers with less trauma than may otherwise be experienced. Sometimes it does us good to remember that just as our children are still growing physically, they are also developing mentally, socially and emotionally and we should not expect them to see things, or process ideas, in the same way our “mature” minds do. Her message is to persist with patient understanding.

The Bible also gives us some guidance and directions in this matter of parenting. Proverbs 22: 6 tells us to “Train a child in the way he should go, and when he is old he will not turn from it” (NIV). Parents are called to train up their children in the way of wisdom and to teach them about living in God’s world, God’s way, as His image. This Proverb clearly does not state a Scriptural promise. Rather, the revelation of Scripture elsewhere tells us God always allows people to make their own decisions. He does not force them to do what is right.

We do need to remember, however, it is our obligation as parents to guide our children in ways that are right, true, noble and good. We are, at the same time, to keep our children from ways that are destructive, harmful, false and evil. We cannot delegate this responsibility to the school, a church or any other institution. God calls us as parents to perform this function. We also cannot expect our children to know the way to go or figure it out on their own. Children must be taught and even trained to live a godly lifestyle.

The staff at William Carey Christian School are committed to supporting and partnering families in their task of training their children and our Pastoral Care practices, our discipline procedures and our social and emotional learning material all reflect the gospel of the Lord Jesus Christ as the foundation of our belief and practice. Please make use of the school counsellors, the parent seminars, information nights and the school’s links to various education and health professionals, as we work together in the development and growth of your child.

In His service,

Brad Milburn.
Deputy Principal Welfare.
(On behalf of the High School Deputies)
From your
Primary School Deputy Principal

The season of camps is upon us. By the time you receive this newsletter, Year Six will have completed their adventures at Teen Ranch and Year Five will be gearing up to head off to Hill End. Year Four camp, to the Blue Mountains, follows soon after. It is a busy but very enjoyable time, as students enjoy this extra dimension to their learning. Thank you to the parents who support these camps in numerous ways, particularly those who attend to help. Thank you also to the teachers, who basically enjoy (endure?) 24/7 days with the students.

Thank you to the parents who have taken the time to come up to school and discuss matters with me, or other staff. As I say at many of our parent nights, if it is concerning you, please come and chat. We may not always end up exactly on the same page, but it is important to have these conversations. We have the same goal – the successful education of your children.

Sometime during March, our OOSH service will undergo an accreditation visit by the government authorities. This is a routine visit, experienced by all centres. We would appreciate your prayers as our staff open the doors for evaluation. Due to the hard work of both Mrs Balenzano and Mrs Huynh, and the excellent staff we have, I am confident the accreditation will go extremely well. I am sure those of you who use the service regularly would agree.

We continue to implement the Australian Curriculum, as directed by the NSW Government. One of the quirks of introducing a new curriculum, is the fact that some areas of a subject may appear to “go backwards” as far as what is expected of children, while others seem to jump forward. For example, as we looked at the Mathematics curriculum last year, we realised that there were going to be some gaps between the end of Year Six, and what was assumed knowledge at the beginning of Year Seven. Our staff identified these areas, and then implemented activities to overcome the gaps. As our staff work with the new curriculum in English, Mathematics and Science, they will continue to evaluate the material and adjust as necessary, in order to ensure quality teaching. We also have the added benefit of our high school staff to work with, which is extremely helpful.

It is encouraging to see our Year Six students undertaking leadership roles. All of Year Six are involved with Kindergarten Buddies, which is a crucial start to the school year for our Kindergarten students. Year Six are also involved as Maphutseng Ambassadors, Primary Pals and various service roles. I have been impressed with the attitude of our students, as they serve the school in these ways.

Upcoming Events:

- **Monday 23rd February**: CIS Boys and Girls Tennis Trials
- **Tuesday 24th February**: HICES Debating
- **Wednesday 25th February**: IPSSO – THAC vs. WCCS
- **Friday 27th February**: K-6 Assembly – 2pm in the hall
- **Wed 4th to Friday 6th March**: 5D & 5N Hill End Camp
- **Wednesday 4th March**: IPSSO – St Marks vs. WCCS
- **Thursday 5th March**: Prep Meet the Teacher Night (1)
- **Friday 6th March**: CIS Soccer Trials
- **Monday 9th March**: Primary State Swimming Carnival
- **Tuesday 10th March**: Prep Meet the Teacher Night (2)  
  Year Three Mapping Incursion

"Come now, let us reason together," says the LORD. "Though your sins are like scarlet, they shall be as white as snow; though they are red as crimson, they shall be like wool.  Isaiah 1:18"
It’s been an exciting first few weeks for the new group of Year 7’s as they’ve finally begun a new chapter in their lives; easing their way into the challenges and adventures that High School has to offer. We hope and pray that you have settled in well over the last few weeks. We know that High School can be pretty daunting in the first year so, Year 7, please feel free to come and have a chat with your SLC representatives, teachers and year advisors about any queries or concerns you may have. We are more than happy to lend a helping hand.

As mentioned in the previous edition of the newsletter, we had our Swimming Carnival in Week 3. As a community, we got to witness and celebrate the incredible God-given talents and abilities of the students at WCCS. It was great to see the William Carey School spirit in the form of bright house colours and the fantastic war cries (kudos to Taylor for their unique and inspiring war cry!).

On the 20th of February 2015, the brand new group of Year 11 Students headed off to a three day Study Camp in Galston Gorge, run by the phenomenal group, Crusaders. The camp offers students the chance to enjoy quality time with their friends and as a year group, to focus on Christ and reflect on His place in each of their lives, and to obtain advice and skills in order to perform to the best of their abilities over the next two years of Senior School. The preparation for the HSC and life after leaving school can be an intimidating prospect to fathom, but we hope that the camp assisted the entire grade with the challenges that lie ahead, and we pray that God will bless each and every student’s plans for the future.

At our last SLC meeting, Mr White spoke on Genesis 3:1-6; the story of the fall of man. We are all familiar with this famous Bible story where Adam and Eve ate the forbidden fruit, but we often neglect to contemplate the respective roles and responsibilities of Adam and Eve in the story. Eve was created to be Adam’s helper and companion because God recognised that it was not good for man to be alone. God bestowed upon Adam the responsibility of leading his wife; he was the head of his household. Even in the beginning, God had established an order; each individual had his or her God-given responsibilities and each individual was expected to fulfil them. It is important to note that the serpent did not approach Adam, but Eve (she was not the leader; however God had given her other responsibilities that were just as significant). It is also important to acknowledge that Adam was with her. Eve was deceived by the serpent, not because she was feeble minded or incapable of making wise decisions, as many would believe, but because she took on the responsibility of Adam in the Garden. He was seeing everything unfold, but failed to do anything about it. He had simply stepped aside and watched Eve, even though he could have used his authority to reinforce what God had clearly said in regards to the fruit. Mr White reminded all of us that it is easy to forget our God-given roles and responsibilities. We often palm off our responsibilities to someone else. It is time for us, as men and women of God, to rise up to the responsibilities God has given us, whether they may be at the office, in the classroom or at home.

In His light,
Brian Bokalawela and Ruth Paul.
DATES FOR YOUR DIARY

Thursday 26/2: High School Zone Swimming Carnival
Friday 27/2: K-6 Assembly
Wednesday 4/3: 5D and 5N camp commences
              Year 9 - 12 Visual Arts excursion
Thursday 5/3: Year 12 Legal Studies excursion
              Year 12 Food Technology excursion
              Prep Meet the Teacher Night
Friday 6/3: Year 10 Geography excursion
           Year 12 Standard English excursion
           Year 12 Textiles and Design excursion
Monday 9/3: Years 11 and 12 Music excursion
Wednesday 11/3: 5F and 5HD camp commences
                Year 11 Construction/Entertainment excursion

UNIFORM SHOP NEWS

Blazers

By now students in Years 7, 8 and 11 should have been measured for their blazer and paid the $100 deposit. If you have not been measured yet, please see the uniform shop ASAP.

For your information, the cost of blazers are:
Girl’s Blazers $185
Boy’s Blazers $185
Men’s Blazers $190

If you require a special fit there is an extra $10 charge. Blazers will start to be available from March 2015.

Timeline for the New Uniform Implementation

Compulsory for Years 7 and 8  2015 (voluntary for Years 9-10)
Compulsory for Year 11  2014 (optional for year 12)
Compulsory for Year 12  2015 - there is to be no mix and match of old and new uniforms
High School Extra-Curricular Activities

This year we have a whole host of activities available for high school students to get involved in to broaden and deepen their learning and also have some fun. In order for students to get the most out of their time at school we strongly encourage each student to find something extra that they’re interested in and get involved with the extra-curricular activities the school offers.

As you’re beginning 2015 we encourage parents and students to have a look at the following activities that are being planned and consider which ones you might enjoy. Some students have the tendency to avoid doing anything extra, whereas other students have the tendency to try and do everything extra – parents are encouraged to assist students in making decisions as both extremes are typically unhelpful in the long run.

Over the year we will be advertising many events, competitions and challenges on our advanced learning blog (http://blogs.willcarey.nsw.edu.au/alp/) and in the Figleaf.

ADVANCED LEARNING PROJECTS (ALPS)

The Advanced Learning Projects (ALPs) are a special program of study intended for students who are achieving well in their current studies and who want a little bit more – more interesting, more challenging, more feedback, more open-ended. Entry to these projects is open to all students via application. Students will be required to demonstrate (in their application) that they are independent and motivated learners to be considered for these projects.

These projects provide a very flexible approach to learning, allowing students to choose or design their own field of study and work one-on-one with a mentor to develop their skills in this area. Students will negotiate with their mentor all aspects of the project. A student’s project will continue over the entire year and count as an extra subject on the student’s report involving three assessment components (participation, a written component and an oral presentation).

Some past student projects include: software programming, creek health analysis, CREST science investigations, writing a fiction novel, producing a graphic novel, learning Spanish, completing a Moore Theological Distance Education course and many others. Applications for projects will open mid-Term 1.

For more information contact Mr R Jackson (jacksonr@wccs.nsw.edu.au)

MATHEMATICS CHALLENGE

This year we are again running a program developed by the Australian Mathematics Trust called Mathematics Challenge for Young Australians. Entry is open to high achieving students in grades 6-10 and the program runs at various levels (based on age and previous experience with the program). Even the best students will find this challenge difficult. The program involves a detailed study of the works of a famous mathematician. Students are given their own textbook on the topic to help them learn new techniques which they then must use to solve a weekly (or fortnightly) challenge question. Students will be provided with ongoing guidance and support to assist them to reach their own levels of excellence in mathematics - however, the program is designed to be mostly self-directed learning.
The aim of this program is to encourage and foster a greater interest in and awareness of the power of mathematics, a desire to succeed in solving stimulating mathematics problems individually and in groups, as well as a discovery of the joy of problem solving in mathematics. This program will run over term 2 and 3. Student's participation and achievement will also be recorded in their yearly reports to acknowledge the extra effort they have put it.

For more information contact Mr R Jackson (jacksonr@wccs.nsw.edu.au)

PHILOSOPHY PROGRAM

A new initiative for 2015 in which selected students from Years 10 and 11 will be invited to join the Philosophy Program running from late Term 1 to the end of Term 3. Students will meet once a fortnight during lunch to learn about and discuss various philosophical issues. It is a program designed to push high achievers in Years 10 and 11 to think through issues on a higher level than they would in the classroom. As participants in the program, students will be encouraged to complete a mini-project on an issue of philosophy that interests them. Similarly to the Advanced Learning Projects, the student’s project will count as an extra subject on their report.

For more information contact Miss Smith (smithc@wccs.nsw.edu.au)

GATEWAY CHALLENGE

The GATEway 8 Academic Gala Day is a competition in which students participate in a number of academic challenges based around a theme. Creative challenges may involve designing and planning a video game, creating an advertisement or movie trailer, participating in drama and sport challenges and composing their own musical composition using instruments and technology. GATEway is a great opportunity for talented students who perform well academically and would like to compete against similar students from other schools. William Carey will be sending a Year 7-8 and a Year 9-10 team in Term Three, allowing the opportunity for students to meet with and compete against other similarly minded students from other schools.

For more information contact Miss Smith (smithc@wccs.nsw.edu.au)

TOURNAMENT OF THE MINDS

Tournament of the Minds is a problem-solving program for teams of students in Years 7-10. Students are required to solve demanding, open-ended challenges from the following disciplines:

- Applied Technology
- Language Literature
- Maths Engineering
- Social Sciences

Tournament of the Minds provides opportunities for students around the country with a passion for learning and problem-solving, to demonstrate their creative skills and talents whilst competing against other schools. A Tournament of the Minds club will run in Term 2 where interested students can learn the skills required for the program and try out for a spot on the team.

For more information contact Miss Smith (smithc@wccs.nsw.edu.au)
CSIRO CREST AWARDS

Creativity in Science and Technology (CREST) is a non-competitive awards program designed to help students develop their scientific investigation skills. Students can attempt CREST awards at three different levels, bronze, silver or gold depending on their previous levels of experience with independent investigations. In this program students design and complete their own long term science investigations with the support of a teacher. Participation in the CREST program may allow students to submit their CREST project as a class assignment in place of a regular task and may also duplicate as an ALPS project if the student also gives a presentation of their findings once complete. CREST projects are open to all students.

For more information contact Mr R Jackson (jacksonr@wccs.nsw.edu.au)

FACULTY BASED COMPETITIONS

Throughout the year a number of faculty based competitions will be run within the high school for interested students. These competitions are open to all students and winning students receive a gift voucher, an academic award and their merit is acknowledged in their yearly reports. In 2014 the high school ran these faculty competitions:

- 100 word short story competition
- Poetry competition
- Photography competition
- Mathematics competition
- Science competition (Why does good food taste yuck and bad food taste so yummy?!) 

Students will be informed about upcoming competitions through the advanced learning blog (http://blogs.willcarey.nsw.edu.au/alp/) and in the Figleaf.

EXTRA - CURRICULAR COMPETITIONS

Opportunities will be provided to students to participate in some of the many extracurricular opportunities offered to students in NSW. Information will be provided on the Figleaf advanced learning blog (http://blogs.willcarey.nsw.edu.au/alp/) and in the Figleaf as they become available. Students are encouraged to participate in extracurricular opportunities that will enrich and develop their skills and interests.

In 2014 students participated in:

- Sleek Geeks Science Eureka competition
- State crystal growing competition
- Australian History competition
- NSW Science Competition
- NSW Mathematics Competition
- Bebras Computational Thinking Challenge
CREATIVE ARTS ACTIVITIES

**Music tutoring**
WCCS regularly has a variety of music tutors on site. Contact Miss Reece for more information if you’re thinking of learning an instrument or want practice performing. Tutoring is currently available for: violin, flute, clarinet, saxophone, trumpet, French horn, trombone, guitar, piano, vocals and drums.

**Musical – Seussical**
Rehearsals have begun, see Miss Morphett for ways to assist and get involved!

**Concert Band**
Meets Thursday at 8 am in G2, see Miss Reece if interested in joining.

**Junior Band**
Meets Thursday after school at 3:15 – 4pm in G2

**String Ensemble**
Meets Monday at various times as it is on a rotation system, see Miss Reece or Miss Bronwyn Harrowsmith (0426991989) if interested in joining.

**Flute group**
Looking to start, please see Miss Reece if you play or are interested in playing the flute.

**Drama Club**
Applications for Years 7-8 students to join the weekly drama club have opened. See Mrs Morris for more information.

**Keep your eyes out for the many other activities that are happening**

**Book Chat**
Book Chat is held in the library with Mrs D Smith discussing and looking at books that students are enjoying and what to read next.

**Debating**
Debating teams have formed in various grades and competitions will begin shortly. See Mr Engel (years 7 & 8) or Mrs Brendish (years 9 to 11) for more information.

**Mock Trials**
The mock trial senior team has just begun meeting as they prepare for their first competitions. See Miss Morphett for more information.

**Duke of Edinburgh**
Duke of Ed. is a great challenge for students to take on at either the bronze, silver or gold levels and the award is an excellent addition to any student’s future résumé. This award scheme involves students volunteering for some community service, learning new skills, participating in physical recreation and completing an expedition. See Mr Kennedy or Miss Aitken for more information.

**Engineering Challenge**
The engineering challenge will be open for students in Years 9 and 10 and involves a day long competition in designing and building solutions to a variety of problems. Entry will be by application and will begin sometime in Term 2. See Mr Ellerman for more information.
What I Like About

I like being a senior student and I am looking forward to camp (Jordan)

I am looking forward to learning about China and I like my teachers (Felix)

I like the dancing lessons and I am looking forward to visiting the Art Gallery. (Ashley)

I love the dance lessons and I am looking forward to Gymnastics lessons. (Ayesha)

I am looking forward to playing Octag and making soft drinks. (Andre)

I am looking forward to going to camp, making new friends and learning about China. (Edward)

I like being a senior student and I am looking forward to the excursions to the rainforest and Art Galley. (Emalee)

I like participating in Sport and I am looking forward to gymnastics lessons. (Jesse)

I like trying out for the senior soccer team and I am looking forward to the excursion to the rainforest. (Ryan)

I like dance lessons and I am looking forward to all the excursions, especially the camp. (Bethany)

I like being a senior student and I am looking forward to gymnastics lessons and making soft drinks. (Tajahna)

I like learning about the history of gold and I am looking forward to learning about how animals survive in the desert. (Abhisheck)

I like my new school and I am looking forward to the excursions. (Matthew)

I like my class and fun activities (Jamison)
Year 5! By 5N

I like playing games and I am looking forward to going in a mine at camp. (Lachlan)

I like being a senior student and I am looking forward to gymnastics lessons later in the year. (Jessica)

I like being a senior student and I am looking forward to making soft drinks at the end of the year. (Marljana)

I like being a senior student and I hope we can make soft drinks later in the year. (Steven)

I am looking forward to learning about the history of gold and advertising. (Natalie)

I like being a senior student and I am looking forward to gymnastics lessons and making soft drinks. (Rhea)

I like learning about the history of gold and I am looking forward to all the excursions. (Gabby)

I like dance lessons and I am looking forward to making soft drinks. (Elisha)

I like being a senior student and the dance lessons. (Megan)

I like learning about Jesus Christ and I am looking forward to the camp. (Mikaela)
Mathematics with 1D

We can find the number before and after.

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