



Caroline Chisholm School
Preschool to Year 10

An ACT Public School

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NEWSLETTER

PRINCIPAL'S MESSAGE

Week 5 has certainly been a busy one! I am so happy to announce that the junior campus playground is nearing its installation and we expect this project to be completed before the end of the term! We know that this has taken some time to come to fruition and we are grateful for your support and patience. We look forward to sharing progress of the installation in the coming days.



Energy drinks

There has been a rise in students bringing 'energy drinks' to school including Monster, RockStar and Red Bull, and Powerade drinks. These drinks are not permitted to be at school; we are reaching out to families to seek support with this. At school, we have observed the impact of these drinks in our students including greater irritability, difficulty focusing on learning and lower thresholds for tolerating change. We are reaching out to families to ask for support to reduce the consumption of 'energy drinks'.

The impact of children and young people consuming such drinks has also been widely discussed over the past few years in the media. Within Australia, the Telethon Kids Institute researchers surveyed almost 4000 young people under the age of 18. Survey findings indicated that:

- more than 50% of those surveyed had tried an energy drink (2000 young people)
- 55.4% of this group reported adverse outcomes – some serious enough to require medical assistance (1000 young people)
- 24.6% experienced heart palpitations
- 24.5% had trouble sleeping or insomnia
- 24.3% had headaches
- 24% had upset stomachs.

More information on this study can be access through the following link:

<https://www.telethonkids.org.au/news--events/news-and-events-nav/2019/impact/energy-drinks-not-ok-for-kids/>

If an energy drink is brought onto school grounds, the student will be asked to hand it in to the front office for collection at 3.00pm. If you have any questions or concerns please just reach out; we greatly appreciate your support.

JC Car Park Safety

Over the past week we have received a number of emails from families concerned about how families are parking in the school car park; including double

Friday 21 August 2020
TERM 3 WEEK 5

DATES TO REMEMBER

AUGUST

- 25 JC P&C Special Lunch
- 25 JC P&C Crazy Hair Day

SEPTEMBER

- 1 JC P to Year 6
Questacon Incursion
- 3 P&C Meeting
- 15 Years 3/4 Excursion
Zoo & Aquarium

and triple parking along the front of the school. This parking behaviour poses an incredible risk to families and young people who are trying to make their way to their car. The responsibility rests with all families to park legally and safely. We appreciate that some of the parking infrastructure is complex, however we need to work together for the safety of our young people.

Please keep clear of 'no stopping' and 'no parking' zones!
Please don't park in bus zones, on school crossings, across footpaths or driveways!
Please don't double (or triple) park!

Remember - it's okay to park a little further away from the school and walk the rest of the way!

Consider - having a pre-determined meeting spot agreed with your kids. That way if you are a little late, they know where to wait.

Think - visibility around schools and if your car may be blocking the view of crossings for other motorists. Also be mindful when entering or leaving parking spots – look twice!

Be kind - to other road users and pedestrians and also if you see any parking officers in the area – they are doing their job and working to keep our kids safe!

Note - Licence Plate Recognition (or electronic chalking) vans are now actively monitoring schools. Penalties range from \$114 upwards to \$600. Details at www.act.gov.au/accessCBR

COVID Safety

While on the topic of personal wellbeing, it's a good time for a reminder about how we can all play our part in keeping our school and community safe in these uncertain times. Staff are practising social distancing and regular sanitising, along with helping students to practise good hygiene regularly. We shared the Chief Health Officer (CHO) Roadmap advice for schools with you recently to give insight into what events can and can't resume and procedures schools need to continue. The increased cleaning throughout the day has continued and we are grateful to you, our parent community, for your support through not entering classroom buildings, maintaining social distance when waiting for your children, keeping your children home if they are showing any cold or flu like signs or symptoms and quarantining family units if a member has undergone a COVID test. We are also grateful to those families who have adjusted their pick up and drop off routines to support the safety for all.

Satisfaction Survey Reminder

As part of our continuous effort to improve ACT schools, each year the Education Directorate invites all parents and carers, school staff and students in years 4 to 12 to give feedback through the School Satisfaction & Climate Survey. Your responses will help the school to identify what we do well and how we can improve. The data will also be used to underpin school improvement practices and inform government priorities, as well as in research projects and longitudinal studies aimed at improving the quality of education services in the ACT. This year, the survey also includes questions about your experiences of Learning at Home during Term 2. The survey is administered via Qualtrics, an online survey platform, and is accessible on any mobile device. The parent and carer survey should take 5-10 minutes to complete. The survey is already open and closes Monday 31 August. Your participation is entirely voluntary, but we do hope you will help. It is important that as many parents and carers, staff and students complete the survey as possible to ensure the results accurately reflect the views and experiences of our whole school community. An email with the link to the survey was sent to all families on Monday 10 August. If you need support to locate the email, please just reach out.

Thank you for your ongoing support!

Jen

Year 8 Contact Class Update

Kindness Challenge

THE 20 DAY KINDNESS CHALLENGE

This term in the Contact Class space students are participating, **with their Contact Class teachers**, in a 20 Day Kindness Challenge.

Each week students are taking part in **TWO** challenges a week so that every week they are practicing empathy and kindness, for themselves, others and their wider community.

Here are some of the challenges they've done so far, hopefully they can act as inspiration for small acts of kindness you can do!

DAY 1
kindness challenge

STUDENT
PICK UP RUBBISH AROUND THE SCHOOL OR WITHIN YOUR CLASSROOM.

TEACHER
CLEAN UP THE STAFFROOM, SORT THROUGH PILES OF PAPERWORK OR CLEAN UP YOUR DESK.

DAY 2
kindness challenge

STUDENT
COMPLIMENT A CLASSMATE.

TEACHER
COMPLIMENT A COLLEAGUE.

DAY 6
kindness challenge

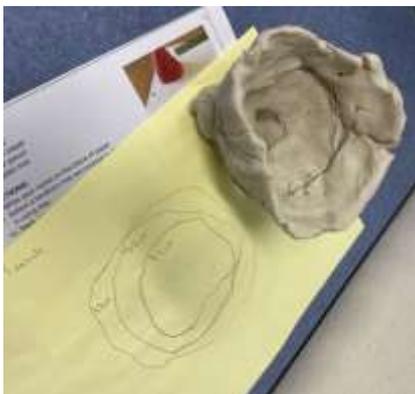
STUDENT
SHARE 3 THINGS WITH YOUR CLASS THAT YOU ARE GRATEFUL FOR.

TEACHER
WRITE DOWN 3 THINGS THAT YOU ARE GRATEFUL FOR IN YOUR PLANNER OR ON THE STAFFROOM WHITEBOARD.

Year 8 HaSS Update

This term in Humanities and Social Science, students have been learning about landscapes and landforms.

Students have explored the different landforms and landscapes around the globe, how these landforms can be created and the impacts humans have.



Last week, the students participated in a hands-on activity where they were able to create a landform of their choice using clay.

In this coming fortnight, students will learn about Uluru, with a particular focus on the social, environmental and economic impacts both before and after the ban to climb it.



English:

We have had a great start to term 3. In English, the students have been learning to read and write poetry. We have been creating diamante poems. In order to create these, we generated lists of nouns, verbs and adjectives that went with our topic. After poetry, we will be writing narratives. In all writing tasks, the students are working to “bump up” (improve) their writing by making it a little bit better each time they write.

Maths:

In maths, the students finished up our unit on data representation and interpretation by creating and conducting a survey and then graphing and analysing the results. The students came up with a question with four possible answer choices. They then asked ten people around the school their survey question. The students enjoyed meeting new people around the school and practicing their social skills in different settings. The students have just begun a unit on time concepts and telling time. Later in the term we will be learning about money.

Cricket Clinics:

On Tuesdays, in week 4-7, the students will participate in cricket clinics with their mainstream buddy classes. The students have thoroughly enjoyed the first two weeks where they have practiced their throwing and catching skills. Next week, they will focus on batting but some of the students were eager to practice batting sooner. So, we go out our cricket kit and started practicing during our sensory breaks.



Drama/Dance:

In the arts, the students have been learning about drama and using the elements of voice, facial expression, movement and space to imagine and establish roles and situations. The students have worked on a number of reader's theatre skits including Little Red Riding Hood, The Three Little Pigs and a skit titled Reduce, Reuse, Recycle which connects to our inquiry units. The students love taking on the different roles and are getting quite good at changing their voices, facial expressions and gestures to fit the situation. After drama, the students will do a unit on dance. They will use a range of fundamental movement skills to develop their body awareness and coordination skills when practicing dance sequences.



Welcome back to Term 3 in LSUV. The students have settled back in like there was not a term break. We came back to a beautifully painted and new carpeted classroom. We have had a very busy start to the term, with cricket clinics, gross motor, science week, cooking, art and continuing to build our inclusion program.

Gross Motor

We have been developing our Gross Motor skills, continuing to work on our throwing, dribbling, crawling and rolling. Our skills have improved.



Cooking

In cooking, we have been broadening our tastebuds cooking a variety of food including, soft tacos, english muffin pizzas, homemade chips and chicken nuggets and Spaghetti Bolognese. We write our recipes as a group and then follow them to make our food.



Mathematics

In maths, we have been looking at the different types of measurement. The students have been consolidating their knowledge of time and using formal and informal measurements to estimate and measure individual items. We are beginning to look at the different ways we can weigh items and predicting which items are heavier or lighter.

National Science Week

The students have been exploring this year's theme for Science Week 'Deep Blue'. They developed prompting questions in which they began to explore. They looked at the different oceans, identified living and non-living things, and the impact pollution has on the oceans. The students used different materials to create their own boats.



The students in Year 2 have been looking at the Water Cycle in their Science lessons. They created a terrarium for both classrooms to observe how the water cycle works.



Cricket Clinics

The students have been joining their mainstream classes and peers to participate in their cricket clinics. They have been participating and refining their individual skills.



Literacy

We have been exploring the different types of poetry in Literacy. We have been looking at the different features of individual poems and working on creating our poems. We have mastered Acrostic Poems, creating poems using our names to reflect our personalities. They have just begun exploring Haiku Poems and using our knowledge of syllables to begin to create our own poems using imagery.

We look forward to a productive and exciting Term 3.

KINDER

Students have been hard at work in the classroom this term. Writing has been a big focus and students have created some wonderful pieces of work by using their letter-sound knowledge and sight words.



How fun it is to be
with the farm life
I can see a tractor
I can see a tractor
I can see a tractor
I can see a tractor



I see a tractor
On a tractor
I see a tractor
I see a tractor
I see a tractor
I see a tractor



I see a tractor
I see a tractor



I see a tractor
I see a tractor



The tractor is going
to work to help
the farmer to plant
the seeds in the
ground. The tractor
is very helpful to
the farmer. It can
pull a plow and
a harrow. It can
also pull a trailer
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The snow is
white and soft.
The trees are
covered in snow.
The house is
warm and cozy.
The children are
playing in the
snow. They are
building a snowman
and having a snow
machine.



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Students have been working hard during gross motor to develop their ball skills and core muscle strength. A favourite activity for them at the moment is stacking balls and bean bags using their feet.



Kindergarten students have enjoyed taking part in cricket clinics this term, organised by Miss Kristie. So far we have focussed on throwing and catching skills and aiming at the stumps.



Soccer has become a popular game during Lunch and Recess play times. Most days students from both KH and KP participate in a Kindergarten game of soccer where they can practice the skills they have been learning in Gross Motor and Gymbaroo.



JC ART

Recently we received some wonderful news for four of our LSU students.

Their work was selected by Julie Chambers, Director of the Art Vault, Victoria for the Maxine Price Memorial Art Award.

The selected work has been digitally reproduced on archival paper, and has been framed. The work will form part of the permanent collection at Caroline Chisholm School.

Huge congratulations, Isabella S, Mireataei C, Baillie I and Tadhg O'M.



Other Art news

3/4R and 3/4S have been working very hard in their art classes. They have been using techniques such as drawing an image upside down – to encourage keen observation and expression.

For this exercise, students created a winter themed haiku poem. They were then provided with an upside down, cold winter Alpine scene.

Students created a work exploring the possibilities with challenging limitations. The results were both surprising and rewarding.



A bulk of this work is currently on display outside the front office.

