



Caroline Chisholm School  
Preschool to Year 10

An ACT Public School

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# NEWSLETTER

## PRINCIPAL'S MESSAGE

It is always wonderful to meet with parents and carers taking the opportunity to be so active in their child's education. Our primary staff were delighted to have so many families attend the 'get to know you' interviews this week; we appreciated the time families took to complete the learner profiles and provide our educators with such valuable insights. The Meet and Greet BBQ in week 3 was a huge success, it was wonderful to meet so many new and existing families, my thanks to those who were able to make it along to this event. I would also like to thank Shane Mitchell, Gavin McClory, Beth Skinner and Sonia Jamieson for coordinating this event for our school. Sincere thanks also to Joe Jennings for coordinating the Indigenous family BBQ even in week 4. It was wonderful to have the opportunity to meet with families and discuss how we are building our cultural awareness and embedding cultural integrity at CCS. Sincere thanks to all for attending the range of community events over the past few weeks, we have thoroughly enjoyed seeing everyone!



### Glass Items at School

We understand that for many reasons, families might choose to use glass drink bottles or containers for their young people to use. We are requesting that where possible, students do not bring glass items to school, including glass bottles of soft drink. We have had a number of items broken within the playground which have required quick clean up to reduce any possible risk to our students. Just as we are nut free, we are aiming to be glass free also. We greatly appreciate your support with this across the year.

### Communication with Families

Communication between home and school is a key part of our work as educators. Our staff are committed to communicating academic and wellbeing progress and challenges with families and appreciate the partnership with our community. At times there will be incidents between young people despite our best efforts to be proactive and provide educational programs which build students' skills. Children and young people are still learning how to interact safely, how to negotiate and compromise. We can't expect that they will get everything 'right' the first time as they are learning. Our role as educators is to support them to grow to learn safer ways of responding to new and complex situations. We ask that families work with us in this space so that together we can grow the capacity of our young people. Recently I have become aware that there has been an increase in communications from families to staff containing accusations, abusive language and derogatory statements. This form of communication is harmful and does not support a positive partnership. Further, such interactions are considered occupational violence. We

Friday 5 March 2021  
TERM 1 WEEK 5

## DATES TO REMEMBER

### MARCH

- 10 NO SCHOOL UNIFORM DAY: P&C Fundraiser  
*Gold coin donation*
- 10 OUTDOOR ED:  
*Canoeing Camp*
- 11 OUTDOOR ED:  
*Canoeing Camp*
- 12 OUTDOOR ED:  
*Canoeing Camp*
- 15 FIRESTARTERS DANCE EXCURSION
- 17 OUTDOOR ED:  
*Canoeing Camp*
- 18 OUTDOOR ED:  
*Canoeing Camp*
- 19 OUTDOOR ED:  
*Canoeing Camp*
- 30 OUTDOOR ED:  
*Canoeing Camp*
- 31 OUTDOOR ED:  
*Canoeing Camp*
- 31 P&C EASTER RAFFLE:  
*Last day to return tickets*

### APRIL

- 1 OUTDOOR ED:  
*Canoeing Camp*
- 1 P&C COLOUR RUN:  
*P to 10 students*
- 1 LAST DAY TERM 1

understand that complex situations can be emotionally challenging, however this does not provide the platform for the abuse of staff.

The link to our Directorate's Managing Occupational Violence Policy can be found here:

[https://www.education.act.gov.au/\\_data/assets/pdf\\_file/0007/1087486/Managing-Occupational-Violence-Policy-20170718\\_FINAL.PDF](https://www.education.act.gov.au/_data/assets/pdf_file/0007/1087486/Managing-Occupational-Violence-Policy-20170718_FINAL.PDF)

At all times we are committed to trying new solutions, exploring new programs and ways of working to support young people. We ask the same from our families. Supporting young people to change their behaviour and learn from past experiences takes time and it takes work from home and school. I appreciate your support as we work with our young people.

### **Swimming Carnivals**

This week saw our combined JC and SC swimming carnival take place. Our students thoroughly enjoyed the opportunity to get into the pool and compete across a variety of events. I would like to extend a huge thank you to Kim Barnett and Sharon Stevens for supporting our JC swimmers! Also my thanks to Sam Briggs for her sterling coordination of the SC carnival. The event is a great opportunity to build relationships and enhance school culture. The focus on perseverance and participation was strong and it was wonderful to see our families thrive with this opportunity.

### **Annual Action Plan 2021**

This year, in line with our strategic priorities, we are working on the following goals:

- To develop staff as experts in using data to inform their teaching. This will be achieved through building the approach to professional learning teams and formative assessment practices.
- To build student capabilities in writing. This will be achieved through the early years literacy project currently running P to 2 and the upper primary literacy project in years 3 to 6.
- To grow a preschool that is 'play with intent' based, driven by the children, their interests and inquires, embedding reflective practice. This will be achieved through the actions in accordance with our quality improvement plan, professional learning, and review of the implementation of the National Quality Standards.

### **Medication at School**

If children or young people need to take medication during school hours, please fill in an "Authority to Administer Medication" form which is available from the front office. If the medication is prescribed by a doctor, it is also preferable to have the doctor sign the form. Due to Directorate policy, school staff are unable to administer medication without this authority. All medication to be administered must be in the medication container/box from the chemist with dosage and time of administration and handed to the front office staff.

### **Students with Medical Conditions**

It is important that information for students with medical conditions is accurate and detailed to help us provide appropriate care. If there are changes to your child's health or medical circumstances during the year, please contact the front office to inform them of the changes and complete the required documentation to ensure your child receives the appropriate first aid care. We appreciate your assistance in this matter.

### **Supporting your Child's Education**

At the start of most school years, there is discussion in the press about school fees, government funding and voluntary contributions. We aim to provide the best possible education for every child enrolled at Caroline Chisholm School. In order to meet the needs of every child, class teachers and educators regularly participate in professional learning and discussions, assess and group students and of course plan, teach and review lessons. To support this focus on quality practice, all voluntary contributions go directly towards providing resources for students. As stated the contribution is voluntary and payment details are confidential. No child misses out because their family is unable to make the contribution. You can make a contribution towards your child's education even if you cannot pay the full amount. You may also choose to set up a payment schedule with regular payments made over the year or term. Please see Beth on the senior campus to discuss how to set this arrangement up. If you would like to pay a larger amount it will most certainly be gratefully received.

Thank you for your ongoing support!

Jen

Caroline Chisholm School is a proud and vibrant P-10 school community. The Student Representative Council' structure for 2021 reflects our school mission:

*'Caroline Chisholm School collaborates P-10 to deliver holistic learning experiences for students, staff, families and community'.*

In 2021, the SRC structure will be as follows –



### House Leaders – Elected by students

- Year 10
- Year 6
- 2 per house – 1 female, 1 male

### Student advocates

- Teacher nominated on JC - one student per roll group from Year 2 to Year 5
- Elected by students on SC – three per year group in Year 7 – 10.

- Once elected, Student Advocates will meet with House Leaders last Friday of every month to discuss any concerns, proposals, clubs, events etc. These will be teacher led at the start but can be more student led as students understand how to work within this framework.
- JC house leaders will meet with SC house leaders on first Monday of every month to discuss concerns, proposals and event organization.

This structure will not only give our students an opportunity to take on leadership roles but will also ensure that we are preparing future leaders of the school.

We will work with our SRC team to ensure that they become active voices of the student body and represent our school values of *Respect, Responsibility and Perseverance*.

Please contact Miss Smriti on the Junior Campus or Miss Swann and Miss Phokos on the Senior Campus if you'd like more information.



ACT schools will participate in NAPLAN Online testing from 11-21 May 2021.

ACT schools undertaking NAPLAN Online this year will participate in a practice/familiarisation test between 22 March and 23 April 2021. The practice test does not assess student performance and has been developed to replace one of the familiarisation activities that schools have traditionally undertaken.



As a parent, you can become familiar with NAPLAN Online tests by visiting the public demonstration site, <http://bit.ly/naplanonline>. The purpose of the site is to familiarise students with the type of items they will see on NAPLAN Online and related functionalities. This level of familiarisation is worthwhile to help students understand and be comfortable with the format of the test.

NAPLAN Online allows for tailored testing. This means that students are presented with sets of questions based on their performance during the test. This model provides students with the opportunity to better demonstrate their range of literacy and numeracy skills and it is more engaging for students. Further information explaining tailored testing can be found at <https://bit.ly/2PgG7rL>.

If you have any questions or wish to discuss your son or daughter's participation in this event, please contact Ms Smriti Sharma ([smriti.sharma@ed.act.edu.au](mailto:smriti.sharma@ed.act.edu.au)) on the Junior Campus or Mr Joseph Jennings ([joseph.jennings@ed.act.edu.au](mailto:joseph.jennings@ed.act.edu.au)) / Mr Matthew Wray ([matthew.wray@ed.act.edu.au](mailto:matthew.wray@ed.act.edu.au)) on the Senior Campus.

Further information on NAPLAN Online, including the public demonstration site, is available at [www.nap.edu.au/online-assessment/naplan-online](http://www.nap.edu.au/online-assessment/naplan-online).

### Privacy

The Education Directorate collects, holds, uses and discloses personal information to carry out its functions. Personal information about students and parents/carers will be used as part of NAPLAN Online testing and readiness tests. The use of this information is required for students to participate in NAPLAN testing, provide reports to parents and schools and to undertake research and compile statistics using anonymised data. More detail on how we handle your information is available in the Education Directorate Privacy Policy available at <https://bit.ly/2ZYzdtN>. As part of undertaking NAPLAN Online, the Education Directorate works closely with the Australian Curriculum, Assessment and Reporting Authority (ACARA) and Education Services Australia (ESA). ESA operates the NAPLAN Online platform which will contain personal information. ACARA will collect anonymised information about each student who takes the test online from the Education Directorate.

Further information on how ACARA and ESA protect privacy is available through the ACARA privacy infographic <https://bit.ly/3uA6YiR> and ESA Privacy Policy [www.esa.edu.au/other/privacy](http://www.esa.edu.au/other/privacy).

## YEAR 8

It has been a successful start to the schooling year for our Year 8's, with students settling into new classes and becoming familiar with their new teachers and classmates. Year 8 have been busy planning for assessments and setting reminders for the many schooling events occurring in Term 1. With Middle Years Camp being postponed until further notice, Year 8 will still have a variety of sporting carnivals, excursions, and other extracurricular schooling events to look forward to.

In Year 8 Drama, students are gaining confidence through the unit for the semester "Improvisation". Students have participated in a variety of performance tasks involving group work and live acting. Here are some photos to demonstrate the students learning experiences thus far:



### Class routines:

We have had a wonderful start to our school year and our classroom routines are coming along well. As a unit, we have been working to create a caring and supportive classroom environment where all students and staff feel safe and secure to take risks, build confidence in our abilities and gain a greater understanding of ourselves as learners. We have been very busy learning in the past 5 weeks. Some of the highlights:



- Both classes have created self-portraits with mixed media, as part of their “Get to know you” literacy tasks. The works have been framed and are on display in the unit. The students have also completed artist statements to accompany the work.
- LSUC have been reading the Twits by Roald Dahl. They have been enjoying sensory tasks, to match the different chapters. This has included dipping their hands into actual spaghetti, while reading the chapter Worm Spaghetti. The students then used the sensory experience to create a catalogue of descriptive words, outlining the experience.
- Both classes have been enjoying cooking lessons at the senior campus. Our recipes aim to be delicious, nutritious and simple to make. They also connect to our focus in HPE on being healthy. This helps to extend the purpose and context of our learning in different areas.
- For Science, the students have been learning about living and nonliving things. This topic has provided a wonderful opportunity for very interesting and meaningful discussion.

### Our Inquiry into Technology: the past, present and future

In inquiry, the students are investigating how technology has changed over time and how it affects our lives. We began by learning about the concepts of past, present and future and have been learning about how life was different in the past. After viewing different objects from long ago such as telephones, typewriters and quill pens, we pretended to board a “time machine” and went back in time to experience what life was like long ago in Australia. We did this by watching a variety of video clips from the series “Growing up in the early 1900’s”. The students learned about ice and milk deliveries and what a Rabbitoh was. Several of the clips showed what school was like during this time and we made a list of pros and cons about life long ago.

### Numeracy and Lids for Kids



Our Numeracy program this term will reflect each child’s Individual Learning Plan (ILP) goals and focus on developing each child’s number sense, counting skills, understanding of place value and strategies to solve basic facts. We will also build our understanding of time concepts and how to tell time on a digital and analogue clock.

Do you remember last year when the school was collecting bottle lids for Lids4Kids? As part of our inquiry into technology, our classes will be part of the many volunteers across Australia who help to sort the cleaned lids into

different categories. Lydia collected two large tubs of lids from Lids4Kids during week 2. We have been sorting and counting the lids and estimated how many are in the two tubs. So far, we have counted over 4000! We have been making groups of 10 and counting by 10's. When we get ten, tens, we make a hundred. We have been putting five groups of 100 in a bag to make 500. And we learned that two bags of 500 equals 1000. After we finish our inquiry, we will return the sorted lids and they will be taken to the ANU. The engineering students there will shred them and use the shredded plastic to make new items with their 3D printers and other technology.

**English:**



Our English program this term will focus on developing each child's reading, writing, listening and speaking skills and reflect each child's ILP goals. Although the students' ILP goals are varied, they are all working toward being able to read and understand other people's ideas and to express their own ideas well both orally and in writing. Our focus for writing this term is on recounts and procedural texts.

A big focus of our literacy program this term is learning what good readers do to get smarter at reading every day. Students have been learning new sounds and sight words each week and how to pick "just right" books that aren't too easy or too difficult.

**KINDER/YEAR 1**

To start 2021, our kindergarten students in K/1 have been lucky to have some role models in our class who understand the routines of school life. Our Year 1 students have shown great responsibility helping the kindergarten settle into school here at CCS. We have spent time as a class developing friendships, class expectations and exploring the school.



In literacy we have been talking about what good readers do and exploring how we connect with text and what information we can use for predicting. We have started to explore sounds as another strategy good readers use. The kindergarten students have focussed on making the sound and finding the sounds at the start of words. Our Year 1 students are encouraged to read and write various sounds in the initial, middle and final positions of words.



We have been exploring a variety of mathematical concepts including number, patterns and shape. The kindergarten students have focussed on naming basic 2D shapes and finding them around the classroom. The Year 1 students have been comparing and sorting 2D and 3D shapes and discussing the different properties of various shapes.



Gross Motor is one of our class' favourite times of the week.



## KINDER

These are some of the things KH have been learning.

KH have had a fabulous start in Kindergarten. We have been learning lots about what is expected at school and learning routines. The children are great at coming in, unpacking their bags and then putting them away. We are doing lots of activities in the morning to develop our fine motor skills like cutting, tracing, writing out names etc.

Last week in our literacy sessions we started to learn the sounds that go with the letter graphemes. The children have been very excited and engaged in discussions, singing and doing the actions to go with each sound. We have now introduced six sounds (s,a,t,i,p,n) and are starting to blend some sounds together to spell and read simple words such as sat, sit, it, at, pan, an, pat and pit.

One of the children's favourite activities during the week is gross motor. They love climbing, rolling, throwing, balancing, jumping and all the other things we do. Miss Kristie does a fantastic job of planning and organising the activities for us.



In maths one of the concepts we have been enjoying is 2D shapes, we went on a shape hunt around our school and discovered lots of shapes hidden around.



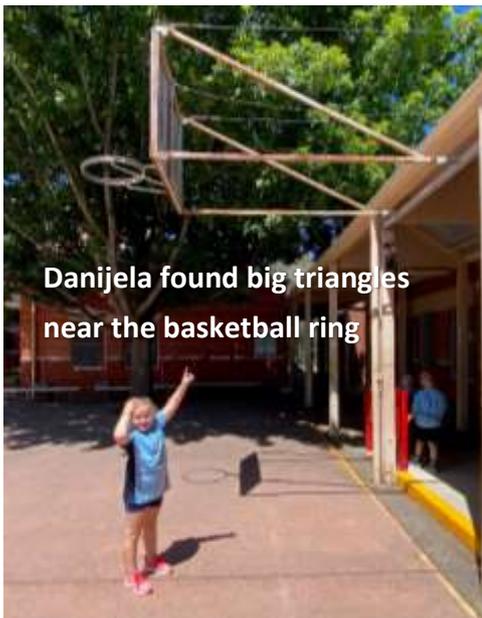
Mia found some rectangles



Charlotte found lots of little circles



Joey found a circle he could stand in



Danijela found big triangles near the basketball ring



Ryan found a circle



Eleanor found a diamond



We found big triangles in the walkway



William and Troy found that the top of a tree stump can be a circle

Hello CCS Community,

We are halfway through term 1 and aiming to finish strong! We have filled our last Office Bearers position on the committee and I would love to welcome Lisa Nordsvan to the committee. Thank you Lisa for taking on the challenge and coming to work with us. We would still love someone to fill our last vacant spot, the Fundraising Coordinator. This role is a liasoning role, between the committee and the staff at CCS, as well as any outside businesses/companies we work with to get our fundraising activities happening. With the introduction of the Business Manager role within the P&C, the Fundraising Coordinator role is a collaborative effort between all members of the committee. You are not alone in this role, we are here to help, so if you would like to meet new friends, help your school and like chocolate biscuits at meetings, please let us know. Contact Amanda at [ccs.pandc.contact@gmail.com](mailto:ccs.pandc.contact@gmail.com)

The Colour Explosion is on again this year. Thursday the last day of term, notes will be going home shortly. We'd love to have some parent volunteers if you are willing, you'll need a WWVP card and we'll be adhering to social distancing rules. It is a great time for students and teachers alike. Please contact Amanda at [ccs.pandc.contact@gmail.com](mailto:ccs.pandc.contact@gmail.com) if you have some free time between 1:30pm-3:00pm on April 1st.

Don't forget coming up we have our Out of Uniform Day, bring your Gold coin donation. The Easter raffle tickets will be going home with JC students next week, if you are willing to donate a toy/book/puzzle/game to go into our prize bundles please drop them off to the JC Front Office. If you would like a book of tickets for your Senior Campus child or an extra book for your JC student please let Amanda know at [ccs.pandc.contact@gmail.com](mailto:ccs.pandc.contact@gmail.com)

Thank you for all your support,  
Amanda  
P&C President



## STUDENT BANKING

As you may have seen or heard in the media in recent weeks, the ACT Government has made the decision that student banking will cease in all ACT schools as of 1 July 2021.

At CCS we will continue to offer school banking until the end of Term 2. If you have tokens you would like to redeem, please make contact with a coordinator as soon as possible. These are the rewards available:

- Terry Denton's Activity Book
- Mini Soccer Ball
- Treetop Stationery Set
- Treetop Handball
- Tomato Seed Kit
- Magic Mist Drink Bottle
- Emoji Wallet
- Snakes & Ladders Game
- Scented Stackable Highlighter
- Snowy Origami Set
- Yeti Fluffy Notebook
- Icicle Slapband Ruler
- Arctic Owl Fluffy Keyring
- Scratch Art Cards
- Water Skimming Bounce Ball
- Polar Pencils & Pencil Toppers



We would like to thank the families of our community who have supported school banking throughout the 30+ years it has been on offer, and in turn helped raise funds for our school. We hope that you will continue to support CCS with our other fundraising efforts during the year.

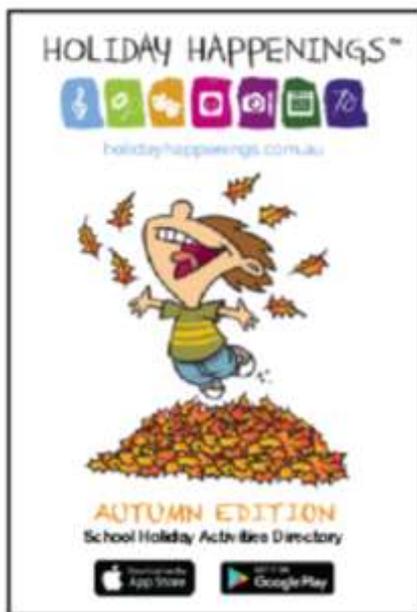
Many Thanks  
Fiona and Karen, Student Banking Co-ordinators at Caroline Chisholm School

Did you know you could receive up to \$500 in matched savings for your child's extracurricular activity costs?

Here's a list of the most common activities our participants use their funds for:

- Swimming or dancing lessons
- Instrument lessons like guitar or piano to name a few
- Sports club fees like netball or football registration
- School camps
- Tutoring classes
- Foreign language lessons
- Scout membership fees

Check if you're eligible to join by visiting [www.saverplus.org.au](http://www.saverplus.org.au)



**Autumn Edition 2021**

Your free Holiday Happenings Autumn Edition is now ready for viewing. It's great to see so many programs, activities and events available for the kids after the Easter long weekend! Make sure you book early to avoid the disappointment of missing out.

Find your FUN right [here](#)