



Caroline Chisholm School
Preschool to Year 10

An ACT Public School

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NEWSLETTER

PRINCIPAL'S MESSAGE

We have had a wonderful start to the 2021 school year. Over the past fortnight, we have confirmed our school values with students and have focused on establishing relationships with our students, setting clear expectations for all within the Positive Behaviour for Learning framework we use. Educators and students are asked to consider what each value would look like in action; in class, the school and the wider world. To facilitate discussion these have been framed against key questions. Classroom lessons during this time focus on enacting each of these values whilst self-questioning students own actions in different contexts. In this way our values program is seen to be supportive and preventative. Classes also work together to develop their own set of agreed ways of operating. Focusing on establishing these understandings early in the year ensures that classes develop a shared, common language of social and emotional learning. It has been wonderful to hear from students on how they can demonstrate responsibility, respect and perseverance.



Get to know you interviews (JC) and Progress Interviews (SC)

All families with children in kindergarten to year 6 are welcome to attend a 'get to know you' interview later this term. A Learner Profile will be sent home via email for families to complete. This profile acknowledges the deep knowledge that parents and carers hold about their child and the way in which they learn, their strengths and areas for development. We ask that families bring the profile along to the interview as this will form the basis of the discussion. The interview will not be a progress update on your child's learning, rather, it is an opportunity for us to strengthen our approach as partners in learning. Families are also invited to return the profile without attending an interview.

Towards the end of term one, all senior campus families will be provided with a progress report and an opportunity to discuss this report with their child's classroom teachers. I encourage families to take the opportunity to meet with the teachers at this time to ascertain areas of strength and areas for improvement for their young person. These interviews are designed to communicate important information about progress, attendance and engagement. This will also assist families to continue the conversation at home with their young people, to celebrate successes and revisit family expectations.

Friday 19 February 2021
TERM 1 WEEK 3

DATES TO REMEMBER

FEBRUARY

22 CCS BOARD:
Nominations close @ 11am

MARCH

- 1 JC SWIMMING CARNIVAL:
competitors only
- 4 SC SWIMMING CARNIVAL
- 5 YEAR 6 GRAD SHIRT:
Last day for orders
- 10 OUTDOOR ED:
Canoeing Camp
- 11 OUTDOOR ED:
Canoeing Camp
- 12 OUTDOOR ED:
Canoeing Camp
- 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

APRIL

- 1 OUTDOOR ED:
Canoeing Camp

Car Park Safety – it’s our collective responsibility!

A reminder to park safely and legally around our school. Keeping our children and young people safe is the collective responsibility of our school community. We ask that you park safely and legally at all times, with particular care at school drop offs and pick-ups.

Last week the parking inspectors attended the school as part of their regular support for safe car park behaviours. They provided reminders to families about legal parking options. I understand that they will return throughout the year to issue reminders and fines.

While the school can become congested during the peak times, illegal parking should be avoided at all times as it creates an unsafe environment for children and local residents.

✓ For drop offs in the morning, why not park a little further away from the school and walk with your kids the rest of the way.

✓ For pick-ups at the end of the school day, have a pre-determined meeting spot that’s nearby. This also helps if you’re running late, so your kids know where to wait and you don’t need to rush. Access Canberra inspectors will also be on patrol so let’s work together to keep our kids safe. For more information visit

www.act.gov.au/schoolparking

Term Overviews JC

Term overviews have been sent home this week for students in kindergarten to year six; with the purpose of sharing with families the academic areas of focus this term. The overview provides a snapshot of student learning for this term and allows you to see the range of learning experiences the children will engage in. It is a great conversation starter with your child and can help when you ask “What did you do at school today?” and get the answer “nothing” or “the usual.” Prompt them to tell you more while referring to the term overview as your cheat sheet! For our preschool families, please remember that planning documents are available at the school on a fortnightly basis and are always on display for your review and feedback.

Curriculum preschool to year 10

What is my child learning at school? This question is often asked by parents and carers and the answer isn’t straightforward given the way the National Curriculum works for foundation to year 10.

So let’s start with preschool! Our preschool sits to the side of the National Curriculum; where programming and planning is based on a number of important factors. These include the Early Years Learning Framework (EYLF) which is a document that describes the principles, practices and outcomes that support and enhance young children's learning from birth to five years of age, as well as their transition to school. Our role as educators is to take the EYLF, student interests and backgrounds and bring these concepts together to design engaging play based experiences focused on dispositions of learning. More information can be found here: <https://www.education.gov.au/early-years-learning-framework-0>

Our kindergarten to year 10 programs are designed based on the Australian Curriculum. On the junior campus, we have set times for literacy, numeracy and integrated learning experiences. An integrated unit of work brings together key concepts and skills from learning areas including The Arts, Science, Technologies and Humanities and Social Sciences (history, geography etc). Through the integrated units each term, children will pose questions related to more specific learning concepts in a topical way (i.e. the weather, solar system etc). Each unit develops student capacities to:

- manage themselves as people and as learners in a changing world
- understand the history, the now and the possible future of the world in which they live
- be confident, critical and creative thinkers who seek solutions to problems and answer questions
- develop holistically with opportunities to connect through their expressive, creative and communicating self in both a local and global way.

With our year 7 to 10 learners, students access the curriculum through individual learning areas such as The Arts, Science Humanities and Social Sciences and Technologies. While English and maths are also individual faculty areas, literacy and numeracy are general capabilities which run across all of these faculty areas and they capture how learners are applying English and mathematical skills into other areas of the curriculum. Students are provided with elective opportunities within year 9 and 10 which provide the basis for focusing and developing skillsets to a deeper level. Furnishings, hospitality, sport and recreation, music and outdoor education are examples of these electives and have proven very popular in 2021, as well as digital technologies and digital photography.

Underpinning the curriculum area are a set of general capabilities and cross curriculum priorities which we weave within our planning. This enables us to develop learners who think critically and creatively, who have a sound set of problem-solving processes, and learners who inquire about the world in which they live. These critical thinking skills are crucial if we are to prepare them for a future that will look quite differently from the current reality. So what is your child learning about? Perhaps the abstract concept in their integrated unit is 'perspectives' so they are posing questions about how groups are represented in the media. Or perhaps the abstract concept is 'wisdom' so they are focused on the knowledge and skills students need to be informed, active citizens in a world where their voice and agency is embraced.

More information about the Australian Curriculum can be found here: <https://www.australiancurriculum.edu.au/>

BASE Assessment (kindergarten)

The kindergarten teachers have started the BASE testing for 2021. Over the next three weeks you will see that we have relief staff teaching in kindergarten to enable our teachers to complete this assessment with every child. Throughout this time, our relief teachers are in regular contact with class teachers to ensure that teaching programs are maintained and learning outcomes consistent across this time.

What is BASE? If you have had a child move through kindergarten before, you might remember an assessment process called PIPS. This year, BASE has replaced PIPS. BASE is a computer based assessment program that assesses the early literacy, numeracy and personal, social/emotional skills of students in kindergarten. Our kindergarten teachers value this opportunity to work individually for a sustained time with each of their students. All students in ACT Government Schools undertake this assessment. BASE assists with:

- determining what kindergarten students know when they enter primary school
- assessing the progress of students in literacy, numeracy and phonological awareness (sounds in language) and personal, social and emotional learning
- diagnosing individual student work and providing information to indicate what students are achieving or understanding
- predicting future performance
- identifying students who might benefit from early targeted intervention or enrichment. This assessment is administered in the first month at school. The second assessment is administered early in term four and shows how your child has progressed relative to their starting point in the first assessment. We use the information gleaned from BASE together with our school based assessments to ensure all students succeed at Caroline Chisholm School.

Bikes at School

It is wonderful to see so many students riding or scooting to school this year. We would like to remind everyone to dismount from bikes and scooters at the school entrance and walk them across the playground to the bike racks on each campus. Please remember that helmets are a must for everyone's safety!

Thank you for your ongoing support!

Jen

SCHOOL PSYCHOLOGIST

Psychology support for students and families



The School Psychologist can help students to understand barriers for accessing learning and to assess factors impacting educational achievement. Two significant barriers to educational achievement are learning difficulties and mental health. If you have concerns for a student's learning, wellbeing, or educational achievement, please discuss with the student's teacher in the first instance. If you would like to discuss how the school psychology service may be able to work with you or your student at this time, discuss general options for support or have questions about Inclusive Education, please see contact details below:

Angie Mosely is the School Psychologist on the Junior Campus and is available Wednesday, Friday and half day Thursday.

Angie can be contacted via email during business hours at Angie.Mosely@ed.act.edu.au or leave a message requesting contact through the front office on 6142355.

Our school psychologist on the Senior Campus, Graham Mackay, is available Monday to Wednesday to support students and their families.



To make an appointment please contact the front office on 6142 3550 or the wellbeing team discuss how we can work together to help you/your child. Please email the Wellbeing Executive Teachers Joe (Joseph.Jennings@ed.act.edu.au) or Hillary (Hillary.Swann@ed.act.edu.au) for assistance.

School Psychologists are not a crisis service and do not provide emergency support. If you are concerned for the immediate risk of a student please contact emergency services on 000, lifeline 131114 or kidshelpline 1800 55 1800.

WE WANT YOU FOR THE CCS BOARD!

If you would like to work with other board members to ensure the school functions in the best interests of its students the Caroline Chisholm School would be grateful for your nomination.

The following positions are vacant on the Caroline Chisholm School Board from 2020:

- ❖ **1 student** - 2 year tenure if in Year 9, 1 year tenure if in Year 10
- ❖ **1 teacher, for 1 year tenure**
- ❖ **1 teacher, for 2 year tenure**
- ❖ **1 parent/carer, for 2 year tenure**

Nominations open: 11am Monday **8th February 2021**

Nominations close 11am Monday **22nd February 2021**

Nomination forms may be collected from either the Junior or Senior Campus front office during normal business hours (8:30am – 3:30pm Monday - Friday).

You must submit your nomination before the closing date by either:

- ❖ Hand delivery to the box at the CCS Junior campus or Senior campus front office or
- ❖ Email to info@chisholm.act.edu.au with "CCS Board" in the subject space.

Appointments commence **1 April 2021**. There are generally 2 meetings each term on a day to suit the members.

Further information: contact the Assistant Returning Officer, Livia Tigwell, on 6142 3547 (direct), 6142 3550 (switch) or email: livia.tigwell@ed.act.edu.au



MEET THE SC ELECTIVES TEAM



Electives Team

SENIOR CAMPUS HOMEWORK CLUB



It runs every Wednesday from 3.10pm to 4.10pm in the library lab. It gives students a great opportunity to catch up on their class work, assignments or any other work in a relaxed environment. It can be especially helpful for students who do not have internet at home. Snacks are also provided.

YEAR 7

Emily G- Yr 7 CC group Orinoco

Starting high school was a big step up from being leaders in the school to being the youngest in the school. Coming to CCS has been amazing, I started school not knowing anyone but after the past few weeks I have made some very close friendships. Closer than even some of my primary school friends. After a few days we got our timetables and started the real pressure of getting to the right classes on time. The teachers are really nice and would always offer to help. In my short time here, I have learnt a lot!

Adam V- Yr 7 CC group Irongate

High school for me is extremely exciting. All the new subjects I get to learn and activities I get to do is awesome. I have made some new friends and they are extraordinary. Already they help me out when I am not sure what class we have or when a note needs to be handed in. The teachers are very funny and nice in a way that helps me to learn. I have a list of subjects that I love such as Mathematics, HPE, Hass and my favourite class cooking. During cooking so far, we have made some delicious chocolate chip cookies with Mr Hartley who is also my contact class teacher. I like cooking classes because it helps me learn on how to make different recipes. In primary school we never got to make any food, so this has been one of the best experiences about high school so far. HPE has a large variety of sports and activities to do. My favourite sport I have tried this term is ultimate frisbee because it gets you moving and you need good hand eye coordination!

Xahli S- Yr 7 CC group Molonglo

The start of year 7 has been fun for me. I have made heaps of new friends and I have become very close to some even though starting high school was a very big and scary change. Year 7 has already given me a lot of opportunities, and the students and teachers have been amazing. I am very excited to experience the rest of the year and my different electives.

All my classes have been great, and teachers have been very helpful. I enjoy all my classes and have learnt my way around the school pretty well and I have been able to make some good connections with teachers and some (AKA Mr Downes) I am smashing in scissors paper rock.

After getting to know my teachers everything has become a little less scary than before, CCS has really nice teachers and they are amazing, and I am really looking forward to being at this school for the next 3 years.

Starting
High School

The students have settled nicely back into their classes this term after a much-needed break. We began this year differently to others by focusing on a starter program that focuses on different topics to ensure a positive expectation of behaviour and wellbeing is achieved within Grevillea and our classrooms.

The topics include:

- Morning Meeting
- Positive Behaviour for Learning (PBL)
- Learner Qualities
- Social Emotional Learning (SEL)
- Team Building
- Mindfulness



Morning Meeting

Morning meetings students actively participate in four aspects which is a greeting, a sharing component where we discuss an interesting photo or quote. It is then followed by a group activity (which are always fun) and lastly, we end with any important messages for the day or week.

Positive Behaviour for Learning (PBL)

In PBL, 5/6 have been focusing on different areas of the school, our unit and classroom and setting expectations for each other on what positive behaviour looks like in these school settings.



Learner Qualities

This aspect of the starter program has led us to investigate 5 qualities that help us to be a successful learner. The qualities are inquiry, collaboration, persistence, connecting and regulation. Each lesson we delve into one quality to fully understand its importance in learning.

Social Emotional Learning (SEL)

In SEL, we have explored how our body is like an engine and how to be aware of how we are running. We look at what we look like when we are high in the red zone, low in the blue zone and just right in the green zone. It has been helpful for the students to identify when they are in either zone to help them with their learning.

Team Building

We have been focusing on topics such as accepting similarities and differences, choices and consequences, cooperation, tolerance and positive consequences, personal space, mindful awareness, and red and green thinking. These topics help build teams positively.



Students have enjoyed taking 10 -15 minutes of mindfulness after second break to relax and recharge. We find this an important aspect as it helps students to regulate their emotions and find an activity to help them relax.

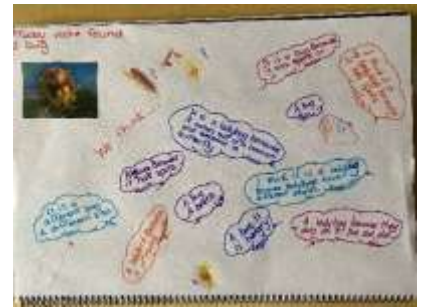
As the term progresses, introducing curriculum lessons while reducing the topics mentioned above all occur with our usual subjects of Narrative and Persuasive Writing (Fairy tale focus), Solving Simple Problems (Mathematics), Personal and Societal Choices Impact Us (Inquiry), Investigating Points of View (Visual Art), Physical Education, Spelling and Reading Groups.

PRESCHOOL

The Pelicans and Rosellas are settling into the preschool. They have been exploring the learning environments and building friendships with staff and children.

We have found two interesting insects in the outdoor area. The children used their knowledge to of insects to let staff know what they thought the insects were.

Here are some photos to show the start to our year.



Hello CCS Community,

An update from our P&C. We held our AGM on Monday the 15th, our committee President is Amanda Caddick and our new secretary is Jodee Marques (formally our treasurer). We still have positions that need filling, so if you can spare some time to attend a couple of meetings a term, and have an interest in fundraising for our school, we'd love to hear from you. Positions in desperate need of filling are the treasurer and fundraising coordinator roles. Please email ccs.pandc.contact@gmail.com if you would like to help out the team. Preschool families, we do need a sub committee to raise Preschool funds, please contact the same email if you have an interest.



At the meeting we started allocating dates to our fundraising ideas. Please look out for more information regarding the Colour Run coming back this term, an Easter Raffle, donations of small toys and puzzles for prizes are also appreciated, and an out of uniform day. More details will be provided closer to the dates.

We had to say goodbye to our long running secretary Katie on Monday, she has served on the committee for 6 years, and was the organising force behind us in her role as secretary. Thank you Katie for all your hard work over the years, good luck and come visit us often. We are also wishing Jude, our uniform shop manager, best wishes for the next few months as she steps down for a while. She'll return stronger than ever later this year/early next year.

Thank you, CCS, for your support, as always.
Amanda Caddick
P&C President

COMMUNITY NEWS

Grants of \$1000 available now to help women return to work!

The ACT Women's Return to Work (RTW) Grants Program is an ACT Government initiative which supports women who have been out of the workforce for an extended period onto pathways to meaningful and stable employment. Successful applicants can access a \$1,000 grant which can be used for a range of activities and resources including: education and training fees, educational expenses such as textbooks, computers/software and transport to courses/study, or work-related expenses such as clothing, uniforms and equipment and childcare. The RTW Program includes wrap-around support and mentoring delivered by a community partner for eligible participants.

Enquiries about the RTW Program can be made at the below contact details:

Phone or text the Grants Coordinator on : 0466 856 760 or email CSDRTW@act.gov.au

Online application and more information about the Return to Work Grant is available at communityservices.act.gov.au/women/return-to-work-grants-program

The ACT Women's Return to Work Grants Program can help women return to work. The program is funded through the ACT Office for Women.

Individual grants of up to \$1000 are available to assist in meeting the cost of training and work-related expenses.

For more information on eligibility—and how to apply—visit the Women ACT website www.women.act.gov.au, telephone the ACT Office for Women on 6205 2885, email rtw@act.gov.au

ACT Community Services