



Caroline Chisholm School  
Preschool to Year 10

An ACT Public School

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# NEWSLETTER

## PRINCIPAL'S MESSAGE

A huge welcome back to term three! It has been wonderful to touch base with so many students over the past week about their holiday adventures. It sounds like many of our families were able to have a break and students have come back to school refreshed; after a complex six months this has been wonderful to see.

I wanted to express my thanks to all families for their support as we continue under phase 2.2 restrictions of the ACT RoadMap. We have been grateful for the support for the change to process in regards to parents and carers accessing the school grounds. As emailed out to JC families earlier this week, entry to school grounds needs to be done through the front office and adults are asked to sign in. For kindergarten families, we have placed a small sign in desk near the small gate between the office building and preschool for ease of pick up and drop off should you wish to enter the school grounds. For SC families, we ask that entry to the grounds remains via the front office and that parents and carers sign in. These actions ensure that we are able to minimise contact, social distance, and keep everyone safe.



We appreciate that many families may have been to the Bay, Victoria and NSW over the break. There are some legal requirements in place for families who travelled, particularly to the hot spots identified. ACT Health has set up a website where regular updates are provided. You can access this site here:

<https://www.covid19.act.gov.au/updates>

We appreciate that families who have been required to self isolate due to being in a 'hot spot' over the break have done so and have let us know. For families who may have travelled to the Bay but did not attend the Soldier's Club, we encourage you to monitor your health and that of your family members closely and if there is any sign of illness, seek medical advice. If we continue to work together, we can ensure everyone is kept safe.

### Staffing update

I would like to extend my sincere thanks to Kayla Catling for her amazing commitment to our school. Kayla commenced maternity leave last term and throughout the holidays welcomed her daughter Lily. Mum and bub are doing well! We welcomed Aoife Doran (M-W) and Kristen Skinner (Th-Fr) to year 3/4 C this term. Please feel free to email the staff if you would like to introduce yourself.

Sally Alexander, our P-10 Disability Education Coordinator, is also currently on leave. Should you need to contact the team, please email Joseph Jennings who is working in the Deputy Principal role while Sally is away. Joe can be contacted on [joseph.jennings@ed.act.edu.au](mailto:joseph.jennings@ed.act.edu.au)

Friday 24 July 2020  
TERM 3 WEEK 1

## DATES TO REMEMBER

### JULY

30 P&C Meeting  
*SC Library @ 7pm*

### AUGUST



1 Hats on from today  
7 Last day for orders:  
Scholastic Issue 5

On senior campus we have farewelled Sakiba Raman and Tony Marziano who taught across science, maths and music in term 2. Sakiba has returned home to Malaysia and Tony will continue working in a relief capacity throughout the remainder of the year. We have also farewelled Steven Sengstock from the English faculty. Steve is taking some time to support his family at home for the remainder of the year; his contribution to CCS over the past 5 years has been incredible and I wish him well with all that lies ahead. This term we have welcomed Frank Murphy back from leave and he will continue within the specialist literacy role for term 3 and 4.

### **Positive interactions with families**

It is incredibly important to me, and the whole CCS staff, that we develop positive relationships with families. Parent/carer engagement in learning is known to lead to improved outcomes for students of all ages; be it academic, social emotional, physical etc. Parents and carers play an essential role as the first educators of children, and ongoing, active engagement of parents, families and communities has a major impact on a child's success at school. Different parents and carers may have varying levels of confidence in their role as first educators, and their ability to partner with schools and teachers. We acknowledge this and we are highly aware of the need to respond to concerns as sensitively as possible. We aim to build these partnerships through a number of ways, including open and effective dialogue. We appreciate that at times families may be upset, frustrated, or even angry over something in relation to their young person; we understand, we are working with young people who are still learning ways of being safe and supportive of each other. We encourage all families who have a concern or feedback for the school to provide these through safe and respectful communication means. Swearing, yelling and abusing staff is considered occupational violence and will not be tolerated at all. By building relationships and partnerships founded on respectful dialogue, we can work together towards great things for our young people.

Thank you for your ongoing support!

Jen

## SCHOOL REVIEW

At the start of term 4, we are participating in the four yearly school review process. We have written about this process earlier in the year, essentially this is where a panel of experts and school leaders will come to the school and review the quality of the systems and processes we have in place. One of the frameworks that they will use throughout this process is called the National School Improvement Tool (NSIT). The NSIT has nine domains. Each domain is broken down further into four levels of performance against which we will be reviewed. If you are interested in reading more about the NSIT, please see the following link: <https://www.acer.org/au/school-improvement/improvement-tools/national-school-improvement-tool>

Following is a summary of where our staff have rated the school against each domain.

### *Domain 1 – An explicit improvement agenda*

The school leadership team of Caroline Chisholm School are driving a strong improvement agenda for the school, grounded in evidence from research and practice and expressed in terms of improvements in measurable student outcomes. Explicit and clear school-wide targets for improvement have been set and are communicated through the annual school board report and annual action plan.

The school has developed an explicit agenda for improvement and is focussed on working effectively and strategically as a P-10 school. This agenda is contributed to on a school wide level and communicated through staff meetings, professional learning, executive focus. The principal and school leaders articulate a shared commitment to improvement and plans for improvement are evident. Targets for improvement are clear and accompanied by timelines. The school aligns itself with the Directorates Strategic priorities and has a comprehensive School Improvement Plan and Quality Improvement Plan. The school improvement agenda has enabled an effective narrowing and sharpening, with the school's attention currently focusing on the improvement of Literacy as a main priority, together with operating cohesively as a P-10 school to ensure maximum student growth for all students.

### *Domain 2 – Analysis and discussion of data*

Evidence, including data, plays a role in strategic and operational decision making at Caroline Chisholm School. Data is collected systematically and rigorously to target and reflect on interventions. However, there is an ongoing discussion about how teams can critically reflect on the integrity of evidence sources and the claims made. Furthermore, there is an opportunity for discussions around data and evidence to be inclusive of the broader school community.

Summative assessment data is collected, P-10, once per term. It is made available for sharing across the teaching team and is discussed in Professional Learning Teams to guide curriculum review and curriculum interventions. Data literacy is developed through sharing of best practice between PLT leaders and the resultant delegate discussion within teams. A process of fortnightly reflection on common Formative Assessment data is in place for some PLTs but CCS will continue working towards consistent practice P-10 that is reflective of the needs of individual teams. NAPLAN data is available to all teaching teams.

Regular discussions involving PLT leaders and senior executive forms the basis of evidence around key curriculum questions. Anecdotal evidence is used to discuss questions related to curriculum planning and delivery; student achievement trends and responses to achievement data.

Evidence of student behaviours is collected in Sentral and reflected on by PBL team and each campus executive team. Wellbeing data is discussed and responded to by each campus' Wellbeing team in order to guide case management and "Snapshot" plans for teaching and learning.

### *Domain 3 – A culture that promotes learning*

The school is driven by the belief that every student is capable of successful learning. There is a collegial culture of mutual trust and support among teachers and school leaders and parents are treated as partners in the promotion of student learning and wellbeing. The school works to maintain a learning environment that is safe, respectful, tolerant, inclusive and that promotes intellectual rigour. The school effectively implements its policies in wellbeing, student management and curriculum development to ensure positive and safe behaviours for learning are promoted and celebrated. The school has clear expectations for how students should behave and interact with one another, and in the main, relationships are caring and respectful.

There is a strong focus on quality learning and on the creation of a culture in which all students are expected to learn successfully, in their own ways and at their own pace. Individual talents are valued. Respectful and caring relationships are reflected in the ways in which staff, students and parents interact and in the language they use in both formal and informal settings.

### *Domain 4 – Targeted use of school resources*

Student needs at Caroline Chisholm School are monitored and maintained through multiple layers of case management and analysis of data. The school has developed meeting structures in which recent data is reviewed, and supports are applied in a timely fashion. Teams meet to discuss student needs in whole campus wellbeing meetings, as well as in meetings regarding year level groups. These processes identify students with additional needs, and inform case management processes for individuals, accessing appropriate supports from both within and external to the school. In addition, we have Learning Support Units on the junior and senior campuses which provide tailored learning arrangements for our Small Group Program/Students. However, all students are also able to benefit as any good practice and/or pedagogy is applied more widely to ensure inclusivity.

Over the past four years, our school has developed and refined timetabling and staffing structures to support the learning needs of our students. On the Senior Campus, specific interventions included the grouping of all classes within a subject area, within a year group, at the same time. This has enabled RTI practices and flexible teaching arrangements to take place, as informed by PLT analysis and discussion. On the Junior Campus, year groups have been organised into combined classes across the school, which ensured the proximal learning needs of our students were recognised and provided for through comprehensive planning by the respective teams. Additional learning interventions were applied within our RTI processes, including the allocation of staff to complete MacqLit and MiniLit (MultiLit) interventions, and our SITE program.

### *Domain 5 – An expert teaching team*

The school has in place a professional learning plan and associated budget to support local and, where appropriate, system priorities. This professional learning plan ensures clear alignment between professional learning, school priorities and budgetary planning.

Staff collaboration is explicitly fostered through deliberate school structures including the professional learning team (PLT) model and through designated meeting times which are strategic in focus. These actions ensure that staff are able to learn from each other and from online professional learning communities. Staff performance is closely supported through the professional pathways process. All staff have three to four goals focused on growth in practice in line with the school annual action plan and their individual role. These goals are supported through a rigorous coaching and mentoring program (see coaching and mentoring practices in Domain 8).

Teachers in the school are experts in the fields in which they teach, have high levels of confidence in teaching in those fields and are eager to expand their subject knowledge to learn how to improve on their current teaching practices. This has been supported through the work on NAASOT (see Domain 8).

#### *Domain 6 – Systematic Curriculum Delivery*

Curriculum planning and review are coordinated by curriculum coordinators (SLCs on the Junior Campus, Classroom Teachers on the Senior Campus). This work is coordinated through weekly PLT meetings. The planning is mapped to the compulsory assessment and reporting criteria (The National Curriculum Achievement Standards). It is documented in curriculum plans; scope and sequence documents; and curriculum overviews with a focus on legacy planning and communicability, both internal and external.

All PLT meetings have a focus on evidence which is used to guide discussion of the efficacy of planning; the nature of student achievement; and the school's needs related to teaching practice. A program of common formative assessment is used to guide targeted interventions and monitor the acquisition of curriculum-aligned essential learnings.

Curriculum is planned around a foundational principle of fostering deep understanding. To this end, explicit quality criteria is a universal part of summative and formative assessments. The relationship between criteria and identifiable deep understandings are a point of regular discussion within and between PLTs.

#### *Domain 7 – Differentiated teaching and learning*

Differentiated teaching and learning takes place P-10 through a combination of school-wide programs and systems and individualised practice at a classroom level.

Junior Campus teachers use data gathered from PIPS, NAPLAN, PROBE, BEE spelling & PM Benchmarking along with early literacy assessments, genre focussed writing moderation and continuums to inform their teaching. In Maths NAPLAN, SENA (CMIT), MYMC and Summative assessments are used to determine student knowledge and zone of development.

Within the classroom students are provided with multi-modal instruction and access to the curriculum. Adjustments are made to general classroom teaching such as seating plans, access to LSAs, modified tasks, tactical cross-ability grouping and enrichment activities. Students with ILPs work off modified programs towards appropriate Australian Curriculum levels. Learning support units are on both campuses, students with additional needs may negotiate access to the expertise and resources of these units to support their classroom learning.

From P-10 parents/carers and students engage in ILP meetings each semester and have input into student ILP goals. All families are invited to take place in parent teacher interviews each semester and are provided formal reports each term. Preschool parents/carers have access to information about their children's learning through the See-Saw app, as well as parents/carers K-10 having access to google classrooms.

Early interventions and tailored programs are in place targeting specific needs from P-10. From early primary through to high school, students are assessed and can participate in the MultiLit programs (Minilit & Maqilit). Small group numeracy teaching takes place from years 3-6 in accordance with the RTI at work model – providing stage one and two intervention for students within the same curriculum environment as student working at level. On our Senior Campus the SITE program across literacy and numeracy. Expert teachers work in classrooms to provide support and extension to students with additional needs/requiring extension.

#### *Domain 8 – Effective pedagogical practices*

Caroline Chisholm School has a strong Coaching and Mentoring program in place for educators at all stages of their career development. The explicit aim of this program is to ensure that educator practice remains in line with current

research and student need. The program allows us to establish a clear, well known position on the pedagogy expected from all educators. School leaders play an integral role in this model, working shoulder to shoulder with staff to reflect on practice, plan goals for continued growth, and act on these plans. Structures such as walkthroughs (SC) and peer feedback (JC) are in place to meet these needs. A dedicated team of executive across both campuses collaborate to ensure a consistent approach to building the capacity of all educators.

A core foundation of developing effective pedagogical practices has been set using the New Art And Science of Teaching (NAASOT) resource. School leaders worked through the concepts captured within this text and then collaboratively presented professional learning for all staff P-10. Regular discussions focused on highly effective teaching methods and evidence of these within the classroom. Learning teams/faculties presented their pedagogical perspectives/practices around different concepts to P-10 staff to share and model quality practice. Evidence of this approach has been collected through staff surveys and classroom observations of practice.

### *Domain 9 – School/Community partnerships*

Caroline Chisholm School recognises that parents and families are the first and continuing educators of their children. We understand that partnerships with families grow in an environment of mutual trust, respect and responsibility and work on building relationships with parents and families through a range of different avenues. Chisholm involves parents in transition programs when students start either on the Junior or Senior Campus. We host events such as our Welcome BBQs to foster connections between parents and school staff and communicate with our families through newsletters, social media, email, individual phone calls and parent teacher nights. We meet with parents of students according to their individual requirements including Individual Learning Plan meetings, case management meetings, re-entry meetings and in other meetings according to need. Evidence of how we establish partnerships with parents and families is through our Transitions and Pathways beyond Year 10 program. Our Career Advisor Livia Tigwell holds a meeting with every year 10 student and their parent/carer. At this meeting they discuss college, employment, apprenticeships, CIT & university study options. Each meeting is documented, and the minutes are shared with the parents and the student. This strong link she has with our parent body means she regularly communicates with individual parents on specific career development matters.

Community partnerships have been important in meeting the wellbeing needs of our students. Often these partnerships are established because of a need we have established for an individual or group of students through our case management and wellbeing meetings. They relate to our Strategic Priority around support and intervention. We work with a range of agencies such as YWCA, MIEACT, Red Cross, Menslink, PCYC, ACT Together, Catholic Care, Ted Noffs, Gugan Gulwan and more to assist individuals and groups of students. Other partnerships are established in order to help our students make contacts with their community and become responsible and active citizens. These include partnerships with organisations such as Water Watch, Sustainable Schools, Goodwin and more recently the Salvation Army.

Evidence of a recent partnership which was established to encourage student community involvement is the GrandPals program. The partnership is between Caroline Chisholm School and Salvation Army Mountain View Aged Care Facility. The program involves students from Years 1, 2 and 7 and aims to foster communication and connection between students and aged care residents. It was created in response to the issues around isolation and COVID 19 and part of our school plan to have students stay connected. The program was approved by the Principal and the Executive Team during online schooling 2020. The partnership commenced in week 5 of term 2 2020 with aim of continuing throughout the year and into next year. The program is supported and monitored by the 7 HaSS and English teams. The program has been well received by both students and residents; and based upon the quality of writing produced and the responses received by both students and residents, we envisage the program continuing.

We look forward to keeping you updated as to how the review progresses!

## NEW SENIOR CAMPUS OUTDOOR PLAY SPACE

Caroline Chisholm School have been chosen to be a part of a new ACT Health initiative in 2020. The **It's Your Move** initiative will facilitate the modification and adaptation of the outdoor environment at CCS in order to better support our students in building a physically active lifestyle and improve their mental health. As part of this wonderful opportunity, the school community, students and teachers will have a chance to have an input into what our new outdoor play space will look like.



The first step of this project is to identify the things that are stopping our students from being more active at school. We would really like as many parents as possible to complete the survey below to help us and have your opinions heard. Please note that parents of both junior and senior students are welcome to complete this 5 minute survey.

<https://systemeffects.com/#/38>



## P&C

School Banking at Caroline Chisholm School will recommence from **Term 3** and will be on **every FRIDAY**, starting **Friday 24 July 2020**. Please leave bank books at the Front Office by 9am on Fridays. Your child's bank book will also need to be collected from the Front Office after they have been processed.

For every deposit made at school, students will receive a silver Dollarmites token. Once students have individually collected 10 tokens they can redeem them for an exclusive School Banking reward item in recognition of their regular savings habits.



School Banking is also a great fundraiser for our school. Our school receives a Regular Savers Contribution of \$5 for every 10 deposits processed per student as well as an Annual Contribution which is based on the number of students who made at least one School Banking deposit in the prior year.

If your child has lost their book, please contact your School Banking Co-ordinator for a replacement or visit any Commbank Branch.

If you would like to know more about School Banking, please ask for a 2020 School Banking program information pack from the school office or visit [www.commbank.com.au/schoolbanking](http://www.commbank.com.au/schoolbanking)

## JUNIOR CAMPUS SCHOOL PHOTOS

**FOR ALL STUDENT PHOTO ORDER ENQUIRIES:**

Email [enquiries@theschoolphotographer.com.au](mailto:enquiries@theschoolphotographer.com.au) or

Call **02 9674 9824**

