

NEWSLETTER

PRINCIPAL'S MESSAGE

Friday 1st March 2024

TERM 1 WEEK 5

WEEK 6

Monday 4th SC intro to camping
ODE122

Tuesday 5th SC Intro to camping
ODE122

JC NAPLAN 9:10 – 11am Practice
test

Thursday 7th JC Assembly 2:15 – 3pm
9am – 3pm Swimming carnival
9am – 12pm yrs 3&4
SC 10am – 11:30 Drum Beat program

Friday 8th JC + SC Crazy hair day
fundraiser

WEEK 7

Monday 11th – Canberra Day Public
Holiday

NAPLAN 2024

Wednesday 13th
JC NAPLAN Writing

Thursday 14th
JC NAPLAN reading 9am – 10:45am
Yrs 1&2 - JC Healthy Harold
SC 10am – 11:30am Drum Beat
program

Friday 15th
JC Healthy Harold – Pre-school &
kindergarten

Family Connections

It was lovely to meet so many families at the Senior Campus Meet and Greet BBQ last Wednesday evening. Our thanks go out to the many staff and students who worked to make the event a success. Particular thanks go out to Samantha Briggs and her Food Tech students who did a great job catering and to Peter and Butter from Gudan Gulwan for coming along to connect with the community. Many families report that their young person has had a positive start to the school year, and they were thankful to meet some teachers. Thank you for taking the time to come along and connect with staff. The year level coordinators are the best first point of call should you have questions regarding wellbeing and classroom teachers are the best person to talk to about learning.



Year 7 – Miriam Miley-Read

Year 8 – Tanya Turner

Year 9 – Samantha Briggs

Year 10 – Daniel Downes



Many families on the Junior Campus attended Get to Know You interviews last week. These interviews help teachers to learn more about your children and provides an opportunity for families to get to know teachers. This interview serves as the starting point to a partnership between school and home to support your child to succeed at school. The Junior Campus will host an event later in the term to connect with the community on an informal basis.

The P&C had a very successful Annual General Meeting last Wednesday night. The committee has attracted several new people who have generously taken on roles which puts the P&C in a positive position to fundraise and provide opportunities for students and families throughout the year. We will work closely to support the work of the P&C and encourage families to show their support for the P&C when possible.

Learning at CCS

I have enjoyed being in classrooms over the past fortnight. I have been lucky enough to experience a year 9 English lesson, year 7 Drama lesson and a year 4 Maths lesson. Students in English viewed the documentary Blackfish. A 2013 documentary about captivity of Tilikum, an orca involved in the deaths of three people, and the consequences of keeping orcas in captivity. Students had to determine the purpose of the documentary (to inform, educate or persuade), the impact it could have and how the documentary may have impacted their thinking and feelings. Students gave thoughtful responses and could articulate the impact the documentary had on them. Drama students used the five elements of drama; space, voice, movement, situation, and character to address a gap in Roald Dahl's version of Goldilocks and the 3 Bears. Students worked in groups to create a storyline, negotiate roles, rehearse their act ready to perform in front of peers. Year 4 maths was focussed on place value. Students wrote and read numbers up to five digits, recognised numbers on an abacus and used their knowledge of place value to increase and decrease numbers. Students were provided with opportunities to work as part of the whole class group, to access support from the teacher in a small group and to work independently.



Responding to challenging behaviours

One component of the Australian Curriculum is personal and social capabilities. Personal and social capabilities are made up of four core components: self-awareness, self-management, social awareness, and social management. Teachers explicitly teach personal and social capabilities throughout the school year.

Teaching self-regulation is complex, made more difficult as it continues to develop into adulthood. Choice Theory, developed by psychiatrist William Glasser, states humans are motivated by a never-ending quest to satisfy five basic needs:

- to love and belong,
- to be powerful,
- to be free,
- to have fun and
- to survive.

According to Choice Theory all **behaviour is chosen, and the only person whose behaviour we can control is our own. No thing, event, or person “makes” us do anything** (https://nrcgt.uconn.edu/underachievement_study/school-perceptions/sp_section12/).

This adds to the complexity of school environments. Schools are made up of hundreds of young people, at different stages of development, with different personalities, abilities, and strengths, raised in different households, with differing values, beliefs and expectations. All of these people come together five days per week to learn and grow together. Conflict is to be expected.

Responsibility, respect and perseverance are the values at Caroline Chisholm School. We need all students, staff and community members to model and aspire to demonstrate these values. Conflict is a natural part of life; however, we must have high expectations for safety at school. School cannot change behaviour alone; we need the support of families to enact positive change.



Incidents between students are analysed, investigated, and recorded on Sentral if deemed to be necessary. At all times educators are encouraged to use natural consequences to guide the 'next steps'. For example, if a student hurts another student during an incident, we might decide that the child did not demonstrate safe behaviours and as such they may lose some time on the playground with peers. Depending on the nature of the incident this may vary from five minutes to a few days off the playground. Educators work with students to help teach the young person replacement behaviours. Due to privacy reasons educators cannot disclose details of consequences to other students and/or families.

Teaching replacement behaviours takes time. Young people need support from educators and family and repeated opportunities to practice the replacement skills and strategies both when they are calm and when they are heightened. If a child repeatedly engages in negative interactions several steps may occur:

- Educators will meet with the family to discuss the issue
- A social story may be created to help the young person understand the problem and the desired behaviours
- A referral may be submitted to a member of the allied health team
- A Positive Behaviour Support Plan may be created
- A referral to the Targeted Support team may be submitted (requires consent from the child's family)

If a child indicates that they do not feel safe on the playground, with a particular peer, in a particular situation etc. a range of strategies can be implemented. All actions aim to help the child to feel safe at school. Interventions such as the use of social stories, allocated play spaces, alternative play spaces, the development of improved peer relationships and friendships, explicit teaching of social skills such as resilience etc. Educators will collaborate and work with the child and their family to ensure everyone is clear on the steps being implemented to support the child. The plans will be reviewed as needed.

It is important that all negative incidents are not referred to as bullying. Bullying is a complex issue. The national definition of bullying for Australian schools says*:

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying. Behaviours that do not constitute bullying include:

- *mutual arguments and disagreements (where there is no [power imbalance](#))*
- *not liking someone or a single act of social rejection*
- *one-off acts of meanness or spite*
- *isolated incidents of aggression, intimidation or violence.*
- *However, these conflicts still need to be addressed and resolved.*

* Taken from The Bullying. No Way! website <https://bullyingnoway.gov.au/WhatIsBullying/DefinitionOfBullying>



BULLYING. NO WAY!

The following image is often used to help explain the concept of bullying to a student.

is it BULLYING?

When someone says or does something
unintentionally hurtful
and they do it once, that's
RUDE.

When someone says or does something
intentionally hurtful
and they do it once, that's
MEAN.

When someone says or does something
intentionally hurtful and they *keep doing it*—
even when you tell them to stop or show
them that you're upset—that's
BULLYING.

All incidents of bullying are thoroughly investigated by staff and recorded on Sentral. School staff endeavour to work in collaboration with families and young people to find solutions that help everyone to feel safe.

Concerns are best raised with the class educator or year coordinator as the first point of contact. If you feel that a matter is unresolved or requires further investigation families are encouraged to contact members of the executive team.

If families are unsatisfied and believe the issue remains unresolved at the school level, they may be referred to the Directorate's Complaints and Feedback Unit. In this instance staff will provide families with information regarding the Complaints Procedure. Ultimately staff would prefer to proactively work with families to solve problems.

It can be very distressing for parents when they learn their child is experiencing conflict at school. In these moments, it's tempting to rush in and fix everything for your child to stop their suffering. While adults do need to be present and intervene when conflict is occurring, it's also important to consider ways to build your child's resilience and build their capacity for coping with challenges. Adults provide the emotional scaffolding: children build resilience underneath. But how can parents achieve this?

The trick is to get them to realise that not all stress is harmful – that navigating through manageable risks and setbacks, with the help of supportive adults, can build resilience and a sense of control, and help them to learn to cope with life's difficulties (Centre on the Developing Child at Harvard University, 2015; National Scientific Council on the Developing Child, 2010). For parents, engaging with their child through constructive, preventative conversations about building their resilience is key. As an entry point to these conversations, consider talking through some of the following questions (Raising Children Network, 2021; National Scientific Council on the Developing Child, 2010; Beyond Blue, 2021):

- **'Can you help children build independence?'** Encouraging children to take age-appropriate, manageable risks helps them to develop self-confidence.
- **'Do you praise the effort, or the outcome?'** Measuring success in endeavour rather than accolades teaches children that it's OK to fail – and that 'having a go' and completing a challenge is just as important as the result.
- **'Do you try and solve every problem?'** The temptation may be to leap in and fix things, but this doesn't model a self-starting approach to problem solving.
- **'Do you try to prevent every problem?'** Allowing children to encounter uncomfortable situations, then find solutions, helps them to predict future problems.

- **'Can you help your children identify and regulate strong emotions?'** Empathy and compassion are powerful tools: showing children that you understand their emotions and difficulties makes it possible for them to 'go easy' on themselves and realise that negative feelings don't last forever.
- **'Do you stop and acknowledge when things are going well?'** Celebrating the good times makes it easier for children to respond when things aren't going so well and gives them a set of benchmark emotions to aim for on the rebound.

If you notice your child is showing ongoing distress about conflict at school or there is a particular incident of concern, you can take the following steps:

- discussing your concerns with your learning community's leadership or student wellbeing staff member to share concerns and what you've observed, and getting feedback from them
- work with the school on processes to address student conflict and incidents
- find ways to boost your child's confidence in other areas – this ensures that the challenges at school do not overwhelm.
- Remember that building resilience takes time – it's something that needs to be revisited and nurtured.
- Model patience and persistence to your child.

Expressions of Interest for 2024

For further information and learning, parents of enrolled students at Caroline Chisholm Senior Campus

The Bringing up Great Adolescent Program is being offered to Caroline Chisholm Senior Campus parents and carers. Bringing up Great Adolescents is a six-week reflective program that covers Adolescent Brain Development, building positive connections between parent and adolescent and adolescent behaviours. The Bringing Up Great Adolescents Program is an integrated suite of activities and tools that are unique and offer all parents and carers a fresh way to understand and enact relationships with their children. BUGA focuses on building positive and nurturing relationships between parents and their children. The program aims to support parents to review and enhance their patterns of communication with their children, to promote more respectful interactions and encourage the development of children's positive self-identity.

Facilitator: Alex Conroy, Family and Community Co-ordinator Caroline Chisholm School

Details: To be facilitated in 2024. Further information to be provided once EOI gathered.

Contact Details: please contact Alex Conroy, alex.conroy@ed.act.edu.au if you are interested.

Thank you!
AND FAREWELL

Last week we farewelled long time staff member Phil Perkins. Phil had a double knee replacement last week and then following his recovery he will use his leave to lead into an early retirement. Phil has worked in public education for 33 years, two weeks and one day. With his maths background Phil calculated and shared with Year 5/6 students that his own school years, plus university, in addition to his teaching years has accounted for 93% of his life thus far in education. Phil joined Caroline Chisholm School in 2013, working on the senior campus and junior campus in this time. Students and staff alike share many fond memories of Phil during his time at CCS, he will be sadly missed. We all wish Phil a wonderful retirement with his lovely wife.

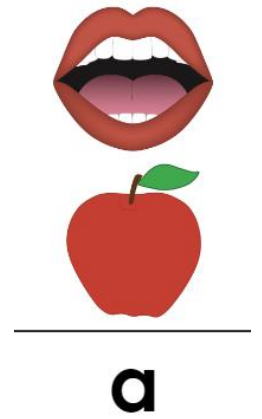
Regards

Julie

Kindergarten news

Literacy

We have started learning about the alphabet and the sounds each letter makes. We look at how our mouth and tongue moves to make the sound, and we touch our fingertips to our throat to see if our voice is turned on or off.



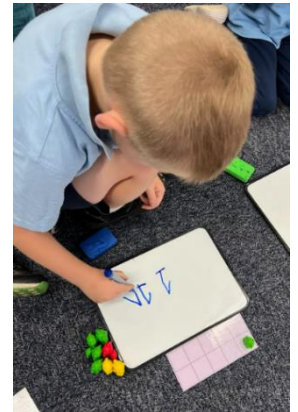
We are also learning to be better writers by practicing how our letters are formed during journal writing. On Mondays we reflect on what we did on the weekend, and on Fridays we reflect on our favourite activity in gross motor. The rest of the week we answer questions based on a book we are reading. This term, we are reading books by Mo Willems.

Numeracy



We have been doing lots of hands-on learning about numbers! We are practicing using a tens frame with different types of counters to represent how many and write the matching numeral.

I like using the dinosaurs – **Archie N**



Fine & Gross Motor

Each morning we start with fine motor activities. This helps us build strength in our hands to grow our stamina in cutting, gluing, writing and manipulating small objects.

On Friday mornings we attend gross motor sessions. This is a fun way for us to develop our larger movements such as jumping, crawling, running and throwing.



LSU News

Mathematics

In mathematics, we are focusing on the different patterns that we see in number and shape. We have noticed that patterns can be found in lots of our learning, helping us to find solutions, particularly when adding and subtracting. The children have had lots of fun discovering how words that show location such as under, between, beside are a part of our everyday lives. It has helped them to understand better when to use them. We all had a **LOT** of fun 😊



Art:

As part of our exploration into Claude Monet's Water Lily series and in line with our current theme of "Sink or Float," LSU students embarked on a collaborative project to create a breathtaking floor-to-ceiling mural inspired by Monet's iconic works. This large-scale endeavour took approximately three weeks to complete, culminating in a stunning visual representation that now adorns the front office space. The finished mural not only serves as a testament to the students' creativity and dedication but also provides a colourful backdrop for our Miss Vicki and Miss Debbie.



In addition to the mural project, students have been honing their artistic skills through individual painting exercises in class. By experimenting with various techniques such as expressive mark-making, wet and dry brush application, stencilling, and printmaking, they have been able to further explore their creative expression. We eagerly anticipate the unveiling of their unique creations and are excited to witness the diverse range of styles and interpretations.

Literacy:

Amidst our thematic exploration of "Sink or Float," students have delved into texts that complement this overarching concept while deepening their understanding of scientific principles. Engaging in classroom discussions has provided a valuable platform for students to articulate their thoughts and insights, allowing for rich dialogue and meaningful exchanges. We have made efforts to capture and document some of the most thought-provoking quotes shared during these sessions, offering glimpses into the students' scientific curiosity and critical thinking skills:

MN: "The force of gravity pushes the boat down, while the force of the water pushes the boat up."

FP: "I wonder if the waves make a difference to the force of gravity?"

ML: "The toy boat represents the letting go of hard situations."



Cooking:



In our culinary explorations this term, students have been actively involved in creating sensory products tailored for classroom use. To facilitate this process, we have provided visual and text-based recipes, thereby integrating essential literacy skills into the cooking experience. The inclusive nature of these activities has fostered full unit engagement across all grade levels, demonstrating the inherent value of hands-on learning experiences in promoting literacy development and overall student engagement.

Being ready to learn



We have been making sure we are focused, centred and ready to learn so that we make the most of each and every opportunity we are given to do our best. Sometimes we need to be energised and sometimes calm.

~ Claire Shepherd, Marjorie Waugh, Bec Brown, Marg Denne & Sam McClory.

Year 8 news



The 2024 Year 8 cohort have started off the year strong with the team stepping up into the leadership role for the Middle Years at CCS. They are settling into their classes, two of which are their electives they picked end of last year. This is a great chance for students to have their say in what creative classes they can study and take ownership of their learning. There has been a change in where classrooms are allocated, which students have adapted to well.

A reminder of the Year 8 Contact Class teams:

Year Coordinator - Ms Tanya Turner



Karingal Karaoke - Mrs Cassandra Hoolihan

Mullaya – TBC, Jumbanna Jukeboxes - Hannah Roberts

Cooinda Classics – Mr Nick Tugwell, Funky flexspace – Miss Danielle



HPE

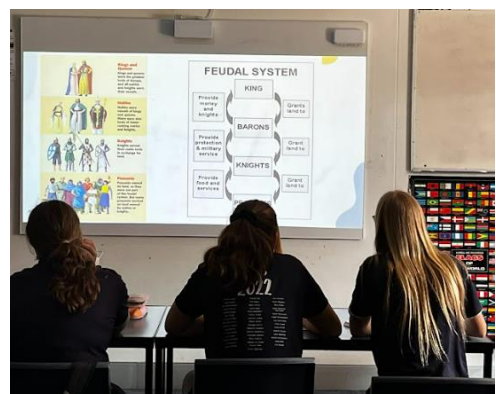
We started off the term with some team building games to reintroduce students into expectations of HPE. Students have been placed in classes based on their choice of pace, whether it be a quick paced challenge, or a single gendered class. This has also given students the opportunity to have their say in how their education progresses. As the term goes on, students will have the opportunity to showcase their skills across multiple sports, based on specific transferable elements. These skills are looking at Net/Wall games, Invasion games, Striking/Fielding games and Target games.



HASS

To start off the term, Year 7 HASS are studying Ancient Rome and to continue on from Term 4, Year 8 students are now looking into the fall of Ancient Rome into the Middle Ages/times of Medieval Europe. They will be considering the feudal system, daily life and how the Black Death brought everlasting changes to society. Students will compare the feudal system to modern society's social classes, explore the role of the Church and how it influenced the medical field during the time. Students will need to explain using specific examples and vocabulary specific to the unit to demonstrate their understanding on how the living conditions accelerated the spread of the plague and as well as the lasting impacts of it with connection to Coronavirus.

Students will develop their critical and creative thinking through historical inquiry. Locating and using a range of primary and secondary sources as evidence for their historical investigation. Students will compare sources, sequence events, and examine patterns of continuity and change across time periods. Students will describe and explain attitudes of the past and conclude reasoning for these points of view. Students will use historical knowledge, concepts, terms and references to create historically accurate descriptions and explanations.



Reminders for Term 1, 2024

- **Swimming Carnival** is on Thursday 7th March (Week 6). Please bring back permission notes. Students are welcome to come to school in their house colours to show team spirit.
- **Dance Nation** is starting up again. There was a taster class on Friday 22nd February (Week 4). If students are keen on committing to the dance classes leading up to a performance in front of an audience, please keep an ear and eye out for more information!
- **Middle Years (Year 7 & 8) Camp** is on Week 1 of Term 2. Please bring back permission notes ASAP to secure a spot, as we have limited spaces available.
- **No Mobile Phone Policy** is going quite well! We appreciate the work on the home front to support this new law that has passed.
- **Uniform shop** is open Thursday afternoons, however there is also a new uniform update coming soon! Please provide the student with a note if they cannot be in school uniform and have them dress in colours as close to the school uniform as possible.
- Getting changed for **practical HPE lessons**: The red shirt can be purchased from the uniform shop, however we accept any change of top for hygiene purposes.
- There are a few **public holidays** coming up this term; Monday 11th March (Week 7), Friday 29th March (Week 9), Monday 1st April (Week 10).

This is an 11-week term, finishing on Friday 12th April

Talking with our school

Our teachers and school staff work hard every day to provide the best outcomes for every student. Preparing for great teaching takes time. It is important that our teachers and school staff have time outside their core hours to rest and reset. Communication with parents and carers is important to us and our staff will always work to get back to your enquiries within a reasonable timeframe. We aim to do this within 3 working days. If your matter is urgent, we will get back to you as quickly as possible. There is no expectation that teachers respond to queries from families during their personal and family time.

Every student and every family is important to us. By respecting the time of our teachers, you are helping to make time for great teaching. We want to continue to work closely with you on your child's learning at school and do our best to respond to you in a timely manner. We update families on what is happening at our school in several ways from information nights, emails, notes, newsletters, and social media. We encourage you to stay in touch with our school through these channels.

News from ACT Health

The ACT has seen an increase in Cryptosporidiosis cases recently – much like other states across Australia. What is Cryptosporidiosis? Cryptosporidiosis commonly affects young children, but anyone can get it. Often, people will get infected by swimming in, and swallowing water contaminated with Cryptosporidium parasites. This infection causes gastro-like symptoms – such as acute diarrhoea and abdominal pain and can last several weeks. While people are most infectious when they have diarrhoea, they can still pass the infection on to others for several weeks after their symptoms have stopped.

Read how to avoid catching Cryptosporidiosis and what to do if you develop symptoms on the ACT Health website. Need more information? Contact your doctor or call the Health Protection Service, Communicable Disease Control Information Line during business hours on 02 5124 9213.

Contact your doctor or call the Health Protection Service, Communicable Disease Control Information Line during business hours on 02 5124 9213.

The Ride or Walk to School, It's Your Move Safe Cycle

The Ride or Walk to School (RWTS) and It's Your Move Safe Cycle (IYMSC) programs are initiatives of the ACT Government, delivered by Transport and City Services Canberra. These programs provide all ACT schools with access to curriculum aligned resources to teach students how to cycle safely and independently to school to increase active travel rates and improve safety on our roads around schools. The program consists of teacher training (Safe Cycle) and resources, various supporting materials, parental engagement material and dedicated support from the program manager.

The School Safety Program also offers:

- access to free bike hire delivered to and from school to facilitate program delivery
- online teacher training programs
- interactive professional learning workshops for staff
- lesson plans and resource manuals
- program merchandise and active travel initiatives
- downloadable resources and materials
- dedicated support for program delivery and active travel events.

For more information, visit Transport Canberra City Services School programs or contact us directly at TCCS.SchoolSafety@act.gov.au.

ABC TIGHT Bike Safety Check List

A = AIR

- ✓ Is there air in the tyres?
- ✓ Are the tyres in good condition?

B = BRAKES

- ✓ Are the brakes in good working order?

Note: Bikes are required to have at least a working rear brake or they are not road worthy. It is better to have front and back brakes

C = CHAIN

- ✓ Is the chain clean, oiled and firm?
- ✓ Does the drive train and derailleur (if applicable) spin freely?

TIGHT

- ✓ Are the handlebars tight?
- ✓ Are the handlebars straight?
- ✓ Do the wheels and cranks move from side to side?
- ✓ Does everything stay in place with the 10cm drop test?

✗ If a bike does not pass this checklist it is not safe to ride.

Mandatory equipment for cycling activities

Australian approved cycling helmet (Australian standard sticker should be on the inside of the helmet AS/NZS 2063)

Bike that passes the ABC TIGHT test

Fully covered footwear (no thongs, sandals)

✗ If a student does not have the mandatory equipment they cannot ride.

SUNSMART

The Cancer Council's SunSmart Schools Program does not recommend wearing hats under helmets. Hats under helmets may interfere with peripheral vision and reduce external noise, two important elements to riding safely. To reduce the risk of over-exposure to harmful UV rays when riding, school bike riding activities and events should be minimised, when possible, between 11am and 3pm during Terms 1 and 4. Always use shade if it is available, wear sensible clothing that covers skin and apply sunscreen to reduce the risk of sun damage when riding. Riders may also consider fitting a UV protective cover to their helmet.

The Three 2s Helmet Check



- Check helmet for physical damage eg cracks in shell, worn straps, broken buckles
- A helmet needs to be secure, but not uncomfortable and should fit as follows:
- Helmet sits flat on head, not tilted back.
- The rim should sit about '2 finger' widths above your eyebrow.
- The straps should not be twisted and should form a V just under the ears with the '2 ear clips' snug under the ears.
- The strap should fasten securely under the chin and not hang loose, snugly fit '2 fingers' under strap
- Wobble Wobble Check – place hands on top of helmet and wobble it, shake head. If the helmet moves out of position easily it is not correctly fitted (likely straps are loose or helmet is too big).
- Partner Check – students check each others' helmets.



RIDE or WALK to school

Vinnies Kids' Club

**Kids, are you bored at home on the weekends?
Are you from a multicultural background?**

Then join us at Vinnies Kids' Club to play games,
read books and make new friends.

**Every Saturday afternoons (during school terms)
1:30pm - 3:00pm at**



Gungahlin Library

Corner of Hibberson and Gozzard St, Gungahlin



Tuggeranong Library

Cowlishaw St, Tuggeranong



Vinnies
good works



ACT
Government

LIBRARIES ACT

Children under the age of 12 must be accompanied by an adult.





FIELD



BOUNDARY



GOALS

2024 UMPIRING JOIN TODAY!

WHAT TO EXPECT:

- Make new friends
- Stay fit
- Learn new skills
- Regular trainings available
- Qualified umpire coaching
- Get **PAID** to have fun!



SCAN QR CODE TO
**EXPRESS YOUR
INTEREST** AND
START YOUR
UMPIRING
JOURNEY!



ACT
Government

Understanding and Responding to Feelings and Behaviours (UR FaB) Program in Schools

Emotion Coaching Webinar

Does your child have big feelings and behaviours?

Would you like some strategies on how to support your child?

UR FaB is an early intervention program operating in ACT primary schools as part of the Child and Adolescent Mental Health Service (CAMHS). We are running a webinar session for parents and caregivers of primary-school aged children.

Emotion coaching has been shown to build emotional intelligence in children. This is linked with greater resilience and better long-term outcomes.

This session can help you to understand:

- your child's emotions and needs
- the importance of emotional intelligence and how you can support it
- how to use emotion coaching to respond to your child
- how to encourage cooperation and positive behaviours
- where you can find further supports.

When: Thursday 14 March 2024 from 12.00pm to 1.00pm.

How to join: This session will be delivered on Microsoft Teams. To register to attend please contact the Tuggeranong Child and Family Centre on 62078228.