

NEWSLETTER

PRINCIPAL'S MESSAGE



As we head into the second half of the term, there is no doubt that winter has arrived. This time of year when students are wearing additional layers to stay warm, the lost property pile, particularly on JC, does multiply at great speed. Please remember to label all items of clothing and remind your young person to pop their jackets, beanies, scarves, gloves etc into their bags when they are not being worn.

Hats Off in June and July

On Tuesday May 31, we acknowledged our annual 'hats off day'. Most Australians receive the bulk of their Vitamin D supply from exposing their skin to small amounts of UV in sunlight most days of the week. Due to low levels (under 3) of UV in Canberra during the winter months, the Cancer Council ACT does not generally recommend sun UV protection (including the wearing of SunSmart hats) in the months of June and July. This is to reduce the risk of Vitamin D deficiency in the ACT region. We ask the children to take their SunSmart hats home, wash and keep them safe ready to wear from 1 August 2022. During the weeks of June and July, the children will not be required to wear Sunsmart hats for any outdoor activities in the local Canberra region.

Staff Planning/Pupil Free Day

Last Friday saw the first of the two staff planning days this term at CCS. My sincere thanks to our school community for the support and flexibility afforded to CCS on this day. We understand that this has meant changes to family routines and I am grateful for the support as are our staff. Our second date remains the same, Thursday 30 June, week 10.

Semester One Reports and Parent/Teacher Interviews

Our staff have now completed the formal reporting cycle for semester one. Our senior executive have the privilege of reviewing each child's report over this week and next. I am incredibly proud of the growth that each individual child has made. Making progress is a very individual road to travel for each child, filled with personalised goals and big and small steps. I can attest to the progress that each child has made over the last six months and commend them for their efforts.

JC reports will arrive in time for parent and teacher interviews in week 9 (Monday 20 June to Friday 25 June). Families wanting to discuss their child's achievements and progress are welcome to make an appointment through either completing the form sent home last week or by calling the JC front office to pass on preferred times to your child's teacher.

Interim reports will be sent out in term 3 again for all students and parent/carer/teacher interviews for SC will occur next term.

Friday 10 June 2022
TERM 2 WEEK 7

DATES TO REMEMBER

TERM 2 WEEK 8

MONDAY 13 JUNE

Public Holiday

THURSDAY 16 JUNE

Lifeline and Push Up
Challenge Fundraising -
House Colours Day

FRIDAY 17 JUNE

Book Club Issue 4 Due

WEEK 9

MONDAY 20 JUNE

JC Parent Teacher
Interviews start

Cookie Dough Orders
Collect from JC Hall
(2.30pm -3.30pm)

WEEK 10

THURSDAY 30 JUNE

Staff Workload Reduction
Day (Pupil Free Day)

FRIDAY 01 JULY

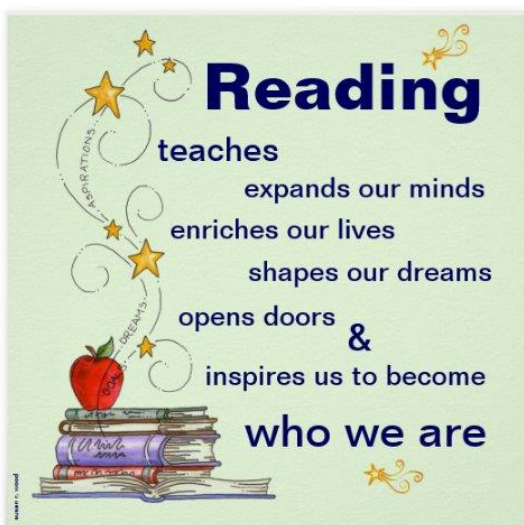
Last Day of Term

The Power of Reading

It's undeniable that a child's reading skills are important to their success in school, work and life in general. Reading to young children is proven to improve the process of intellectual growth. Cognitive development is the emergence of the ability to think and understand; it is "the construction of thought processes, including remembering, problem solving, and decision-making, from childhood through adolescence to adulthood" (HealthofChildren.com). It refers to how a person perceives and thinks about their world through areas such as information processing, intelligence, reasoning, language development, and memory. Reading daily to young children, starting in infancy (or even before!), can help with language acquisition and literacy skills. This is because reading to your children prior to or from birth stimulates the part of the brain that allows them to understand the meaning of language and helps build key language, literacy and social skills. When you begin reading aloud to your child, it essentially provides them with background knowledge on their young world, which helps them make sense of what they see, hear, and read. In fact, many educators and researchers recognise that it is the talk that surrounds the reading that gives it power, helping children to bridge what is in the story and their own lives. Introducing reading into your child's life, and the conversations that it will prompt, helps them to make sense of their own lives, especially at a young age. In fact, a recent brain scan study found that reading at home with children from an early age was strongly correlated with brain activation in areas connected with visual imagery and understanding the meaning of language. Consider the table below:

Why Read 20 Minutes a Day at Home?		
Student A Reads	Student B Reads	Student C Reads
20 minutes per day	5 minutes per day	1 minute per day
3600 minutes per school year	900 minutes per school year	180 minutes per school year
1 800 000 words per year	282 000 words per year	8000 words per year
16 books	5 books per year	1 book per year

If students start reading for 20 minutes a night in kindergarten (this includes being read to or sharing reading a book), by the end of year 6, Student A will have read for the equivalent of 60 school days, Student B will have read for 12 school days and Student C will have read for 3 school days. Which student would you like your child to be?



Preservice Teachers

This term we have provided practicum placements for many preservice teachers at different stages of their university studies. Professional experience is a period of time spent in schools and classroom settings where preservice teachers engage in a developmental process of observing and experimenting with teaching practice and learning about the skills, knowledge, philosophies and attitudes of their mentor teacher and other teaching colleagues. These periods of personal and professional growth are characterised by increasing confidence gained through the immersion in, and reflection upon, the practice of teaching. Our teachers take their roles as mentors to preservice teachers very seriously. The mentoring role involves a commitment to model, mentor, coach and give feedback to preservice teachers. We are very lucky to have many teachers who take on this role and we would like to acknowledge how much we value their contribution.

Negativity and your Child's Brain

There is no doubt that recent times may well have been more challenging for most young people and their families. As a parent or carer, it's never easy to hear your child express negative thoughts or for them to grapple with feelings like self-doubt, sadness or anger. Science says it's natural for people to dwell *more* on negative thoughts than on positive ones, and this can be even more true for children and young people. This negativity is usually driven by fear, doubt or shame, which produce stress chemicals in the brain. Ultimately, a negative attitude can shape how a child sees themselves and the world they experience. However, there are many actions we can take to help our young people develop a more positive attitude about themselves and their world. We know that there are no 'bad' emotions. All thoughts and feelings are valid. Both positive and negative thoughts and emotions play a valuable role in how we process the world around us. Trying to be happy all the time alienates us from our emotions, which simply isn't healthy. In fact, recent psychological research indicates that emotional avoidance is one of the main causes of many psychological issues. For these reasons, there's no need to pressure children or young people to avoid or dismiss negative emotions. Instead, we can teach our children to accept negative emotions and process them in a healthy way. Research suggests three ways to increase positive thinking in children:

1. Learn how to have a great day

Taking time to be with family and friends and doing the things you enjoy helps deepen relationships. Encourage children to design a day with you or someone close to them that would make both people happy. At the end of the day, help them savour their positive experiences by reflecting on the things they most enjoyed.

2. Develop their best selves

When young people imagine themselves at their best, their confidence increases. We help children become their best selves by showing interest in them and the kind of young people they want to become. Especially at times when they feel good about themselves, help them recapture their thoughts and feelings. What feels good to them? Tell them what you noticed about them. Another aspect in developing best selves is by children becoming self-aware. Self-awareness allows children to see themselves as uniquely different from other people. They will come to know their own minds, feelings, bodies and sensations, which leads to better emotional health and a positive outlook.

3. Foster gratitude

When children learn to recognise and appreciate the good things in life, they develop satisfaction and a sense of optimism. When children are inspired to speak about their gratitude aloud, it becomes even more powerful and transformative. Give these strategies a go and see if your, and your young person's, thinking becomes more positive!

Thank you for your ongoing support!

Jen

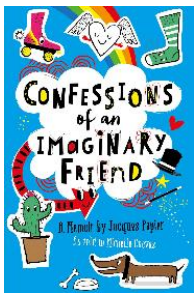
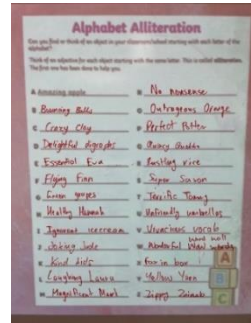


For student absences please send an email to:

Chisholm.absences@ed.act.edu.au

What a term of learning we have had in 3-4!

We have been learning about poetry writing this term. Over the last few weeks, we have learnt about similes, metaphors, onomatopoeia and alliteration. In our classes, we have been creating our own examples of the language features. We have also written some fun poems about our teachers and ourselves.

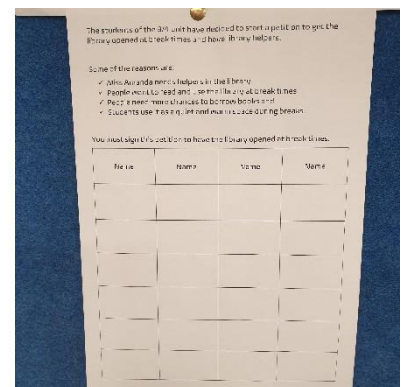


In reading, we have been learning about creating images as we read and understanding the importance of playing a movie in our head as we read. We have been using our vocabulary book, "Confessions of an Imaginary Friend" to practice creating images. An example of this is when we drew our main character, "Jacques Papier riding on a whale, delivering the mail."

In Miss Mauerhofer's and Miss Condon's maths groups, we have been learning about data and creating graphs. Miss Condon's class went on an investigation to collect data on the colours of teachers' cars at Caroline Chisholm School (both senior and junior campus).



Our Inquiry investigation this term is based around rules and consequences and democratic decision making. Each class has created a petition for different cohorts of the school. We are asking students to sign our petition to be able to have the library open at break times. The students had to come up with some reasons why we need the library open to convince students from the other cohorts it was a good idea for them to support. After we get our petitions back from the other units we will be drafting a presentation to Miss Nicky. 3/4I spoke to the Kurrajong unit and read their petition with confidence and pride. *I wonder how many people will sign our petition?*



New Mural

In week three, the JC LSU students worked together with Ms Claire to create a beautiful mural in Ms Howard's office on the junior campus. The students designed the mural and used their social and communication skills to take turns, collaborate and problem solve throughout the creative process. They were very pleased with their finished product and so was Ms Howard.



Gross Motor

Each morning the JC LSU students begin their day with a variety of gross motor activities to help build their strength, attention, focus and stamina. This term we have been focusing on skipping, basketball, tap dancing and obstacle courses like the ones pictured below.



In literacy, the students have just learned how to play the card game “Go Fish” which focuses on different sight words or sound patterns, depending on the skill being targeted. This game is a lot of fun and helps to build student confidence and reading fluency as well as communication and social skills.



Numeracy

In numeracy, LSUC and LSUK have been inquiring into the different ways we measure time from seasons and months to weeks, hours and minutes. In week 4 we created our own clocks and are working to tell time to the hour, half hour and quarter hour.

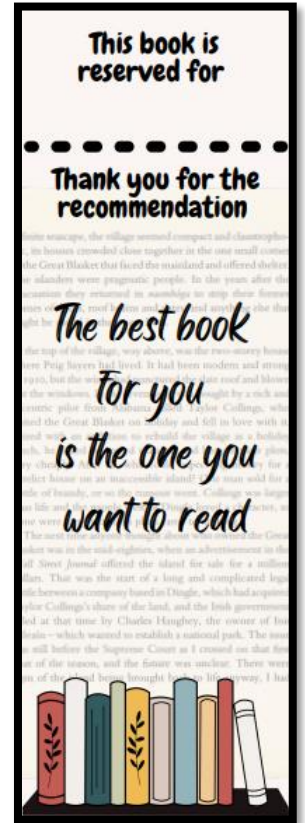
LIBRARY NEWS

In the CCS Library, across both campuses, students are our biggest users. It is their library, I am here to manage things and make sure they can find what they need. Students will ask for books from time to time and I am happy to accommodate, once I know that the book is appropriate for our library I will try my best to get it in.

This year, my focus for the library is updating the shelving across both campuses, this is a long-term goal, as you can imagine. There is a lot of work to happen for this. I have been relying heavily on donations from our community, so we have a steady stream of new books coming onto the shelves. I also love to see what you have raised as a community when you purchase your books from the scholastic book club. It means we get reward dollars to spend on new books! Of course, there will always be times when we need to purchase new books, and I love that our students are happy to tell me exactly what they want to read.



DDA is Demand Driven Acquisition. Essentially the users of the library pick the majority of the books. In this case, it is your children, and I could not think of a better group to be making happy, can you? As I continue to try out DDA as a way of choosing books that come into the library, feel free to ask your children about books they may want or have recommended for the library. Rebecca from our 1/2 unit asked for *Pig the Monster*. She asked many times, I kept looking and finally found it for her. When she came into the library and saw her name on the reserved shelf, she was so happy that she did a dance. Each book has a special bookmark with their name, and they get to be the first to borrow the book, not even teachers get it first.



How can you help?

- If you happen to clean out your bookcase these coming school holidays, consider donating those books to the libraries.
- Continue to purchase your books from the Scholastic book club. Issue 4 is finishing on the 17th of June and the LOOP app is really easy to use. Those reward dollars are so good for the school.
- The school has a Library Trust, it is a tax deductible donation to help our Libraries be even more amazing.
- Encourage your child to read and borrow. Home borrowing is back. Just bring your library bag to school.

Happy Reading!

Amanda

Library Manager

Hi CCS Community,

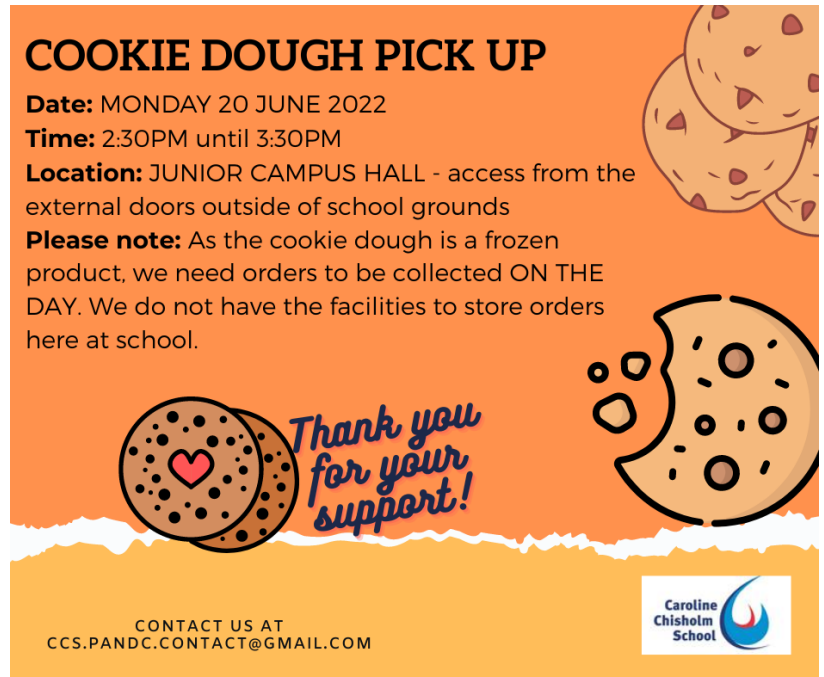
Can you believe it? Week 7!

Cookie Dough fundraiser has finished. Thank you so much to our families that purchased tubs of Cookie Dough. We have confirmed the final amount of a little shy of \$1400! This is an incredible effort! Thank you to all our parents and carers for spreading the love and sweetness! Please check your emails, as well as our Facebook page and possible another email reminder or refer below regarding collection times.. There will not be enough freezer rooms to store your tubs in a food safe way, so we really appreciate your on time pickups.

We are looking toward term 3 for our next fundraisers already. However, our Loose Coin Challenge continues. Due to the pupil free day the count has not gone ahead. There will be some full containers when it is counted next week. The 5/6 unit are still in the lead, with 1/2 nipping at their heels. Time to dig out those coins out of the couch again.

As always, thank you for your support!

The P&C Committee.



COOKIE DOUGH PICK UP

Date: MONDAY 20 JUNE 2022
Time: 2:30PM until 3:30PM
Location: JUNIOR CAMPUS HALL - access from the external doors outside of school grounds
Please note: As the cookie dough is a frozen product, we need orders to be collected ON THE DAY. We do not have the facilities to store orders here at school.

Thank you for your support!

CONTACT US AT
 CCS.PANDC.CONTACT@GMAIL.COM

Caroline Chisholm School

COMMUNITY NEWS

Free asthma education for families

Registered Nurse Asthma Educators provide children, young people and their families with support to manage their asthma. This free service from Canberra Health Services is available to all children up to the age of 18 in the ACT and surrounds. The service includes:

- advice on asthma, asthma first aid, how asthma medications work and when to use them
- symptom recognition for primary school children, aiming to support increasing independence
- support for teenagers to self-manage their condition and device options.

If any students/families would benefit from receiving asthma education, please advise them to call the Community Health Intake line on 5124 9977 to make an appointment.

Attachments:

- [PAEDS Asthma DL Flyer \(300 kb PDF\)](#)

Contact Children's Asthma Education Service on asthmanurse@act.gov.au.

HOLIDAY PROGRAMME

**communities
at work**

SCHOOL HOLIDAY PROGRAMS

A new
adventure
every day!

**BOOK
NOW**

enrolments@commsatwork.org • commsatwork.org/shp • 1300 212 273

FUN WITH FRIENDS OLD AND NEW THESE WINTER HOLIDAYS!

Communities at Work Winter School Holiday Programs are open for bookings. The Daily Highlights (program calendars) with a list of activities for each program location will be available in early June on their website, but bookings can already be made!

The programs will be running weekdays from 4 July to 15 July 2022 (inclusive) from 7.30 am to 6 pm, with qualified and dedicated educators providing a nurturing and entertaining environment. Children will enjoy a variety of excursions, incursions and fun activities that will encourage lots of fun with friends, old and new, and guarantee a new adventure every day!

Communities at Work continue to ensure the safety of your child is paramount with increased hygiene and cleaning protocols, guided by the latest advice from the ACT Government and ACT Health.

Visit www.commsatwork.org/shp for more information about the upcoming school holiday programs, locations in Canberra, activities in store, and to make a booking.



United Taekwondo Chisholm

Taekwondo is an effective and fun martial art that can build confidence, coordination and respect for yourself and others.
Students who participate in the Chisholm Dojang Taekwondo program will improve strength, flexibility and discipline in a safe and friendly environment.

**Classes are conducted by
Instructor Kasia, 2nd degree black belt**

TAEKWONDO on MONDAYS

Starting from Term 3 2022

6.15pm – 7.15pm in the school hall

Children and adults welcome!

SPECIAL JOINING FEE - \$180

(normally \$220)

This includes membership, insurance, a full uniform and unlimited training at any of our dojangs in Canberra for the first term. Family discounts apply.

Try your first class for FREE!



To book in for your FREE CLASS, please contact **Instructor Kasia** at
utkdcanberra@outlook.com

SCHOOL **HOLIDAY** **CAMPS**



5-7 July 2022

**BELCONNEN BASKETBALL
STADIUM**

TWO AGE GROUPS

- 5-9 years - 9am-12pm
- 10-13 years - 1pm-4pm

11-12 July 2022

**TUGGERANONG SOUTHERN
CROSS STADIUM**

TWO AGE GROUPS

- 5-9 years - 9am-12pm
- 10-13 years - 1pm-4pm

**Further details about cost, requirements and registration at
www.basketballact.com.au**



ELEVATE YOUR GAME



**BASKETBALL
ACT**

with BASKETBALL ACT



Designed for children new to the sport and focuses on teaching basic basketball skills, and delivered in two age groups, to ensure better skill alignment – ***Aussie Hoops Under 8's*** and ***Aussie Hoops Under 10's***.



A ***"Girls Only"*** Program, aimed at ages 5-10 years, who are looking to build on skills learnt at school holiday camps, BACT development programs and junior competitions



Designed for children (8-15 years of age) who have progressed through our Aussie Hoops programs and holiday camps, and are looking to further build upon previously learnt skills in a more refined and technical manner.

For further information relating to program descriptions, locations, costs and registration, head to

www.basketballact.com.au