



Caroline Chisholm School
Preschool to Year 10

An ACT Public School

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NEWSLETTER

Friday 1st September 2023

TERM 3 WEEK 7

WEEK 8

Monday 4th September

All Day - JC Limelight Technical Rehearsal

10am – 11am K-10 Assembly

11:30 – 1:30 AquaSafe yr2

Tuesday 5th

OE XC Ski Trip1

10am – 11am Menslink Pride

10am – 12:30 SC Limelight

Wednesday 6th

OE XC Ski Trip 1

All Day -JC Limelight daytime dress Rehearsal

JC Limelight Evening Performance

11:30 – 1:30 AquaSafe yr2

Thursday 7th

All day – SC Limelight Rehearsal and performance.

11:30 – 1:30 AquaSafe yr2

Friday 8th

All day – year 10 non-Uniform day Formal Fundraiser

All day – SC She Leads Leadership Conference

11:30 – 1:30 AquaSafe yr2

WEEK 9

Monday 11th

9am – 11:30am yr6 Transition visit

12pm – 2pm yr5 combined band

Tuesday 12th

All day – 2023 ACT 12 & under track and field Championships

9:30 – 10am pre-school orientation 2024 visit

Wednesday 13th

All day – special lunch

9am – 11:30 Gowrie primary School Transition Visit

Thursday 14th

2:30 – 3pm Pre-school orientation 2024 visit

Friday 15th

2:15 – 3pm JC Assembly

PRINCIPAL'S MESSAGE

It certainly has been a busy few weeks at CCS with lots of amazing learning taking place. In the coming weeks all families P-10 will receive an interim report which will build on the previous two reports provided this year already. The information is a snapshot of how your child is tracking with their learning and will help you to understand their learning habits at school. As always, the more detailed semester report will be provided closer to the end of term 4.

Book Week

A huge shout out to Amanda Caddick for her incredible coordination of Book Week celebrations last week. We enjoyed a range of book parades, discussions regarding quality texts, competitions involving reading text and students nominating the book they recognised as well as a lot of fun reading together each day. We hope that you enjoyed seeing the photos on Facebook and sharing in the fun. These sorts of events really do bring the student community together and create opportunities for us to continue to build on the collaborative culture here at CCS. My thanks to Amanda and also our staff for their commitment to excellence.

Student Wellbeing

All public schools have access to psychological services through the School Psychology Service. The school psychologists are part of the Student Wellbeing team working together to support students to achieve positive learning and wellbeing outcomes. School psychologists provide direct support or interventions to students, consult with teachers and families, or work alongside other members of the student services team to assist students. We have found across the last three years during the pandemic that families are seeking additional supports for their young people due to a wide range of reasons.

If any families need support, we encourage you to touch base with our team and we can support you to access counselling supports through referrals to a range of agencies.

Junior Campus

We don't currently have a school psychologist on our Junior Campus. For families wishing to access supports, the Telehealth service is available. To access the service, please contact Joseph Jennings and we will coordinate this for you. There are also many services that we can refer your child to including MensLink and CAMHS who have no costs associated with their services.

Senior Campus – Katrina Reese

Self-refer to Katrina via email katrina.reese@ed.act.edu.au

Refer through your young person's YearCo (email directly to the YearCo) or to our wellbeing executive Michaley Phokos or Kim Rice.

Teacher's Aide Appreciation Day

On Monday we celebrated the annual Teacher's Aide Appreciation Day; we call these amazing staff educators or LSAs. We are so fortunate to have over 30 educators who support our students every day. In many cases they are providing support one to one for students or



through small group support to ensure that all students can access the learning. Their efforts ensure our students continue to grow and thrive and I am incredibly grateful for their commitment at CCS. If your young person accesses this additional support, I encourage you to take a moment and email them to acknowledge their contributions.

Supporting your child's reading development at home

Over the past week we have had several requests from families about ways in which they can support their child's reading development at home. The following may assist to guide you at home:

- find a place to sit that suits you both.
- try to read for at least 5 to 10 minutes a day (read with, read to your child, or have your child read to you)
- make time to talk about the book after you have read it.
- start with the title, look at the cover and briefly predict what the book might be about.
- ask leading questions such as 'what happened in the book?', 'does this remind you of anything in your lives or anything you have read before?'
- encourage your child to retell the story to you.
- if your child misreads a word without changing the meaning (i.e., mother instead of mum), accept it
- if your child becomes stuck on a word you can help them by:
 - pointing to the picture if it is relevant.
 - asking a question to remind them of the context.
 - re-reading the sentence up to the unknown word.
 - saying or pointing to the first letter of the word
 - telling your child, the word to avoid losing momentum.
 - if the word can be read easily by sounding out the letters or digraphs (blends), encourage them to do this.

Vaping

I am reaching out again this year for your support as we have seen a rise in the number of vapes coming onto school grounds.

This is a significant concern as students are accessing these relatively easily from the broader community and through online purchasing. Through our HPE classes, students do learn about the impacts of consuming drugs and alcohol, particularly as a teenager.

If a student is found to have a vape at school, the vape will be confiscated and consideration for a suspension will take place. Ultimately, we want to support all young people to engage in safe ways at school and beyond.

From 1 October 2021, the Therapeutic Goods Administration announced that buying or importing nicotine vaping products from overseas websites was illegal without a valid doctor's prescription. These laws changed because there was a significant increase in the use of nicotine vaping products by young people in Australia; increasing by 96% between [2015 and 2019](#).

There are a number of high risks associated with vaping, some of these are outlined below.

Unknown health effects: The long-term health consequences of vaping are not known. Recent studies report serious lung damage in people who vape, and even some deaths.

Addiction: Addiction in the growing brain may set up pathways for later addiction to other substances.

Brain risks: Nicotine affects [brain](#) development. This can make it harder to learn and concentrate. Some of the brain changes are permanent and can affect mood and the ability to control impulses as an adult.

Some really useful information for families can be found at the following websites:

<https://www.health.gov.au/health-topics/smoking-and-tobacco/about-smoking-and-tobacco/about-e-cigarettes>

<https://kidshealth.org/en/teens/e-cigarettes.html>

We ask that families work with us by speaking with their young people at home about these dangers and if they are vaping, what supports they may need.

Thank you for your ongoing support.

Jen

Technology

Earlier this term we finished our technology project: bird houses. We learned a lot about accessibility, and how we can make improvements to structures to make sure they are easily accessible. We had to consider the size of the entry, how birds could enter, and where they could sit. We used lots of recycled materials to build the structure, like boxes, cardboard tubes, and paddle pop sticks. Then, to reinforce our structure, we used paper mâché to make it strong.

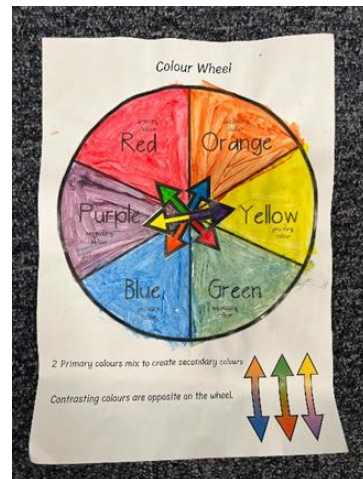
Lastly, we used paint to decorate our structure to make it appealing to birds around our homes!



Art

Kurrajong unit is home to many budding artists! We have been experimenting lots with colour and understanding how to use it to make effective artwork. The strategies we have looked at are:

- Shading: Using black & white to make colours darker & lighter
- Colour wheels: using primary colours to make our own secondary colours and understanding how the colours on the colour wheel relate to each other.
- Contrasting: using colours that are opposite on the colour wheel



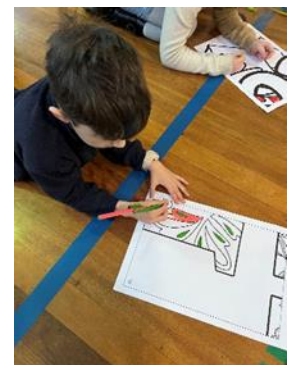
This term in the Melaleuca Unit we are:

✓ **Creating and building a flowerbed.**



In mathematics, we are focusing on exploring measurement. We have been building with Hector and we have been collaborating and create a garden flowerbed. Before we worked with Hector, we drafted what we drafted our own copies of what we wanted to flowerbeds to look like and what we would plant. We created a flowerbed with Hector measuring 145cm by 45cms. We used the measuring tape to help us to measure the length and the children have had lots of fun discovering and learning everyday learning mathematical and realistic learning of creating a garden bed. Our next task is painting our flowerbed and planting our plants. I wonder what we will plant?

✓ **Bully no way day!!**



In week 5, we participated in Bully No way day: Our first activity we participated in was colouring in a kindness wall sheet using textas, some of us decided to use patterns to create our finished products, the 5/6's lead a discussion about what Bullying is and strategies to use if we are being Bullied. Our second activity was a scavenger hunt around the school where we looked for clues to spell out the word "STOP BULLYING", we enjoyed going around with our 5/6 leader to help us find the clues. Our third activity was games in DG square we played foot in and heads and tails, we listened to the instructions and enjoyed working in teams. The 4th activity was Bullying charades we were given a scenario and performed it to our peers, showing what it looks like when you are being Bullied.

✓ **Creating a persuasive text and collage of a fairy tale.**

During this term, we have been exploring a range of fractured and traditional fairy tales. One of our tasks was to write a persuasive text about the True Story of the three little pigs from the wolf side of the story. We provided 3 arguments as to whether we thought the wolf was guilty or innocent. Our second task was to choose our favourite fairy tale and create a collage of coloured paper. We had lots of fun creating these collages and developing our fine motor skills.





Emily Hocking, Rachel Salter, Greta Idowu & Marjorie Waugh.

Year 9 News

HASS

In HASS recently, we have been learning about Trench warfare and WW1. We did a practical in class a couple weeks ago where we staged trench warfare with desks and used paper balls as ammunition and artillery. It gave us a good insight on how pointless and horrible Trench Warfare was. We had two sides with generals (1 general on each side) controlling defence and attacks.

The class was split into boys vs. girls and the 2 sides got 5 minutes to set the tables and chairs up and that was the "trench". One person from each side was named general, the general's job was to tell people when to go out and attack the opposition. We played 3 rounds, each round we got a new general. If you got sent out by the general, then you would take some artillery and go into no man's land. Once you're in no man's land you have to start attacking by throwing the paper balls into the other side's trench.

After playing this for a bit, we realised that neither side was really winning and that it was a pointless task. Both sides were getting major losses and were not gaining an advantage. We think that our teachers did this, to show us the futility of the conflict and highlight how many lives were wasted by ineffective and outdated tactics. If we spoke about this, we probably wouldn't have really understood, just how frustrating the conflict was and how the ground soldiers had to face the enemy, knowing there was not a real chance of success or even survival.

Indigo Makin, Olivia Mills and Harriet McDonald-Small

English

Recently in English we have been learning about story telling through children's books. We have taken a trip to the junior campus to interview the students from year 3 and 4 and have asked them questions like what books they like and the challenges they have overcome when reading books. The purpose of this activity was to understand kids' perspectives on storytelling and story's they would like to read themselves. We have learnt about genres and themes and have a story structure works. We have also discovered that children's books usually have a bigger hidden meaning behind the small words portrayed in the story.

Our main assessment this term is to use all of these techniques and write our own children's story book. The best books will be presented in the library on the senior campus, with the junior campus students coming over to read them and hopefully enjoy the experience! This whole unit has been fun to work with younger students we do not often get to see, and using our learning to create something meaningful and that can bring enjoyment to others.

Emily Gray and Clare Lawrence





WESTON INDOOR SPORTS 2023-24 SUMMER JUNIOR INDOOR SOCCER

Boys, girls and mixed teams

For players of all skill levels

Girls divisions for 9 years and older

Register as an individual or as a team
we'll find you a team for you and your friends

Season: 5-15 years and all girls teams
Sat 14/21 Oct 2023 to Late March 2024

Season: 16-20 years (Youth)

Sun 22 Oct 2023 to late March 2024

Break over school holidays and long weekends

Not affected by weather—we're indoor

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WHAT IS INDOOR SOCCER?

- * five-a-side game
- * played with a futsal ball
- * played on indoor courts with nets

APPROX AGE GROUPS & KICK-

Rooball	5 to 8 years	1:00pm – 4:00pm
Juniors	9 to 14 years	8:00am – 12:30pm
Girls	8 to 17 years	11:00am – 1:30pm
Youth	15 to 20 years	Sun 4:30pm – 6:00pm

Season Fees: \$195. \$10 discount per person if two or more from the same family register.

Teams are placed in divisions based on suitability (age, size, skill level and intensity of play). Game start time can vary depending on the number of teams within each group. If you have a time you can't play, let us know and we will do our best to work around it.

REGISTER AT: <https://westonis.com.au/kids-rebound-soccer/>

For Further Information – Contact Weston Indoor Sports

Phone: 6288 0444 Email: soccer@westonis.com.au Website: westonis.com.au

FOR PLAYERS AGED
5 YEARS TO 20 YEARS



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