

# NEWSLETTER

## PRINCIPAL'S MESSAGE

With three weeks of the term to go, there are certainly many exciting events ahead of us including graduation for year 6 and 10, year 10 formal and our end of year community celebration. Over the coming weeks the calendar remains quite full so please ensure you are following along on our website or Facebook page as we update families about key dates and times for events.

### COVID-19 Smart Behaviours

While most restrictions have eased, ACT Health has reminded us all that covid smart behaviours should remain in place. A list of current behaviours is available on the ACT Health website:

<https://www.covid19.act.gov.au/stay-safe-and-healthy/covid-smart-behaviours>

We continue to ask that children do not attend school when unwell, these actions will support the wellbeing of our whole community.

### Teacher Transfer Round Outcomes

Every year the annual teacher transfer round process takes place. This is where staff who have been part of a school for a period of time, generally five years, are able to nominate a school for transfer. The process is now complete for the 2023 school year and we have a number of staff moving on and joining CCS.

I would like to extend my sincere thanks to Lydia Kepich, Alannah Riley, Freya Bundy, Jodie Pang, Karen Bull and Susan Peachey for their contributions at CCS. I would like to wish these staff well with their move to their new schools.

In 2023 we will welcome Courtney Long and Emily Tanner to the JC. We will also welcome Insia Mustansir, Chelsea Rolls and Nick Tugwell to the SC.

### SC Playground Update

The votes are in! Our students across the past week have selected the design for the new SC playground which was part of the original It's Your Move playground project with ACT Health. The design pictured below has been voted as the preferred design by students and will include a range of natural items for students to explore as well as some fixed playground equipment in the form of a circuit. The location will be between the Courts and the Gym, located on the Western boundary fence line. While this playground will be inside of the fence line, exploring community access remains a priority in the future. This is a very exciting project worth over \$350 000 and we look forward to bringing the design through to completion early 2023.



**Friday 25 November 2022**  
**TERM 4 WEEK 7**

### DATES TO REMEMBER

#### TERM 4

#### WEEK 8

**MONDAY 28 NOVEMBER**

Staff Planning Day

Pupil Free Day

No Canteen Service

**TUESDAY 29 NOVEMBER**

Yr 2 Aquasafe Starts

Preschool and Kinder

2023 Transition 01

**THURSDAY 01 DECEMBER**

Preschool and Kinder

2023 Transition 02

**FRIDAY 02 DECEMBER**

Yr 10 Farewell

Assembly

Last Day for Yr 10

#### WEEK 9

**WEDNESDAY 07 DECEMBER**

Yr 10 Graduation and

Presentation awards

Ceremony

**THURSDAY 08 DECEMBER**

Yr 6 Graduation

Assembly

Yr 10 Formal

JC moving up

Afternoon (2pm -3pm)

## OPTION 2



What should parents do if their child is being bullied? What should they do if they suspect their child is bullying others? Bullying is defined as ongoing negative interactions between individuals.

The child development literature highlights parents and carers matter, and that children do better on all fronts when they have parent and carer support and involvement

Research has shown that some responses to bullying can cause further harm. These include encouraging a young person to 'fight back', families confronting the other child or their parents, or taking no action due to being unsure of the best ways to help a young person.

- Move away from the situation that is deemed harmful by physically moving away, blocking the online user and moving out of harm's way. We often hear from parents that they are reluctant to encourage young people to do this as they should be able to be where they want safely. We do agree, however moving away or moving out of the harm online is an effective immediate positive response to stop more harm. Moving away gives time to determine what the young person needs to do next.
- Report the concerns through to a trusted adult, whether this is a teacher, educator, parent or carer or older sibling. This step can also involve taking a screen shot of online interactions and making a report to the e-safety commissioner.
- Work through a restorative conversation with the other student, facilitated by a trusted adult. At this time is it important for the young person to be empowered to articulate their concerns and the other student to hear the impact of their behaviours on others. It is equally important to determine a plan to move forward. This supports moving on from a situation and expecting positive relationships with each other in the future.
- Seek additional supports if after the restorative conversation the incident continues to worry either student, seeking support from an adult or psychologist if needed.

## *What parents and carers can do*

The following may support families to work through concerns of bullying or difficult interactions between peers:

- When children report bullying, parents are encouraged to validate their child's feelings, communicate that the child is not at fault, and help the child to describe the specifics of the bullying incident. Finding out who is involved in bullying, where and when it is happening, and the responses of other children and adults can provide important information to guide next steps for parents. Remember that there are multiple views on a situation and helping your young person to navigate their feelings is an important way to support challenging situations.
- Be informed and offer positive suggestions for resolving the conflict, this can involve talking through a time you managed something similar and how you resolved this effectively and safely. There are many websites and online resources designed for families of children and adolescents involved with bullying which may serve as a primary resource for parents seeking information, support, and guidance. The following resources are useful for families and schools:
  - [www.stopbullying.gov](http://www.stopbullying.gov)
  - <https://www.pacer.org/bullying/>
  - <https://www.thebullyproject.com/>
- Reporting incidents to the relevant supports if additional support is needed. For instance:
  - The e-safety commissioner should be accessed for online bullying. Most online incidents are occurring on platforms such as Instagram, SnapChat, FaceBook, Discord, Fortnite. The advice is to screen shot the interactions and report them. We are often approached by families to resolve conflict from online interactions, despite these incidents occurring over the weekend and away from school. Our response will be to hold a restorative conversation (see details below), however, the reporting responsibility sits with the family.
  - Making police reports for incidents outside of school on the weekend or on the way to and from school. Incidents can be reported to the school so that we can hold a restorative conversation or monitor the student interactions at school, however the reporting responsibility sits with the family if the family choose to make a report.
  - Keeping the school informed if an incident has occurred outside of school or if something has occurred at school and further discussion about what is in place is warranted. Please see below about the types of responses the school will have in place. We ask for communication to be respectful and that requests for names of other students and consequences for other students will not be shared due to privacy.

## *What CCS does*

At CCS we have a large number of structures in place to proactively stop bullying, they focus on empowering the young person to take action. These include:

- Wellbeing and social emotional learning programs on each campus to promote positive relationships.
- Staff supervising on the playground who assist to resolve conflict that is seen or reported draw upon a range of immediate responses. At times we hear from families that students have been told to 'move away' from another student when there is conflict. This can happen for a number of immediate reasons and is not the final step taken to work through a raised concern. Incidents are followed up on and reported through our SAS system. Remember moving away and removing yourself from a harmful situation is an immediate positive response and this will continue to be used as a first step to resolve a concern.
- After the initial moving away, it can take time to work through the different perspectives regarding what has happened. This can take time and it is important that families remain open minded about restoring the harm caused between students.
- When working through a concern staff invest time to hear from the main students involved and any other students who saw what occurred if needed. This helps to seek clarity on what occurred.
- Consideration is then given to what has occurred and what has occurred previously. Decisions are then made about holding a restorative conference, either that day or the next if students indicate they are not ready for this discussion. Restorative conversations allow the teacher to demonstrate empathy, teach children how to

resolve conflict, and most importantly, allow students to have a voice. It's an opportunity for both the teacher and student to express their feelings about what's going on while setting high expectations. Restorative conversations are exactly that, restoring the relationship after the harm has occurred, they have the ability to:

- Send a strong message of care to the student.
- Give the student an opportunity to say “what happened”/give the student a voice.
- Communicate to the student how it made the other student feel.
- Reiterate your high expectations.
- Create a plan together that sets both students up for success.
- CCS uses a range of positive consequences and negative consequences for different circumstances.
  - Positive consequences can involve intrinsic (internal) and extrinsic (external) rewards (they can often go together too!).
    - Intrinsic motivators are where a student does something positive because they feel good or satisfied that they have achieved something new. Teachers support intrinsic motivation through verbal praise and words of encouragement.
    - Extrinsic motivators such as awards, student choice time, stickers can all result in intrinsic motivation also.
  - Negative consequences can include time off the playground, in school suspension and out of school suspension. We often find that families expect this form of consequence for a negative interaction between students. However negative consequences alone will not promote the change in behaviour expected. They are generally in place to provide time for reflection and further discussion about the safe behaviours expected in school and society. If we focused solely on negative consequences students would not necessarily connect what behaviours they need to change with what occurred.

Remember, partnership between school and home is the key. While many negative interactions can be resolved through a once off restorative conversation, generally changing student behaviour takes time. We ask that families are patient with their children and other people's children as learning new ways of behaving and responding to challenging situations does take time.

Thank you for your ongoing support!  
Jen



For student absences please send an email to:

[Chisholm.absences@ed.act.edu.au](mailto:Chisholm.absences@ed.act.edu.au)



### **The importance of supporting young people to learn from mistakes**

This week I wanted to discuss the importance of learning from mistakes. We often hear from parents when something has 'gone wrong' at school, often the concerns relate to a social interaction on the playground at break time. Working with over 700 students every day there is no doubt that young people make mistakes; this is a regular part of growing up and learning. As a parent or carer, it is tempting to shield children from failure; however it is crucial that we work in partnership to assist our young people to learn from their mistakes and build their capacity to respond to conflict and everyday challenges.

While it may feel uncomfortable, letting young people learn from their mistakes helps build resilience and is essential to raising a confident, capable, happy, and successful adult. When young people are given the opportunity to struggle and sometimes fail, we allow them to develop important social and emotional skills. I am not suggesting to risk their safety or not respond when what is needed most is reassurance. However, a key aspect of parenting is to remember to support and guide, rather than do for them what they need to learn to do for themselves. It is often during times when things aren't working out or pose a challenge that children have the opportunity to develop coping and resilience skills. Coping skills are like muscles; we don't know how strong they truly are until we need to use them.

What can this look like day to day?

When a young person asks for help, try giving them time for trial and error. "Let me see you try first and then I will help with the rest." Or, offer to do it together. If your child is non-verbal, give words to their actions so they can start to learn the process. For example, when a child reaches upward to be picked up, you can say, "It seems like you want me to carry you. I will hold you for a few minutes and then we will walk together."

When a child asks for an answer, a common instinct is to share all of our hard-earned wisdom, but in most cases it's best to support young people as they learn on their own. Start by asking them what they think or what they have tried. Then you'll know where you're starting from and how you can support them as they discover the answer. If they guess the wrong solution, support them as they experiment, make mistakes, and discover why they weren't right. You may not have time for this process every time, but it proves invaluable when you do.

When something goes wrong, maybe they are fighting with a friend or doing something socially inappropriate, like when children lie or accidentally break something. Instead of telling them how to fix it or fixing it yourself, start by asking how they think they should fix it. Ask questions like, "How do you think your friend feels? Why do you think he feels that way? What can you do to change that? Why do you think lying is a problem? What might happen because of the lie? How can you solve the problem?" Guiding children to reflect on the problem takes more time, but provides rich opportunities for learning and skill-building. While children learn from mistakes, they also develop the self-confidence, self-concept, and moral judgement that comes from doing something like apologising and working to right a wrong.

When your child doesn't do as well as you expected, from a low grade to a game loss, life can be riddled with disappointments and failures. Instead of focusing on a fixed marker of success like a grade or a win, try focusing on what the children did, how they excelled, and things they have learned. Their personal growth and achievement should be the focus of these conversations rather than the mistake or failure itself. Consider encouraging rather than heaping on praise as a way to focus children towards positive outcomes.

These are some of the many challenges we face each day. Through focusing on supporting our young people by enabling them to learn problem solving strategies within a safe and supportive environment is the best way to prepare children for life's challenges. We appreciate your support when working through challenging conversations with our young people about their learning and social emotional development.

## SCHOOL ACHIEVEMENTS



On Monday, 7 November, 9 girls from years 1-5 represented our school at the ACT Girls' Chess championship, held at Rosary Primary, Watson. There were schools from all over Canberra competing. Although we did not win, all the girls really enjoyed themselves and appreciated having this opportunity to go. Thanks to all the parents/carers that helped in transporting children to the venue so that each of these girls could attend.

## CAREERS



### Automotive at Lake Tuggeranong College

Congratulations to Tyrone M-S, Heith G, Brayden H, Dillon J and Lachlan N who have attended the Automotive course at Lake Tuggeranong College on Wednesdays after school throughout the year. They have completed competencies towards their Automotive training that will enable them to commence the Year 12 course next year. It is a real credit to these lads that they have shown such commitment to their skill development.

**Work experience in construction, plumbing and electrical** requires Asbestos Awareness and Construction Induction (white card) training.

CIT will be running a white card and asbestos course on 13<sup>th</sup> and 14<sup>th</sup> December at CIT Bruce.

Cost will be \$75.00 per student per course. Students under 15 years must bring an adult.

Contact for booking: **Tony Cowlshaw**, CIT Trade Skills on Tel: 02 6205 9840 Email: Cowlshaw, Anthony  
[Anthony.Cowlshaw@cit.edu.au](mailto:Anthony.Cowlshaw@cit.edu.au)

Master Builders Association offers courses every week. For details and the \$150 student price please contact Karen Shaw  
- Tel: 6175 5977 (direct) Main switch: 6175 5900. Students MUST be 15 years or older.

### **Apprenticeship and Traineeship Jobs and Information Night**

The Sarina Russo Group will be holding an Apprenticeship. The first part of the night will be a Panel discussion, Q & A and then breakout to Expo style and Traineeship evening for students and parents/caregivers.

**Tuesday 06/12/2022 6:00pm – 8:00pm**

**Venue: Canberra College Performing Arts Centre, 2 Launceston Street, Phillip ACT 2606**

Guest speakers on Panel include; Employer, Apprentice or Trainee, and more.

There will be opportunities to speak with all exhibitors, gather valuable information and submit your resume for positions they have available!

It will include a focus on ASBAs (Australian School Based Apprentices or Trainees) and supporting women interested in getting into non-traditional trades.

You will need to Register to attend: <https://forms.office.com/r/h8NKAL4rfX>

Don't forget to bring your resumé with you!

Tea, coffee, water, light refreshments available. Parking on site.

Contact:

Janelle Henson | Youth Engagement Officer – NSW & ACT

Sarina Russo Apprenticeships | Australia

P 1300 178 776

M 0408 713 365

E [HensonJ@sarinarusso.com.au](mailto:HensonJ@sarinarusso.com.au)

[Wwww.sarinarusso.com/apprenticeships/](http://www.sarinarusso.com/apprenticeships/)

## **YEAR 9**

This term in Outdoor Education, we have been learning about rescue techniques, snorkelling and how to spot a riptide in the water. To practise these techniques, we went to Erindale Pool so that we could learn how to use flippers, how to do the life saving techniques and snorkelling in the water. In class, we learnt how to identify a riptide and what to do if we get caught in one.





This term's camp is at Bristol Point in Jervis Bay, and we will be snorkelling and surfing. Something I am excited about is the possibility of seeing aquatic wildlife and plants while snorkelling and being able to relax while at the beach. Some challenges that we may face are being able to balance while surfing, and snorkelling calmly so as not to scare away possible wildlife.

Outdoor education this year has been enjoyable because of all the camps that we've been able to go on and experience new things while having a fun time (*Amarre S & Imogen M*).

## YEAR 3 / 4

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

In week 1, we had a STEM day where the students had to design and build a tower using marshmallows, spaghetti and masking tape. The tallest tower ended up being 54 cm high!



### Reading

We began this term with a visit from some year 9 students who shared their picture books with us.

In class, we have been learning about questioning and synthesising to help us deepen our understanding when reading. With questioning, we used 'Surviving Sydney Cove' by Goldie Alexander as our text to practise this strategy and to connect our learning with our inquiry topic.





## Writing

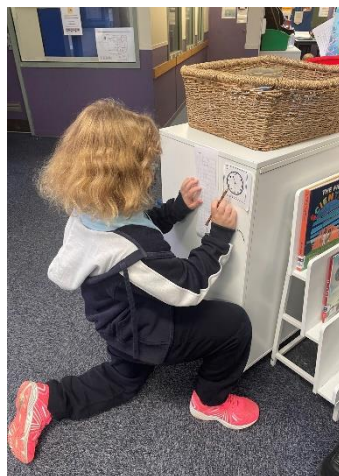
At the beginning of this term, we learnt about writing recounts. We practised by writing a personal recount in the form of a diary entry from the perspective of explorers from different points in history. Some of the explorers we looked at were Abel Tasman, Charles Sturt, Zheng He, Vasco da Gama and Ferdinand Magellan.

With writing to socialise, we are writing letters to our previous teachers, to students in a year level above us and to next years class.

## Maths

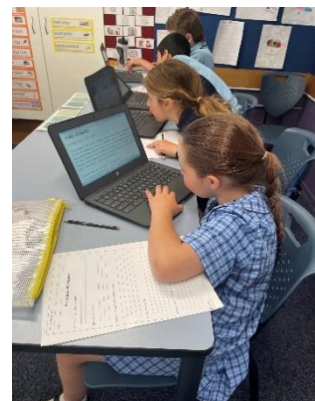
In Miss Condon, Ms. Mauerhofer and Ms. Smriti's maths groups, we have been learning about fractions, time and angles this term.

Ms. Irving's class has been learning about angles, probability and time. We will be finishing off the year revising multiplication and division strategies.



## Inquiry

Throughout this term, we have been researching and learning about the First Fleet.



## Arts

We began this term exploring the elements of dance. Students created a dance piece in a group and developed a choreographed dance routine , using folk dance moves we have learnt . We used the music from “Bound for Botany Bay”and “Heel or Toe Polka” and we performed this to the rest of the unit.

For the remainder of the term, students will be using the skills and elements they have learnt about in drama, music and dance to put together a performance piece in small groups. Students have been busy putting together their scripts, choreography and music to get themselves ready for week 10.



## YEAR 1 / 2

This term in the Kurrajong Unit we are:

✓ looking at living things

In science, we are focusing on living things. We took a trip to the Reptile Zoo and had an awesome time learning about and seeing many different reptiles. We started our day with a show to learn lots of facts, like why a blue tongue lizard has a blue tongue and what to do when we see a turtle on the side of the road! We also had the chance to meet some reptiles up close. Afterwards, we let off some steam at the Arboretum acorn park and had lunch before coming back to school.



My favourite thing to see was the lizards



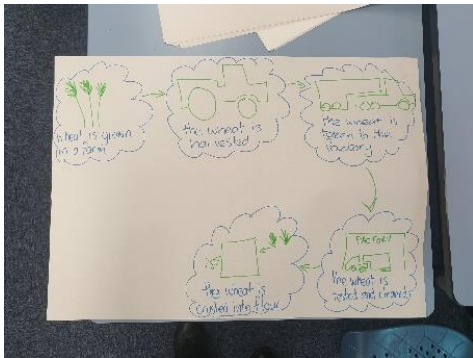


## ✓ looking at systems

In design and digital technologies, we are seeing the importance of systems and how they help us to live a better life. We have planned and are starting to make our own city with a variety of systems such as a schools, hospitals, shopping centres etc. These activities are helping us to discover this for ourselves.



Look how MANY systems there are in our city that help us.



...so much thinking and talking being done!



Thanks everyone for working so well together



## Sing with us on Christmas Eve!



Join us for a fun day of rehearsal, games, and craft  
on Wednesday 21 December  
then sing in our choir at the family service on  
**Christmas Eve at 5pm**

For more information, contact [juniorchoir@stpaulsmanuka.org.au](mailto:juniorchoir@stpaulsmanuka.org.au)

### **Youth Choirs at St Paul's Manuka**

All children are warmly welcome to be part of our youth choirs,  
where they can develop their innate musical abilities  
in a friendly, supportive and inclusive environment.

Our youth choirs are skilfully led by qualified and experienced music teachers.

Choir membership is free and there are no auditions.

See our website for more information: [stpaulsmanuka.org.au](http://stpaulsmanuka.org.au)

