



Caroline Chisholm School  
Preschool to Year 10

An ACT Public School

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# NEWSLETTER

## PRINCIPAL'S MESSAGE

Well winter is certainly here! We have had quite a few foggy mornings where the sun didn't make an appearance until the afternoon. It has been great to see our students rugged up for the colder weather. Please make sure all items are labelled so that they can be returned if they are left at school.

### COVID-19 and school arrangements for term 3 2020

I'm pleased to let you know there will be a further easing of restrictions on our school activities and parent/carer engagement in line with the broader easing of COVID-19 restrictions across the ACT.

This week the ACT Education Directorate released a 'roadmap' based on the ACT Government's COVID-19 recovery plan. This roadmap is based on health advice and is attached along with a letter from the Chief Health Officer.

In term 3 we plan to welcome back our families for events such as parent teacher interviews with physical distancing and hygiene measures in place. We are exploring what our assembly processes will be and will ensure these protocols are communicated early next term.

Where possible, parents and carers should still routinely avoid entering school grounds and ensure they practice physical distancing around adults at schools. I encourage you to review the roadmap and letter and look out for future school newsletters and communication about how we will be implementing the roadmap in our school.

### Senior Play Space

We are excited to announce that from term three, we are working in partnership with ACT Health to design and develop a senior campus play space. The key aims of the play space will be to explore how play impacts on young people. Long term, we will look to see if there is a positive impact on play on the mental health of young people, including lifestyle choices and physical activity. In the first instance, we are working to implement a core curriculum with year 9 and 10 students next semester during the outdoor education program. The reason we have chosen this subject area is because the curriculum naturally aligns to the focus areas within outdoor education. This does not mean that there will be less outdoor experiences for our students! What it means is that together with Grace Rees and Adrian Davis, our project team of Tim Hawke, Susan Peachey and Jason Fleming, will consult with students, staff, families, and experts in the area of play for young people. The University of Canberra has also integrated some of their design outcomes for their design and architecture course to assist with designing a play space for young people, based on the feedback from all stakeholders. This is an exciting initiative and we are looking forward to all that lies ahead. The plan is to have the play space installed over January/February 2021. Watch this space!



Friday 26 June 2020  
TERM 2 WEEK 9

## DATES TO REMEMBER

### JULY

- 3 JC Raffle drawn
- 3 Last day Term 2
- 20 First day Term 3

### Fence Update and Junior Playground Equipment

We are working towards scheduling the junior campus playground equipment installation next term. This is pending the update to the school fence works. As you can appreciate, building works have been held up as society navigated through COVID-19. We can't wait to progress this work in the coming few months!

### Feedback from Families

Throughout next term we will be seeking input from our community in relation to aspects of cultural integrity at CCS. We are reviewing our approach across the four dimensions including engagements with families and community, teaching with cultural integrity, leadership, celebration and environment, high expectations and successful transitions. Our team are looking forward to reaching out and hearing from you!

I would like to wish you all a safe and happy break. There is no doubt that it will be a very different break to the last school stand down period. I hope you are able to take some time out with your families and relax.

Thank you for your ongoing support! Jen

## YEAR 10

### College Enrolments - 2021

Year 10's excitedly returned back to face to face learning in week 5. Over that week, they participated in a Google Meet run by staff from local colleges where students were able to ask questions. This meet helped students to make the tough selection on which college they would enrol in. We now have most students enrolled in college thanks to the wonderful help from the Yr 10 staff team, local colleges and the support of their parents/carers.

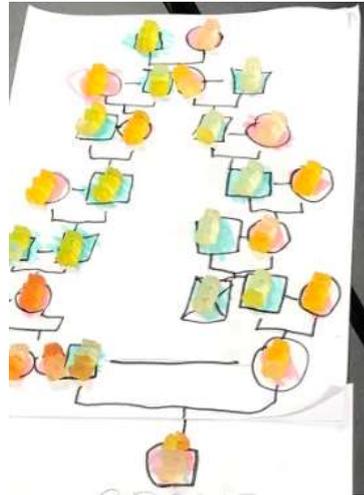
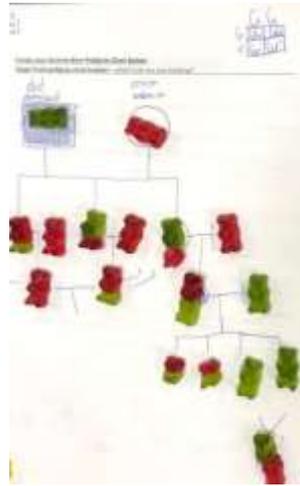


### Electives

After returning to school, students have really enjoyed being able to see their peers and participate in learning opportunities within their interest area. Electives are always a great time for students to discover new skills and interests which they may not learn through regular classes. In Outdoor Education, students have learnt the basics of roping skills. In particular – abseiling and belaying. The Yr 10's have mentored the Yr 9's in their classes on these skills. Students have had great levels of success and enjoyed learning about anchor points and safe abseiling techniques. In Art, students have been working on an abstract unit exploring a variety of artists. Students have been experimenting with a final abstract work. Hospitality



students designed their own sandwiches and packaging as part of the weekly sandwich bar. The sandwiches were taste tested by several staff and the results will be announced later this week. Well done to all our Yr 10's for their hard work in electives.



## Science

In General Science, Yr 10s have been studying Genetics. In one experiment this Term, they studied pedigrees and how to trace a specific trait within a pedigree. They carried this experiment out with gummy bears to demonstrate the offspring that could occur based off the family tree. Genetics also play a huge part in forensic investigations. Yr 10's were greeted with a 'crime scene' lab in one of their lessons where they had to assess things such as; blood splatter, DNA samples, fingerprints and chromatography.



## SC LIFE SKILLS IN THE UNIT

On Thursday 11th June, we recommenced the Life Skills program with a Birrigai incursion at school. We participated in a range of activities run by two Outdoor Education teachers, one of whom was a former Caroline Chisholm Student!

What we did in relaxation was we were lying down and breathing in and out for ten minutes relaxing away into the darkness with Anita helping us breathe. The point of relaxation is to calm your body down into a peaceful mindset, "breathe in, breathe out". This program is helping us get through sad or angry moments and I hope to do more relaxation with Anita.

After the relaxation we spent some time thinking about our schoolwork and set goals for ourselves by organising assessment due dates.

The next activity was a tower building challenge with the Birrigai leaders. Teams bid for the materials they wanted to use. Each team had an imaginary \$50 to spend, and they had to negotiate amongst themselves what was most worth spending their money on. The broom handle eventually sold for \$25! Leftover money could be used to buy time or height for the tower. The average height in other schools was 500mm but we all exceeded that by building towers almost 1.5m and 2m.

My favourite activity was building a fire and cooking damper. We were taught to collect small pieces of wood and build a tepee out of the wood. At the bottom of the tepee we put some newspaper. We learned that a fire needs three things. It needs the fuel, heat and oxygen. The fuel was the wood, and the air provided oxygen. To provide the heat we lit a match. Charlie and Grant gave us big matches and they were very easy to use. The paper burned quickly

and then the wood began to burn. While the wood was burning, we got our damper ready. We took a small piece of damper (flour and water) and kneaded it in our hands. If you over kneaded the damper it got very sticky and you had to add more flour. After kneading, we put the blob of damper at the end of a stick. We then slowly twisted the stick round and round so that the damper was wrapped securely around the stick. Then we held the stick with the damper on it over the smouldering part of the fire, not in the direct flame as it would burn. The damper seemed to take ages before turning a golden brown. When the damper was finally cooked, it was delicious to eat and well worth the wait over the fire.



After lunch we used rubber mallets to make pictures using plants by hammering the plant material between sheets of paper. This made the colour leak out of the plant and go on to the paper like paint. The result was lovely patterns printed on the paper and these can be used to make cards for special occasions.



At the end of the day Grant and Charlie showed us how to make string. We twisted the material forward until it was tight enough to flip it towards us and repeated it with the other part of the material, by doing the same thing all over again. Indigenous people use stringy bark that is wet then able to be twisted into string. The string becomes very strong with the twists like rope, and multiple strings can be twisted together to make very strong rope that can be used to swing a person over a cliff.



The following Thursday, our life skills activity was cooking. We split into three groups with one group cooking, another group doing theory about kitchen safety and a third group doing planning. These groups will rotate



each fortnight. The ingredients were already bought for us as we are still not allowed to go to the shops. Blake wanted to have Spaghetti Bolognese for lunch. Every student eventually gets a turn about what they want to eat for lunch.

The cooking team worked in the kitchen preparing a delicious luncheon. The planning team was busy planning next fortnight's lunch as well as setting up the table. The theory team was learning about kitchen safety rules, hygiene rules, food storage, cooking food thoroughly, temperatures, kitchen injuries and first aid.



After almost two-time blocks of hard work, lunch was ready. We all sat down to eat at a make-shift long table, covered with tablecloths and decorated with flowers. We talked about what was the best thing that happened during the week. It was fun to listen to everyone's comments.

The Spaghetti Bolognese was delicious and there was no left-over food!



This article includes contributions from the students.

What an amazing term this has been! We started the term working from home and I was very pleased that so many students managed the online learning, from kindergarten to year 6 I enjoyed looking at the work produced and meeting with students via google meets.

Having said that it was really good to see everyone back at school and back to face to face learning. In this term and next, all classes will be looking at the short listed books. Book Week this year has been postponed to October. Hopefully by then we may be able to celebrate the books we have read. The short listed books are in the library, ready for the classes to read and discuss during library lessons.



Kinder, years 1 and 2 will also be exploring the library over the next term and finding out where the fiction and non fiction books are. Years 1 and 2 will also be starting to learn research skills, using both books and the internet.

The senior classes have already started to research topics and over the next term are encouraged to produce a slide show.

The term only got more interesting as we received nearly \$1100 worth of books from Dymock's Charities. These books will go to all three libraries – preschool, junior campus and senior campus just as soon as they can be processed.

Just a reminder also for everyone to check at home for library books. Many children took home 5 or 6 books to read while they were learning from home and unfortunately not all are back yet.

With all the new books that we now have I am looking for parents to help with the covering again. If you are able to help, please let me know. Contact is provided and there is no hurry to get them done.

Irene Ovchinnikov



## JC SCIENCE

What a strange term we have all experienced! It was great to see how many students joined our Google Meets while we were learning from home and I had a wonderful time looking at all the work students completed on their own or with support from family members.

This term Year 1/2 have been looking at mixtures and how things can be combined and sometimes separated. Combining cornflour and water gave us such an interesting result. Sometimes it seemed hard and other times it was runny. We are looking forward to concluding our experiments by making sherbet together next week.

Year 3/4 looked at materials we use to make things for different purposes and how important the correct packaging is to protect fragile things or keep something at the correct temperature. Shapes are also important such as triangles for strength in buildings. Our egg drop challenge allowed students to design a safe container for a raw egg when dropped from a height.

Year 5/6 have looked at the difference between chemical and physical changes and have conducted a number of experiments to reinforce the importance of correct observations and data recording. Making sherbet was a good way of looking at a chemical change while timing our ice cubes as they melted was all about a physical change. Students will also have the opportunity to suggest and plan an experiment of their own to demonstrate a physical or a chemical change.

## JC PE WITH MISS KRISTIE

### Preschool

Pelicans and Rosellas continue to get a visit from me on Tuesday or Thursday for Gymbaroo. During the sessions we are working on our hand development, listening skills, body awareness, muscle tone, balance, dance and rhythm. Every Wednesday preschool comes up to the hall for gross motor. I can see great improvement in the ability and confidence of the students during the semester.



### Kindergarten

It is so lovely to be back into the routine of Gymbaroo on Monday and gross motor on Wednesday. In Gymbaroo we are focusing on hand development, listening and sequencing, ball skills, body awareness, animal movements, muscle tone, dance and rhythm.

Gross motor rotations change every three weeks. By the third week we see an improvement in the mastery of the activities. We often have fine motor, crawling, climbing, balancing, ball skills and activities to improve muscle tone and body awareness.





**1/2**

When 1/2 returned to school we spent a few weeks reviewing the activities students focused on when learning at home. We revised animal and locomotor movements, ball dribbling skills with our hands and feet and we snuck in some parachute games. Now we have moved onto throwing skills to cover underarm rolling, underarm throwing and overarm throwing. I am happy to report we are getting a lot more accurate with our throwing and catching.



**3-6**

This term at school 3-6 are playing Indigenous games to improve their communication and strategy skills. We are enjoying finding out the background of the games and playing them too.

**3/4**

Borna Jokee is a hunter and hunted game where hunters have to throw spears and rocks (pool noodles and foam balls) accurately to hit an animal (student). In one variation of the game the hunted had kick boards to use as shields (trees and rocks to hide behind). The equipment we used looked like we were at the pool, we had lots of fun!



We also played Brambahl, a skipping game. The aim was to perform different actions such as jumping like a frog or doing a type of dance while jumping.



## 5/6

The first game 5/6 played was called Kalq. Using small tennis racquets, teams tried to continuously volley the ball around a circle. It was very hard, the game was traditionally played with a woomera (throwing stick) and a spear. The spear was tapped around the circle without hitting the ground or players. Very tricky but lots of fun.



## LSU

LSU join me in the hall every Wednesday for a gross motor session. All students are pushing themselves to do their very best work. I can see a big improvement in taking turns, encouraging each other and an improvement in their gross motor skills.



This term LSUV get an extra session on Friday with me. We are enjoying time in the hall to experiment with new equipment which will be used in future gross motor set ups. In class and in the sensory area we are also playing a variety of board games and wooden games which require skill, patience, turn taking and resilience when we don't succeed.



## JUNIOR CAMPUS SCHOOL PHOTOS

**FOR ALL STUDENT PHOTO ORDER ENQUIRIES:**

**Email**

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

**Call 02 9674 9824**





### Raffle Tickets

JC students have been given raffle tickets this week.



### School Banking is back!

School Banking at Caroline Chisholm School will recommence from **Term 3** and will be on **every FRIDAY**, starting **Friday 24 July 2020**.

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

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

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

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

## COMPLAINT INFO

If you have a concern or complaint about your child's schooling, education or welfare:

Step 1: Discuss your concern with your child's teacher.

Step 2: Discuss your concern with the school principal (if you were not able to resolve the concern with the teacher or if your concern relates to the conduct of a staff member or is about another aspect of school life).

Step 3: If your concern remains unresolved, contact the Families & Students, Complaints & Feedback Unit via the [ACT Education Directorate contact form](https://www.education.act.gov.au/) <https://www.education.act.gov.au/> or by phone (02) 6205 5429 between 9am and 5pm, Monday to Friday.

## PRIVACY INFORMATION

Please find attached information about the ACT Education Directorate collecting personal information.