

NEWSLETTER

PRINCIPAL'S MESSAGE

It certainly has been a cold start to winter. It is wonderful to see our young people rugged up for the season. Please remember that we do ask that students wear school uniform. Our wonderful uniform shop has many options for you and as always, if you need support please just reach out. Also please make sure all items are labelled so that they can be returned if they are left at school, we really would prefer that students can wear them rather than accumulate in lost property.

JC - Outside of School Hour Care arrangements

The current arrangements in place for the delivery of Outside of School Hours Care (OSHC) services at school sites are due to expire February 2022. Our Directorate has worked with schools and providers to extend their service agreements to ensure continuity of service for the school community for a further three year period. This means that we remain fortunate to continue working with Communities @ Work for at least the next three years. We understand that this service is important to our community and we are grateful for the partnership with Communities @ Work so this is a wonderful outcome for CCS.

Semester One Reports

Our staff have now completed the formal reporting cycle for semester one. Our school executive had the privilege of reading through the reports over the last week and we are incredibly proud of the growth that each individual young person has made. Making progress is a very individual road to travel for each learner, 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. In terms of reports communicated home, JC reports were emailed to all families on Friday 11 June and SC reports will be emailed on Friday 18 June. If you do not receive your young person's report on these dates please check your junk/spam and then reach out to our front office team. For JC families, the reports were sent out ahead of time for you to read through and then discuss at the parent/teacher interviews in week 10. Families wanting to discuss their child's achievements and progress are welcome to make an appointment through their class teacher or through the front office on the JC.

Nut Aware School

A reminder to all families that CCS is committed to being a nut aware school. We have a number of young people attending school who are highly allergic to the protein in most nuts. For most people the diagnosis of nut allergy is lifelong. The current treatment for nut allergies is total dietary avoidance for most young



Friday 18 June 2021
TERM 2 WEEK 9

DATES TO REMEMBER

JUNE

- 21&22 Birrigai Camp:
class OUM-103
- 23 Fete Meeting
SC Library @ 3:30pm
- 25 Year 9/10 Drama:
7th Stage of Grieving
Theatre Production
- 25 SC CANTEEN CLOSED
- 25 Last day Term 2

JULY

- 12 First day Term 3
- 13 JC Athletics Carnival

people. We understand that it can be challenging to avoid nuts as many nut products commercially available use nuts as ingredients.

So why is it so important to be nut aware?

- On average, there are two students with food allergies in every classroom.
- Every three minutes, someone enters an Emergency room due to a food-allergy reaction.
- Food allergies can cause hives. They can also be fatal. Food allergy reactions can range from an irritating rash to life-threatening anaphylaxis. Here's how you can talk to your young people to support their friends:
 1. Don't bring nuts to school. At all. Ever. This means no sandwiches, muesli bars, treats or other food that contain nuts.
 2. Be a label detective! Food labels have super-tiny print and it can be tricky to read the fine print! Seeking alternatives is a real possibility, for instance WOW butter looks like peanut butter and tastes quite similar, but is completely nut free. This is one example of a product that can be provided for those young people who love their peanut butter.
 3. If a friend shares that they have a food allergy, encourage your young person to take note. Listen carefully and ask how they can help to support them.
 4. If your child has a food allergy, encourage them to be open about this and share the information with their friends. It's important that we support each other to stay healthy.
 5. What if someone accidentally brings nuts to school? We will phone the family and offer a gentle reminder. An alternate lunch will be requested and if possible, provided. Why should your family follow the nut-aware guidelines? You are helping other children and families to stay healthy. If your young person has a food allergy or a peer in their class does, you are helping to create a safer environment for us all. It's helping practice being supportive, safe and including others. When we are happy to help other kids, we are building a stronger school community.
- Why should your family follow the nut-aware guidelines? You are helping other children and families to stay healthy. If your young person has a food allergy or a peer in their class does, you are helping to create a safer environment for us all. It's helping practice being supportive, safe and including others. When we are happy to help other kids, we are building a stronger school community.

Preparing for a day of learning at school

Each day we work with our students to develop their independence as learners from preschool through to year 10. While preparing for learning looks different at each age, there are some common factors which support their preparedness and ability to learn each day. For instance encouraging a preschool child to put their hat in their bag is supporting them to take responsibility for their learning so that they can play each day, while encouraging a year 10 student to pack their charged chrome book each day is also encouraging responsibility for their learning.

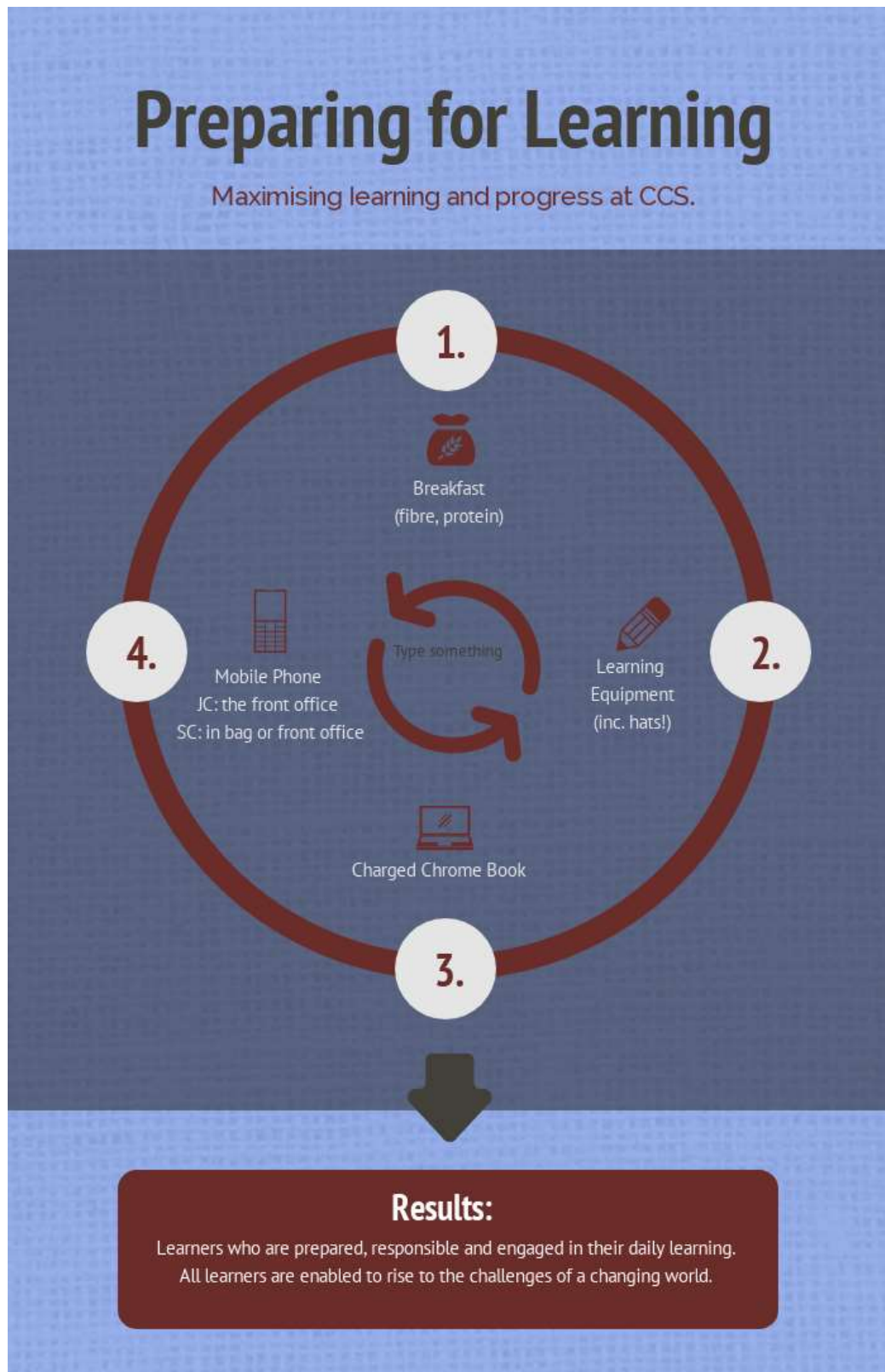
When supporting your young person to prepare for learning each day, there are some important factors to consider.

- **Breakfast:** Having a breakfast that contains foods high in fibre and protein is a great way to start the day. Recent research has highlighted just how important eating breakfast can be, as it enhances student's memory and attention.
- **Learning Equipment:** In order to learn effectively, students need to ensure that they bring all the necessary equipment to school. Students should be encouraged to pack their school bag the night before; depending upon their age some may need more support with this than others. The aim is to develop independence and responsibility in young people. For JC students, this might include packing a hat, drink bottle and a jumper. For SC students this might include a pen, paper/notebook, PE uniform or hospitality uniform.
- **A charged Chromebook:** SC students are required to have their charged Chromebook with them daily. While we find that many will bring their Chromebook to school, they are not always charged.
- **Mobile Phone:** Mobile phone use can be a significant distraction and hinder learning. JC students are required to hand their phone in to the front office each day. SC students are expected to keep their phone in their bag and should not be using their phone during the day. We appreciate families ask young people to keep in contact through their phone, however this can often lead to the school not being informed when a young person needs help. We encourage you to speak with your young person

about raising concerns with a school staff member and we can then support them to contact you to resolve any concerns. We also encourage young people to leave their phones in a common space in the house during the night so they can have a full night of uninterrupted sleep. Sleep deprivation can also have a negative effect on students' memory and the way the brain forms new connections and prioritises information to remember.

Thank you for your ongoing support and have a safe and happy break!

Jen



College Enrolments

Nearly all Year 10 students have now applied for College!

While most students are heading to their in-area colleges, Lake Tuggeranong College and Erindale College, a few students have applied for colleges a little further away, such as Narrabundah College and Canberra College. Students and families should be hearing back very soon if their out-of-area enrolments were successful.

In Term 3, students will be given guidance about selecting courses of study that will best prepare them for careers and further education. This is a time of thinking about the future, decision making, developing maturity and judgement, and setting achievable goals. To succeed in college means students must organise themselves and work hard; values we are building and developing in their final years of CCS.

Aside from college, we also have students who will be studying at the Canberra Institute of Technology (CIT) and Perform Australia next year, as well as students who have been accepted into Australian School Based Apprenticeships (ASBA). These are usually students who have worked alongside the Career Development Teacher, Livia Tigwell, to make decisions about alternate future pathways.

Congratulations to all Year 10 students for taking the next step in their futures!

Outdoor Education Birragai Camp

“Our Outdoor Education class went on an excursion to Snake Rock to learn about and participate in abseiling and rock climbing. It was a long and cold walk to camp (about 2 hours). The Birragai staff told us about the name Tidbinbilla, which means *‘where boys become men’* in Ngunnawal language, as it was a place of ceremony and the tradition in the past.

The next day, the Birragai staff were kind enough to let us use their Flying Fox and Leap of Faith. The Flying Fox was super-fast and really pushed you out of your comfort zone. The Leap of Faith was scarier, as it gave the impression that you didn’t have support (but we were perfectly safe).

Overall, we learnt a lot about teamwork, the importance of taking on new experiences and communication.”

- Gen H (Year 10)





Food Technology Cake Decorating Assessment

“In Food Tech this semester, we focussed on cake decorating and techniques to improve our skills in the kitchen. We did theory elements and practical elements to slowly progress our knowledge and abilities within the cooking industry. We designed our cake based on a client of our choice, picked out our ingredients and sent them to the lovely Heidi to get for us.

In the kitchen, we spent 3 hours making our cake, dedicated to a client in their mid-20’s getting engaged. We had two different classes in the kitchen sharing bays (it was *#cakeotic*), so had to utilise different spaces in the room, but we managed to successfully make our cake to the best of our ability.

Shout out to Miss Briggs for controlling 2 classes at the same time and furthering our experiences in the kitchen”

- Georgia C and Razan EG (Year 10)

SC THE UNIT

This semester has been a busy one for staff and students alike. Led by Deputy Sally Alexander our new staff team has continued to harness the range of skills for the benefit of personal and educational student development.

Learning support from Anita, Kimberley, Nikki and Nick has continued with the focus on personal best outcomes across all curriculum areas. Teaching staff Brahmjot Kaur, Danielle van Kemenade, Jordan Harrison and Livia Tigwell have contributed expertise in mathematics, fitness, disability education, literacy, and career development. This strong skill set together with a positive mindset to all of us “having a go” and taking on challenges with support has seen students achieve success in new areas.

The daily focus card system has been embraced by most and has provided both encouragement and feedback and an incentive to do one’s best each lesson.

Life Skills has recommenced with a new format. Our Unit has been embracing all kinds of opportunities at school to gain skills for the future. Thanks to Tim Hawke we now have gym equipment! Opportunities to do some preserving and gardening will also be provided on an ongoing basis. Next term the years 7 and 8 students will commence a cooking life skills unit which will cover budgeting, nutrition, and general kitchen skills to promote independence and healthy food decisions in the future.



The years 9 and 10 students will undertake a series of excursions with a focus on post high school transition. Last term the group visited Erindale College. Further trips to Lake Tuggeranong College and the Canberra Institute of Technology are planned. The aim is to provide first-hand experience and information about the

range of options available to students well in advance of the transition decisions that need to be made later. Work experience and Future Options meetings with Livia for individual year 9s and 10s complete this planning process. We are all aware how critical experience is to wise decision making and job opportunities, so planning ahead and providing multiple opportunities for work experience will continue to be a focus through to year 10 graduation.

Maths and English classes with Ms Tigwell and Mr Harrison have provided opportunities to work on the topics set for year 9. Students have also had time to work independently on literacy and numeracy skill development in areas of vocabulary, grammar, and times tables. Students are encouraged to continue to use these online programs over the break! Next term, to promote a daily reading habit and literacy development these students will have regular time in English classes devoted to silent reading. Any student wishing to get started early is welcome to borrow from the Library for the holidays!

Year 7 students have been working on fractions and how our multiplication, division and mental computation facts have an impact on different areas of the mathematics curriculum. In English, we have been exploring how we can advocate for ourselves and how much impact our words can have on ourselves and others.

Year 8 students have been working on applying percentages in real life situations and the impact this can have. In English, they have been exploring the stages of a narrative story, looking at the protagonist and how our words impact the readers.

Our Year 7 and 8 students are busily preparing for their camp to Fitzroy Falls in the coming weeks.

Congratulations to Ms Danielle for achieving her Masters in Inclusive Education! Current and future students will undoubtedly reap benefits from this additional expertise.



Elective classes are currently being formed for Semester 2. We suggest that students approach the elective courses as opportunities to develop the skills that will serve them well later. A great example of this is the huge effort made by Malakye and George in Outdoor Education this semester. Together with Kimberley McBeth they faced challenges hiking, rock climbing and on the water and are undoubtedly stronger for it!





Recently students took part in a World of Maths Workshop to see how maths is applied to everyday life situations and explore this through a hands-on environment. Participants gained insight into problem solving and working collaboratively to explore various mathematical strands which are part of the curriculum.

Students discovered that Maths is important, it surrounds us and can be fun.



For student absences please send an email to:

Chisholm.absences@ed.act.edu.au

BAND

Here at Caroline Chisholm School we are fortunate enough to have 3 different school bands working together to improve their musical talent and continue to represent the quality of students here at CCS. This year saw the commencement of the Junior School students transitioning to band on the Senior Campus. The CCS Bands run on Tuesday and Friday with the support from the Instrumental Music Program. With this students have been provided with opportunities to participate in a variety of combined band opportunities over the past 4 weeks.



In Week 5 - the Year 6 band students visited Monash Primary School and combined with Wanniasa Hills and the Monash Year 6 students to learn new skills and perform some classics like *Power Rock*, a combination of *We Will Rock You* and *Another One Bites The Dust* by Queen. In Week 6 we saw the Year 5 students engage with their combined band rehearsal with Fadden Primary School and experience their first sectional sessions where students were grouped based on their instruments. At the end of this, students learnt the introduction to *We Will Rock You* by Queen. They brought this skill back and have been playing this with the Year 6 Students. The Year 6 students brought back their experience from their combined and successfully performed for their peers during the Year 5/6 Assembly in Week 6.



Finally in week 7, the High School Band hosted a combined rehearsal and concert with Lanyon High School. It was great to see the two bands combine again after the successful combine in 2020. Jomari, a percussionist in the high school band, felt that it was a great experience and it allowed him to continue to develop his skills on the drum kit and solo cymbals. At the end of the rehearsal, students performed a collection of songs to their peers and senior school staff including *Black Panther*, *Star Wars* and *Sucker*. The students' performance received praise from their teachers regarding their awesome work and dedication.

We are looking forward to hosting Gowrie Primary School for our Term 3 Combined Band session, and can't wait to see what other opportunities arise for all of our students in their musical endeavours as the year continues.



This term in Science students K-6 have been focussing on Chemical Sciences and investigation skills. We have benefitted from the resources of The Academy of Future Skills with both teacher mentors and equipment we have been able to loan.

K-2 students have been investigating materials and their properties. Their challenge has been to design the 'Perfect Package' to protect a chocolate coated biscuit. The package needed to be waterproof, crush proof, not get too hot and fit through the slot of our Australia Post post-box.



Testing of materials was done over several weeks. Students tested how waterproof the materials were by whether materials got wet or not by putting a drop of water on the surface and using USB microscopes to see whether the water spread or remained on top of the surface. The following week students used masses/weights to place on materials to see whether they would crush or not. Finally, students got to observe how high the temperature got when materials were placed under a heat lamp. We used a wireless digital thermometer to track just how hot the materials got.

Over the last two weeks students designed, created, and tested their packages. These packages will be subjected to postal like treatment and students will see how well their package protected the biscuit.

3-4 students have been learning about why penguins huddle in the cold and whether in fact the penguins in the centre of the huddle are warmer. We have been using wireless digital thermometers to test and track temperature of our model penguins (warm water in a jar) and how fast temperature was lost (decreased) depending on where the penguin was in the huddle and how a single penguin would go on its own.



Next, we learned about the insulating and conductive (non-insulating) properties of materials in preparation for making model penguins and choosing materials that will keep our penguin the warmest. The best materials are the ones that don't let the heat flow through. We investigated the insulative properties of the materials using digital thermometers. We tested paper, foil, bubble wrap, batting, foam, cotton fabric, and styrofoam wrapped around a jar with heated water to see how well the material insulated and kept the water warm. We also had a control jar that had no material around it at all so that we could compare the materials and know whether our result was a good one or not.

<https://www.youtube.com/watch?v=OL7O5O7U4Gs>

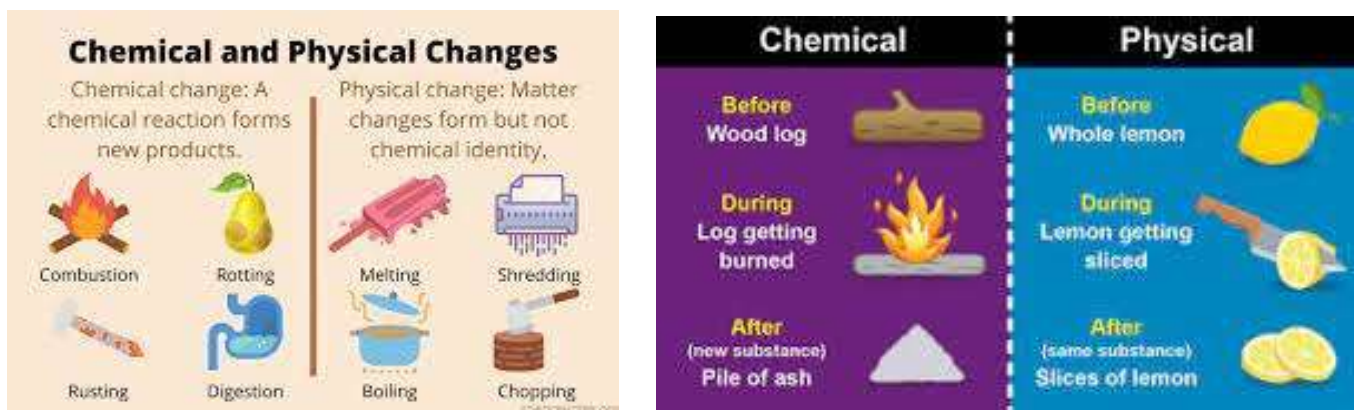
<https://www.youtube.com/watch?v=UA43xr2zR-A>

Wireless digital thermometer

Information from the thermometer comes up on the screen of the iPad using the SPARKvue software



5-6 students have been learning about physical and chemical changes and how to identify whether a substance has undergone one or the other. A physical change can be reversed- for example water can be frozen to make ice and then thawed to become water again. A chemical change can't be undone – something new is created and there are signs of change like heat, light, or bubbles (gas) given off for example a match being burned.



We have been fortunate enough to be able to visit the Academy of Future Skills laboratory at the Mununga -iri Jinge building to use the facilities and equipment. Students wore lab coats and protective glasses while investigating 'white powders'. These white powders were unknown to students and simply labelled A-K. They were in fact: salt, sugar, washing powder, citric acid (used in cooking), flour, powdered milk, baking soda, epsom salts, icing sugar, and talcum powder. Students investigated these by testing smell (learning how to use the wafting method to smell an unknown substance), whether they melted, did they react chemically to vinegar, did they dissolve in water, were they conductive and their pH level using testing strips and colour match charts.

The final part of the investigation saw the students forensically testing, matching, and identifying 4 mystery powders to their properties. The level of engagement of students, particularly in the lab was a joy to observe and be part of.



Science Fair is coming up in term 3. The Caroline Chisholm entries are due week 5 of term 3. Students need to start thinking of something they would like to investigate and get experimenting.

Karon Campbell (Science Teacher) is here (Tuesday/Wednesday/Thursday on leave Week 10) to help talk through ideas and make sure students are on the right track to completing a Fair Test investigation that can be entered in the fair and go on to the SEAACT (Science Teachers Association of ACT) Science Fair.

You can also email me with questions: karon.campbell@ed.act.edu.au

JUNIOR CAMPUS: PE WITH MISS KRISTIE

Preschool

Preschool literally continue to come along in leaps and bounds with their weekly Gymbaroo session and fortnightly gross motor session. Both movement sessions are very structured, sessions run for 40-70 minutes and the engagement of the students considering their age and size is very impressive.



Acacia Unit

Acacia Unit focused on Gymbaroo for the first 5 weeks. Our activities covered rhythm and music, fine motor, ball skills, body awareness, laterality, dance and parachute. In the second half of the term the focus was basketball.

Badminton

After the success of badminton last year and the constant questions from students asking when we would do badminton again, we snuck 5 weeks in at the beginning of the term for Years 1 to 6. It was exciting to see students had retained the skills from last year and were keen to refine and learn new skills.



Basketball

Every class from K to 6 have participated in basketball during the second half of Term 2. Through fun drills we have improved our ball handling, dribbling, passing and shooting. We have played modified games to master the skills we have worked on during each lesson.



Sporting Schools Grant

The Sporting Schools grant this term allowed us to get lines remarked around the school to be used for basketball and many other activities. It is amazing how some freshly painted lines has increased the ball activities before school and in breaks. The grant also covered the 5-week basketball program I have delivered this term. With the remaining grant money two new basketball backboards were ordered for Melaleuca, once they arrive from Melbourne, they will be installed with two new hoops.

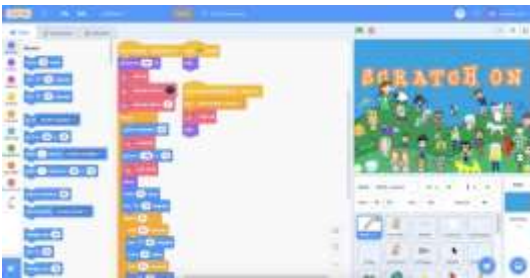


YEAR 5/6 DIGITAL TECHNOLOGIES

In 5/6 digital technologies students have been busy creating short games and animations using SCRATCH. The games include creating players, scoring systems and sound effects. The 5/6's have also begun coding characters to perform in a dance party, using block codes to create dance moves that go with music.

Students have also begun designing their own 'apps'. Drawing a design for an app icon, costing their app and pitching their idea.

It's great to see our students interested in and learning about the world of computer science.



P&C

Hi All,

We are almost at the end of term, and we hope that you can consider supporting the P&C before you hit full holidays mode.

First the Thank You's, Thank you for supporting our Cookie Dough fundraiser, it was so popular, I hope that those who had ordered have picked up, please do so before the holidays if you haven't.

Canteen news

Some changes to the single use plastic laws have meant we need to change some of the utensils we use in our canteens. As such, the canteen menus will receive some modifications to the prices and some items are changing as well. Please see new menus attached. New menus to start from day 1 of term 3. The Senior Canteen will be closed the last Friday of term, 25th of June, to undergo deep cleaning. **No lunch orders or counter service will be available.** The Junior Canteen will be closed for second break on the same day, however **lunch orders WILL be available** as it is the first break for our Junior students.

Fete news

We will be holding a fete meeting on Wednesday the 23rd of June in the Senior Campus Library. This is our first meeting, we will be discussing what stalls, games, food options, entertainment, art exhibitions, etc to include in our fete. To have your say you should be there. Volunteers are not essential to come to this meeting as it's a planning meeting, but you are welcome.

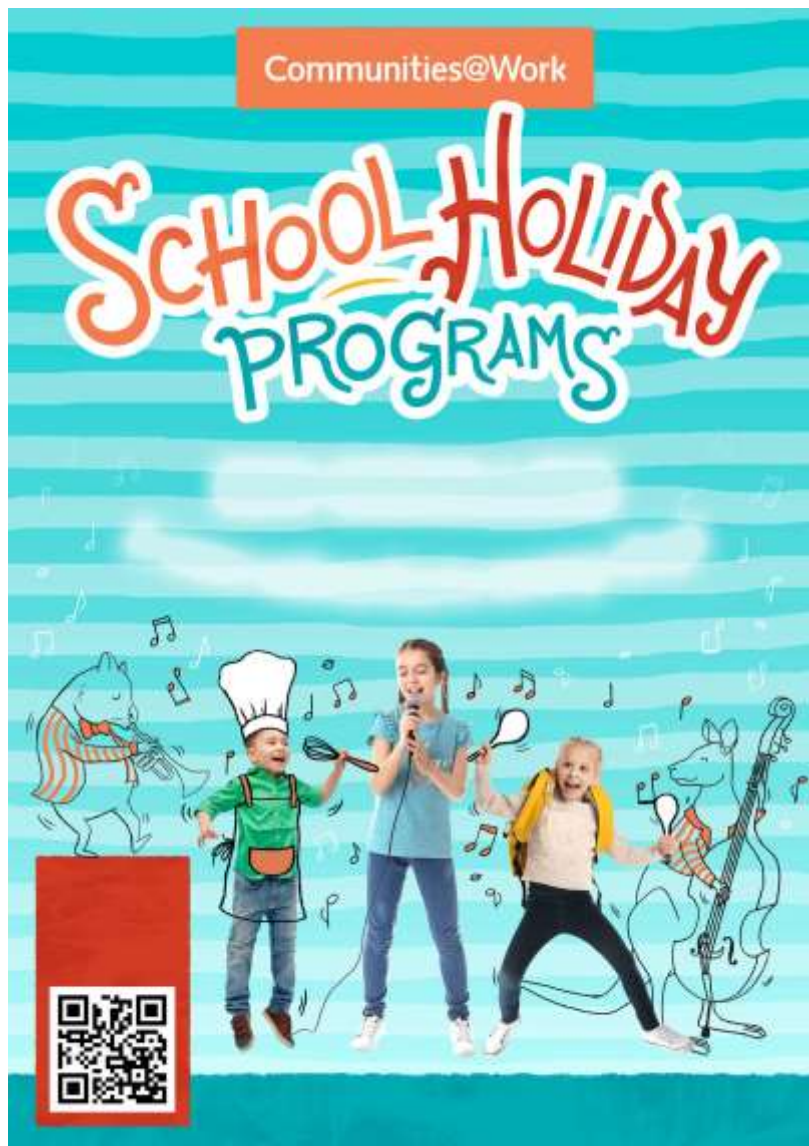
JC Athletics Carnival Canteen Volunteers

Tuesday the 13th of July, we are looking forward to hosting the canteen at the venue for the JC Athletics Carnival. We would love some volunteers, remember that if you volunteer for the canteen, you can still watch your child race, the more helpers we get the more we can be flexible with volunteers watching the races. Please consider helping out!

Have a safe and happy winter break and enjoy those fresh made warm cookies on those cold days!

The P&C Committee





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