



Caroline Chisholm School
Preschool to Year 10

An ACT Public School

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NEWSLETTER

PRINCIPAL'S MESSAGE

I hope that you have all had a great break and that you were able to enjoy the sunshine in between the rainy days! There was great excitement on Monday with our students talking about coastal adventures, time with friends and camping with their family. Term four is set to be just as exciting with book week celebrations next week on JC, excursions across both campuses together with transitions to preschool, kindergarten, year 7 and year 11. With so much happening, please ensure that you stay up to date with events through the school website and the newsletter.



Friday 16 October 2020
TERM 4 WEEK 1

DATES TO REMEMBER

OCTOBER

- 23 JC Book Week
Dress up day
- 27 Kinder Excursion:
Wombat Songlines
- 30 Scholastic Issue 7:
Last day for orders

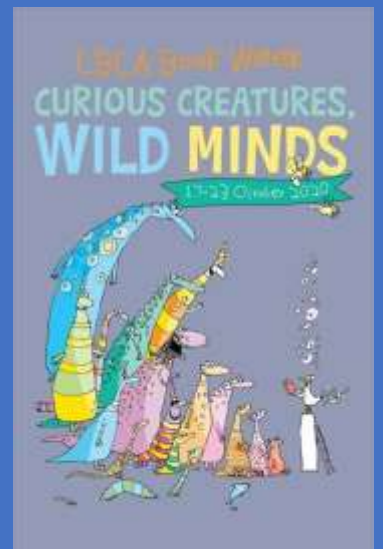
ACT Election

For families who are voting in the ACT election on Saturday 17 October, please remember that this year our school is not a polling place. The location in Chisholm is 26 Benham Street (next to Aldi Car Park) has been selected by the ACT Electoral Commission. For more information on available polling options, please see the following link:

https://www.elections.act.gov.au/elections_and_voting/2020_legislative_assembly_election/polling-places-2020

School Review

Throughout the past week we have participated in our five yearly school review. The panel consisted of three school leaders from across the ACT together with a lead reviewer employed by the Australian Council for Educational Research (ACER). The panel had the opportunity to meet with most staff, a number of groups of students and our P&C and School Board. The panel asked many questions about the school, processes in place to support student learning and educator performance; in line with the nine domains of the National School Improvement Tool. In the coming weeks, the school will be provided with a report detailing their findings, including affirmations of great things happening at the school, commendations for quality practices, and recommendations of where to next with school improvement. The school leadership team will then begin drafting a new school plan in collaboration with our School Board. We look forward to touching base with the community in the coming weeks.



Playground Upgrades

The new junior campus playground and fence extension is scheduled for mid-term 4; with completion estimated before the end of the year. This is an exciting time for the students, and we look forward to sharing updates as the build progresses.

The new senior school playground project is also progressing well, we are very grateful to the students and community for the feedback on the design. The UC students have received the feedback and we have been able to analyse the results collaboratively. They have since made some adjustments to the design work and further feedback will be sought in the coming weeks.

ACT Road Map Updated

Our Directorate has released an update to the Road Map which details the ACT Government's COVID-19 Recovery Plan. This Road Map can be accessed via the following link:

<https://www.education.act.gov.au/public-school-life/covid-school-arrangements>

While there has been a relaxing of some restrictions, we still encourage families to limit entering the school grounds. We are also still required to keep a record of all community members who enter the school grounds; in the same way that cafes and shops are keeping records for community safety. If you are entering either campus, please head to the front office and sign in first. For our kindergarten families, the table will remain at the front of the school to assist with drop off procedures. If you do enter school grounds, please remember that social distancing measures are in place and adults are required to social distance 4 square metres indoors and 2 square metres outdoors.

Finally, this week I had the opportunity to visit many classrooms across the school. A key stand out was the learning in year 1/2 who have been writing analogies about keeping a secret. Some of the great writing that our learners shared with me included:

- Keeping a secret is like a novel because you can hide behind it.
- Keeping a secret is like a bottle because you can keep the secrets inside.
- Keeping a secret is like a bird in the sky because it can take you up and up and up.
- Keeping a secret is like a container because when it is closed, all of the secrets are kept inside.

I am sure you will agree that the quality and deep thought given to writing these analogies are outstanding!

Thank you for your ongoing support!

Jen

SUPPORTING YOUNG PEOPLE AND CHILDREN WITH ANXIETY – sensitive discussion below

Across the last five years, Beyond Blue has published a great deal of data about the increase in children and young people who have anxiety. In fact, over three quarters of mental health problems occur before the age of 25. Further, one in seven young people aged between 4 and 17 years' experience a mental health condition in any given year. Further complexities exist for one in ten young people who self-harm and many of these young people will seriously consider suicide. These young people also reported that they were less likely to seek help than any other age group.

So how can we work together to support our young people who may be experiencing anxiety?

A key component first and foremost is to understand what anxiety is. Beyond Blue define anxiety as more than feeling stressed or worried. They acknowledge that stress and anxiety are common responses by the body to situations where we feel under pressure; and often these feelings pass once the stressful situation has passed. It is when anxious feelings don't go away, happen without any particular reason or make it hard to cope that this may be a sign of an anxiety condition.

There are many ways to help manage anxiety and the sooner people with anxiety get support, the more likely they are to recover.

Support can come from a variety of places including:

- Access support through our school staff who can complete a referral to our school psychologist (SC Graham Mackay and JC Angie Mosely).
- Contact our front office to refer your child or young person to our school psychologists.
- Reach out to a number of organisations including Beyond Blue for advice and support <https://www.beyondblue.org.au/>, Child and Adolescent Mental Health Services (CAMHS), Headspace.
- Make an appointment with your GP to discuss for you and/or your child to discuss the concerns you may have and consider a mental health plan and access to a psychologist.
- Seek support from a paediatrician who will be able to advise you with where to next for your young person.

This is not an exhaustive list; however these are the key avenues to consider in the immediate short term. Beyond Blue have some great ways to access support on their website at: <https://www.beyondblue.org.au/get-support/who-can-assist>

At home, we hear from many families that changes are made to support the young person; ranging from small changes through to significant adjustments to home routines and structures. We have heard from families that supporting a young person with anxiety is complex and often exhausting. Beyond Blue recommend ten simple strategies which may assist in the home for families to use when supporting their young person (please note it is best to discuss some of these with a medical professional prior to trying out):

1. Slow breathing. When you're anxious, your breathing becomes faster and shallower. Try deliberately slowing down your breathing. Count to three as you breathe in slowly – then count to three as you breathe out slowly.
2. Progressive muscle relaxation. Find a quiet location. Close your eyes and slowly tense and then relax each of your muscle groups from your toes to your head. Hold the tension for three seconds and then release quickly. This can help reduce the feelings of muscle tension that often comes with anxiety.
3. Stay in the present moment. Anxiety can make your thoughts live in a terrible future that hasn't happened yet. Try to bring yourself back to where you are.
4. Healthy lifestyle. Keeping active, eating well, going out into nature, spending time with family and friends, reducing stress and doing the activities you enjoy are all effective in reducing anxiety and improving your wellbeing.
5. Take small acts of bravery. Avoiding what makes you anxious provides some relief in the short term, but can make you more anxious in the long term. Try approaching something that makes you anxious – even in a small way.
6. Challenge your self-talk. How you think affects how you feel. Anxiety can make you overestimate the danger in a situation and underestimate your ability to handle it. Try to think of different interpretations to a situation that's making you anxious, rather than jumping to the worst-case scenario. Look at the facts for and against your thought being true.
7. Plan worry time. It's hard to stop worrying entirely so set aside some time to indulge your worries.
8. Get to know your anxiety. Keep a diary of when it's at its best – and worst. Find the patterns and plan your week – or day – to proactively manage your anxiety.
9. Learn from others. Talking with others who also experience anxiety – or are going through something similar – can help you feel less alone.

10. Be kind to yourself. Remember that you are not your anxiety. You are not weak. You are not inferior. You have a mental health condition. It's called anxiety.

For more information: <https://www.beyondblue.org.au/the-facts/anxiety/treatments-for-anxiety/anxiety-management-strategies>

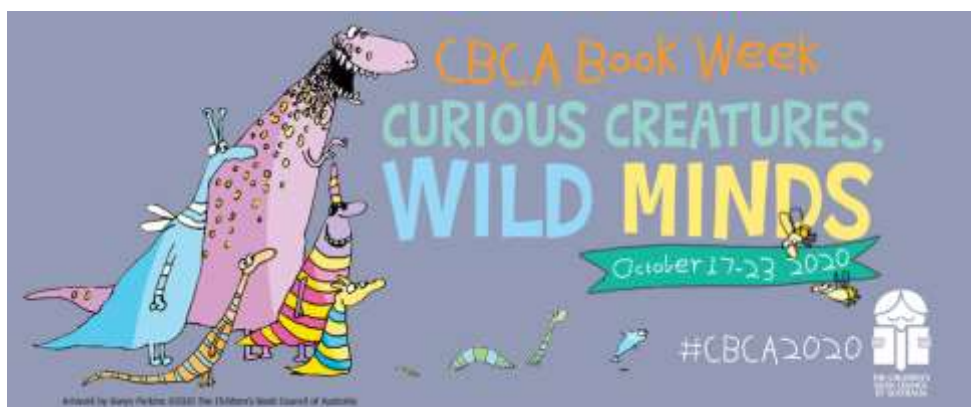
It is important to us that families do not feel alone when supporting their young person with anxiety. We are here to provide support and adjustments to schooling as needed to ensure that your child or young person continues to grow, thrive and achieve excellent outcomes.

For further information or support you are welcome to contact the following staff, or those where you already have existing relationships:

Grade Level	Contact		Grade Level	Contact
Preschool/Kinder	Rachel Burke		Year 7	Daniel Granado (year co)
Year 1/2	Jen Heywood		Year 8	Yooga Uthiakumar (year co)
Year 3-6	Kim Barnett		Year 9	Cassie Hoolihan (year co)
		K-10 LSU Sally Alexander	Year 10	Grace Rees (year co)
		Joe Jennings	Executive Wellbeing	Joe Jennings Vanessa Sargeant Hillary Swann

JC BOOK WEEK

Come dressed as your favourite book character on Friday 23 October.



As students return to school from school holidays, it is as important as ever to be COVID-safe, especially if you have travelled interstate.

If students begin to feel unwell, they should stay home from school and if they have even the mildest of COVID-19 symptoms, they should get tested just in case and self-isolate until they receive their results.

If you travelled interstate over the school holidays, monitor the COVID-19 website of the state or territory you visited for two weeks after returning to see if there are any new cases where you visited. Keep up to date and follow the website's advice about testing and self-isolation, if required.

If you had interstate friends and family visit, ensure they keep you up to date if they are feeling unwell or if there are any new positive COVID cases reported in their area.

If we keep being diligent and follow the public health advice, we can continue to keep our schools, students and staff safe.

For more information about interstate areas that have had recent COVID-19 cases and what symptoms to monitor, visit www.covid19.act.gov.au

Arrived home with a

- fever
- cough
- sore throat
- shortness of breath
- loss of smell and taste
- runny nose?

Keep CBR safe & strong

Get tested for COVID-19

Stay 1.5m apart

Wash your hands regularly

Stay at home if you're unwell

Get tested if you have any COVID-19 symptoms

ACT Government

The infographic features a background illustration of a yellow car with a roof rack driving on a road through green hills under a blue sky. At the bottom, four circular icons represent the safety advice: two people with a 1.5m distance marker, hands being washed with soap, a house with a person inside, and a medical syringe.