

Caroline Chisholm School

Preschool to Year 10

An ACT Public School

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# NEWSLETTER

## PRINCIPAL'S MESSAGE

Friday 19 November 2021

TERM 4 WEEK 7

### DATES TO REMEMBER

#### 22 NOVEMBER

Banditos Wall Outdoor  
Ed

#### 23 NOVEMBER

Banditos Wall Outdoor  
Ed

#### 8 DECEMBER

Year 10 Graduation

#### 9 DECEMBER

Year 10 Formal



It really has been wonderful with most of our students returning to onsite learning and connecting with those families who are continuing to learn at home. It is great to have everyone back at school! It has been a busy and exciting few weeks with the easing of further restrictions and a return to sport competitions, excursions and incursions. 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.

#### Safety Measures

As advised by ACT Health, schools remain a 'high risk' setting and as such masks continue to be worn on both campuses by staff and by student on our senior campus. Students with additional needs are not required to wear masks. We continue to facilitate the 12.30pm daily change over of masks to support the 4hr wearing time frame. Students across both campuses remain in cohorted groups to ensure limited exposure should there be a positive individual on site.

Our preference for the safety of all is to continue to hold meetings with families online or via phone. If you do need to attend the school for a scheduled meeting, masks need to be worn on premises at all times.

For our JC families, drop off and pick up arrangements will not change. This is to ensure that the cohorting requirements we are required to have in place can be met. As such, you are still asked to wait outside the gates at pick up and drop off times.

#### Year 7 Immunisations Catch Up Program

Year 7 students who were due to receive school immunisations in term 4, 2021 will now be offered immunisations at school in term 1, 2022 through a Year 8 catch up program. The catch up program will start at the beginning of term 1 and will be completed by April 2022. It will be run with the Year 7 and 10 high school immunisation programs. More information is in the attached document.

## Responding to Conflict

Bullying is unwanted, aggressive behaviour that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time.

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.

These are questions frequently asked of schools and while the answer is not easy, the basis of all positive work towards a resolution is about a partnership between home and school.

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

There is no doubt that stopping bullying and educating young people and families is a key priority for school communities.

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.

### *What students can do – all students involved*

- Move away from the situation that is deemed harmful by physically moving away, blocking the online user and moving out of harms 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.
- 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, and 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 both campuses 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.
- 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.

Thank you for your ongoing support!

Jen

### 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 his actions so he 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. 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.

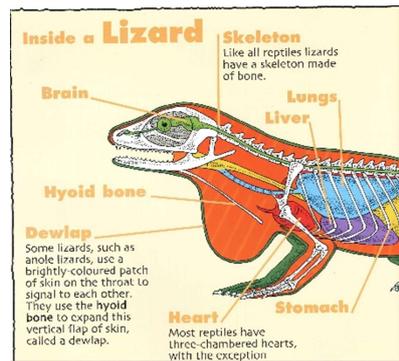
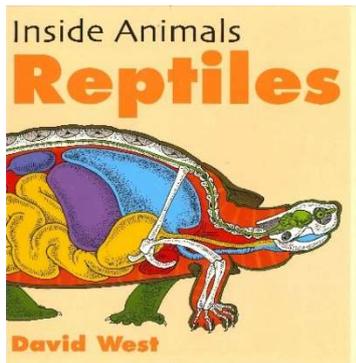
# SEACT SCIENCE AND ENGINEERING FAIR

Caroline Chisholm Wins!

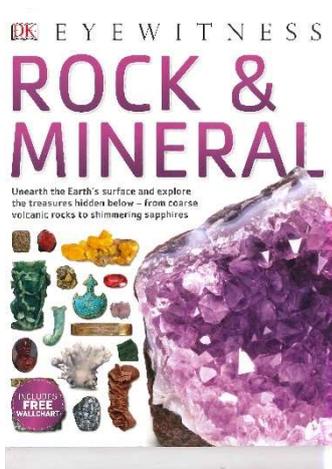


Congratulations! Kindergarten and Year 1/2 were successful in securing a place in the SEACT Science and Engineering Fair. Caroline Chisholm participated in the fair with entries of the unit of work completed in the classroom.

Kindergarten were awarded highly commended and won a science book prize.



Year 1/2 were awarded 2<sup>nd</sup> place and also won a book prize.



## FOOD EDUCATION AND SUSTAINABILITY

### FEAST progress report

All year 3/4 students are participating in the program as part of Science learning with Ms Karon.

The program educates students about food waste and tasty, simple nutritious meals that can be made from common ingredients around the home. We will be publishing a collection of tips and tricks to avoid food waste that come from households as told by 3/4 students. Watch this space!

Thank you to those families who have informed the school of any food allergies, dietary or cultural considerations and were able to pay the \$10 to the front office to cover the cost of the ingredients for the practical part of the program.



The program so far has been a great success with so very many happy smiling faces as students prepared, assembled and consumed fruit sticks. Some comments other than 'mmmm' and 'yummy' were: "I've never made a fruit stick before" and "I don't like cucumber, but I'm going to try it so it doesn't get wasted" – that student went back for more cucumber. 😊

This week we are making crunchy noodle salad – another resounding success. So many students went back for more and absolutely loved this recipe!



**FEAST**  
FOOD EDUCATION AND  
SUSTAINABILITY TRAINING



Hi CCS Community,

Last week we should have had our fete, it was sad realising that once again we had missed out, but since I'm a "Silver lining" person, when I looked outside last Friday and saw the rain pouring down, I was a little glad. It wasn't meant to be this year, but that's ok, next year will be bigger and better! We will need your help though. To those that offered to volunteer this year, and those that helped with planning, Thank you! You made it possible to make a start and we are forever grateful.



As the year ends, we look at our children and wonder how they got so big, we also look at the school uniform that is a few centimetres too short and the shirt that is too tight and start thinking about the next year and purchasing for a fresh new start. The uniform shop is open during the holidays for organising your child's uniform before their return to school. Please see the attached note regarding hours of operation and don't forget to book in your appointment using the [Square](#) booking system. **Second-hand uniforms** are available to purchase, you can see these in store. If you have any uniforms in great condition that you no longer need you can gift them to the uniform shop, and we can sell the items on your behalf. Please have your account information with you on the day you leave the items with us.

**The Raffle Link is Live!!!** We've entered the digital age when it comes to Raffles! No more books, no more writing your name and number on those teeny bits of paper. Buy your Raffle tickets [HERE](#) It's so easy and all you need to do is purchase and cross your fingers! 7 great prizes are up for grabs! We really hope that you'll support this raffle as much as you have our traditional raffles.

Don't forget to like the Caroline Chisholm School P&C Facebook Page!

Take care and stay safe,

The P&C Committee.



For student absences please send an email to:  
[Chisholm.absences@ed.act.edu.au](mailto:Chisholm.absences@ed.act.edu.au)

# ASTHMA

## IS ASTHMA STOPPING YOU FROM LIVING YOUR BEST LIFE?

It doesn't need to be that way.

Asthma affects about one in ten teenagers in Australia. By understanding and managing your asthma, you can keep it under control and stop it from affecting your study, work, sport, and social activities. Although there is no cure for asthma, with good management, people with asthma can lead normal, active lives.



The rapid changes that occur during adolescence can impact on asthma assessment and management. It is normal for teenagers to push the boundaries as they explore their independence. For teenagers with asthma, this might mean getting angry about their condition, pretending they don't have an illness or a condition, refusing to engage in medical treatments or behaving in risky ways. In addition, adolescents are expected to take more responsibility for their health and medications, which they may not be prepared for.

Teenagers – tips to control your asthma

You can manage your own asthma through these simple steps:

- Make sure you always have your reliever medication with you or nearby
- Take your reliever medication at the first sign of asthma symptoms
- Remember to take your prescribed preventer medication. It will help improve your asthma so that you can begin to reduce the amount of reliever medication you use.
- Try to avoid your asthma triggers as much as possible, **except for exercise**.
- Make sure that you understand what is on your Asthma Action Plan and that you know what to do when you have asthma symptoms and in an asthma emergency.

Want help to understand and manage your asthma?

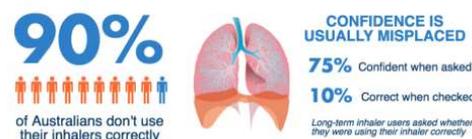
Make an appointment with the [Children's Asthma Education Service](#) – a free service that can help teenagers to self-manage their asthma and provide them with support and device options. Appointments are provided one on one by Nurse Asthma Educators in Community Health Centres around the ACT. You do not need a referral to access the Children's Asthma Education Service.

To make an appointment, call Central Health Intake on 02 5124 9977 between 8am and 5pm, Monday to Friday.

**\*\* If you're having symptoms more than twice a week seek advice from your asthma specialist. \*\***

### ASTHMA INHALERS National Asthma Council Australia

DO YOU KNOW HOW TO USE YOURS?



**MAKE SURE YOUR TECHNIQUE IS CORRECT**

Visit our How-to video library to watch demonstrations  
Ask your pharmacist or practice nurse to check your technique  
Every few months, check that you are still doing it right



Source: National Asthma Council Australia. Inhaler Technique for People with Asthma or COPD

CHECK OUT OUR HOW-TO VIDEO LIBRARY  
[nationalasthma.org.au](http://nationalasthma.org.au)

communities  
at work

# SCHOOL HOLIDAY PROGRAMS



ARE NOW ENROLLING

A new  
adventure  
every day!



**BOOK  
NOW**

[enrolments@commsatwork.org](mailto:enrolments@commsatwork.org) • [commsatwork.org/shp](http://commsatwork.org/shp) • 1300 212 273

## Garage Sale/Op Shop

Saturday 27 November  
8.30 – 12noon

Good Shepherd Community Church, Chisholm  
(Cnr Hambidge and Proctor Streets)



## Community Garden

Open every Tuesday,

10am – 12 noon

Good Shepherd Community Church, Chisholm  
(Cnr Hambidge and Proctor Streets)





The ACT Women's Return to Work (RTW) Grants Program supports women who have been out of the workforce for an extended period onto pathways to employment. Successful applicants can access a \$1,000 grant which can be used for a range of activities and resources including:

- education and training fees;
- educational expenses like textbooks computers/software and transport to courses/study; or
- work-related expenses like clothing, uniforms and equipment, and childcare.

[Click here to find out more about the Return to Work Grant](#) and apply online!

### Free Workshops for Women Returning to Work

*Are you a mature aged woman seeking employment?*

The Women 50+ - Reclaiming your Mojo workshop is for older women, with a focus on supporting women to recognise, and have confidence in, re-marketing their skills and recognising their transferable skills. The workshops will run once a week, over four weeks and will also include a post workshop catch up and one-on-one mentoring sessions as a follow up to the workshops, starting February 2022.

*Have you thought about starting your own business but don't know where to start?*

The Exploring Pathways and Relationships to Self-Employment workshops, will cover the knowledge and steps required to register and maintain a small business, as well as develop relationship and networking skills. These workshops will run once a week for three weeks, starting early 2022.

To register for the workshops or if you have a question about the Return to Work Program, contact:

**Phone:** 6205 2885 (Women's Return to Work Grants Coordinator)

**Email:** [RTW@act.gov.au](mailto:RTW@act.gov.au)

