

NEWSLETTER

PRINCIPAL'S MESSAGE

Welcome back for another wonderful term of learning at CCS! I hope you were able to have a break over the past fortnight and enjoy some time inside in the warm. I have a number of updates included in this newsletter for families, I encourage you to reach out if you have any questions about these updates.

Staffing Update for Term 3

Each year, Public Schools across the ACT have teachers and school leaders moving between schools. This movement is called teacher/executive transfer. We are often asked by parents and carers why staff have moved on and why there has been a change in the staffing composition at school. Each teacher or executive receives a 5 year placement at a school and is then required to negotiate a continuation of placement for a further 5 years or transfer to another school. As such we have several teachers and executive who are at the end of their placement at CCS and will be transferring in the coming weeks and months.

Farewell to Miss Sally Alexander

Miss Sally who has been part of the community for the past 12 years will be moving to Richardson Primary from 26 July. Sally provided leadership on the junior campus between 2010 and 2019 and then in the P-10 Disability Education Coordination role for the past 18mths. Throughout this time Sally has built many wonderful relationships with staff, students and families and I know she will be missed by the community. I wish Sally all the best as she moves across to Richardson and I know she will continue to achieve great things in the Tuggeranong network.

Joe Jennings will lead in the disability education coordination officer (DECO) role for the remainder of the year. Joe brings vast experience leading a number of initiatives and strategic priorities P-10. Joe commenced in this role from the start of the term.

Farewell to Mrs Kim Barnett

Kim Barnett has been an executive teacher on the JC at CCS for the past 4 years. Kim will be moving to Majura Primary from week 3 of this term. Across her time at CCS, Kim has provided leadership of the early years literacy initiative, positive behaviour for learning, school leaders and support for new educators; to name but a few. I wish Kim all the best as she moves closer to home and know that she will continue to provide quality leadership at Majura.



Friday 16 July 2021

TERM 3 WEEK 1

DATES TO REMEMBER

JULY

- 20 Year 9/10 HPE Party Program
- 21 Year 6 Combined Band Rehearsal

AUGUST

- 5 Year 7 – 10 Combined Band Rehearsal
- 9 Year 5 Combined Band Rehearsal
- 24 SC Athletics Carnival

The following school executive roles will be in place for the rest of the year:

Preschool and Kinder/Year 1 – Rachel Burke rachel.burke@ed.act.edu.au

Year 1/2 and Year 3/4 – Smriti Sharma smriti.sharma@ed.act.edu.au

Year 5/6 – Jennifer Heywood jennifer.heywood@ed.act.edu.au

Welcome to Learning Support Assistants

Our JC has welcomed learning support assistants Hector Wilke to 5/6JF and Layne Hitchcock (preschool) this term also.

JC Deputy Principal Role

As announced at the end of last term, Nicky Smith will join us as deputy principal of the JC from week 3. Nicky has already commenced her transition and has visited the school a number of times in the past week. Nicky's contact email is nicky.smith@ed.act.edu.au

My sincere thanks to Mr Todd McCoy for his leadership at the JC for the past term. Throughout this time Todd has established quality relationships with our students, families and staff and has worked to further strengthen systems and processes we have in place to support our community. I have greatly appreciated Todd's leadership at CCS and wish him well as he transitions back to Monash Primary.

Changes to SC staff

At the end of last term we farewelled Erin Barry from the senior campus. This term we have welcomed Mr Mark Eldridge and Ms Tanya Turner to the SC for the remainder of the year. Mark will be teaching in the maths and science learning areas and Tanya will be teaching in the PE learning area. This term we also welcome Nicholas Simmonds to the learning support assistant team.

There have also been two changes to the executive staff on SC. For semester 2 we welcome Taz Whan and Tatjana Radulovich to the executive team. Taz will be leading alongside Hillary Swann in Connect and Tatjana will be leading in the senior years team.

This week we also welcomed Zuzette Fahey into the Cultural Integrity Coordinator role. Zuzette joins CCS Monday to Thursday and will be working with families and young people as well as supporting the school to further build our approach to cultural integrity through the curriculum.

P-10 Administrative Changes

We have a number of staff on annual leave this term which means some temporary changes to staff will be in place. Sonia Jamieson our School Business Manager is on leave for a month, Beth Skinner our Finance Manager will be fulfilling this role. Tahlia Howell from Lanyon High School will work in the Finance Manager role throughout this time. We will also welcome Kerrie to the BSO role on JC while Lyndon is on leave and Sara to the Front Office role while Lyn is on leave. Finally, Lisa has been seconded to School Operations team in our Directorate for the first five weeks of term; Kellie Edwards will be working in Lisa's role throughout this time.

Working together to keep everyone safe

The Chief Health Officer is now strongly encouraging all adult visitors to schools, including parents and carers dropping off children, to use the Check In CBR app. We are asking adults – parents, carers and visitors to use the Check In CBR app when they enter school grounds. The general rule is that if leave your vehicle and enter school grounds, find a QR code and check in. You can also check in with the app using the unique six-digit code for our school:

Junior Campus is 975459

Senior Campus is 975442

Although schools do have sign-in requirements via their front offices, not all visitors to schools enter through the front office – for example, parents and carers dropping off or picking up their children from playgrounds. This will make contact tracing far easier if we have a confirmed case at a school.

We are now mandating that most interstate excursions should not proceed at this time, given the recent outbreaks in Australia and the risk posed by travel. As such, the year 9/10 camp planned for later this term will not go ahead. We appreciate that this will be disappointing for our students, however safety must remain our priority.

Members of our school community have been keen to clarify whether staff and students will need to wear masks at school. At the time of writing this article, masks are not required to be worn by students and staff in school, including in before and after school care. However, anyone is free to wear a mask to school if they choose and staff, parent volunteers and students aged 13 and above are encouraged to wear masks if visiting a crowded indoor venue off-campus, for example, on an excursion.

A reminder that families who have travelled interstate during the school holidays should check the [ACT Government's COVID-19 website](#) and follow the health advice if you have been in any of the exposure locations listed.

It is also important to remember that everyone in the ACT should be following COVID Safe practices. If your child or young person is unwell, they need to stay home and get tested with even mild symptoms.

You can find updated questions and answers on the ACT Education Directorate's revised [ACT public schools COVID-19 document](#) on the COVID-19 school arrangements page.

Should you have any questions or concerns please just reach out.

Thank you for your ongoing support

Jen

SCHOOL IMPROVEMENT UPDATE

Across the last term we have continued to work towards our strategic priority of:

Improve students' academic, personal and social capabilities through holistic learning experiences.

Our junior campus has focused on embedding the essential literacy practices identified in the Early Years Literacy Project from preschool to year two which commenced in 2020 and our year 3 to 6 teachers have also embedded these practices within their daily teaching. Particular areas of focus have been to embed the following practices:

- Essential Practice 2 Read-alouds of age appropriate books and other materials, print or digital
- Essential Practice 3 Flexible groups targeted to student need in specific aspects of literacy development
- Essential Practice 4 Activities that build phonological awareness
- Essential Practice 5 Explicit instruction in letter-sound relationships (phonics)

What does this mean for your children in their classroom? It means that students are now grouped for reading according to the reading strategies they are learning; the groups could change more regularly as learners grasp new strategies and grow in their reading capabilities. It also means that there is more time for learners to talk to their peers in pairs or small groups about their developing understandings and new concepts taught. The changes also mean that daily classroom read alouds include verbal and non-verbal strategies for drawing children's attention to print and greater focus on reading fluency including repeated reading, echo reading, paired and partner reading.

Finally, the key focus on developing letter-sound relationships has strengthened and focuses on letter names, the sound(s) associated with the letters, and how letters are shaped and formed. In year one to three, the focus is on more complex letter-sound relationships, including digraphs, blends, common spelling patterns.

For our senior campus, the focus has been on reviewing the current curriculum documents and planning templates and reviewing the common formative assessments developed with units of learning. Teachers have been working to make the intended learning clear to students at the start of their lessons, implement rubrics to support students to understand the expectations of their performance and provide feedback through written and verbal modes of communication. Recent feedback from our Director of School Improvement indicated that observations of classroom practice provided consistent use of common formative assessments and clear classroom learning intentions. These components are important within the classroom if we are to support our learners to understand what we intend for them to learn, how we will know they have learned it and where to next with their learning.

Finally, from preschool to year 10 we are working to embed the professional learning team (PLT) model across the school. Every staff member belongs to a PLT, where together the team inquire into aspects of their teaching and student progress. Each team has identified focus goals and they use evidence of student progress in collaboration with observations and anecdotal notes to determine the effectiveness and impact of their teaching on student learning. This model is well documented internationally as having a significantly positive impact on student learning. We look forward to updating you on the progress of this work early next term.



For student absences please send an email to:
Chisholm.absences@ed.act.edu.au

P&C

Hi CCS Community,

Welcome to Term 3! Thank you to our volunteers that helped to provide the students of the Junior Campus with their special lunches at the Athletics Carnival. It really helps to have a few helpers at all these events so all parents get to enjoy seeing their children participate.



We have 2 meetings coming up next week. P&C General meeting is on Tuesday, 20th July at 7pm in the Senior Campus Library. Fete meeting is on Friday, 23rd July at 3.30pm in the Senior Campus Library. Keep an eye out for some ways for your family to contribute to the fete preparations.

Thank you for your continued support of the canteens on both campuses and the uniform shop.

We look forward to seeing you at the meetings and around the school.

The P&C Committee

COMMUNITY NEWS

Do you know someone that would be a suitable addition to our school board or another school board in the ACT?

The Education Directorate is seeking expressions of interest from people to fill the position of “Appointed Member” on ACT public school boards. Expressions of interest will be used to fill vacant positions in schools across the ACT.

All ACT public schools have a school board. The school board is responsible for the school’s strategic direction, its budget, policy implementation and related issues. Generally, school boards consist of:

- the school’s principal;
- three parents and citizens members;
- two staff members;
- two student members (at high schools and colleges);
- one Appointed Member; and
- up to two Board Appointed Members (if any).

The appointed member is usually someone from outside the immediate school community, who is interested in and committed to public education. They bring an independent voice to board decisions. Appointments extend for periods up to two years and an appointed member may also be re-appointed after the conclusion of their term.

People interested in becoming an appointed member on a school board, should complete the expression of interest form and return it to: Governance and Community Liaison Branch, Education Directorate Email: EDUSchoolBoards@act.gov.au

Expressions of interest for this year will be open until COB Friday 30 July 2021 (week 3, term 3).

[Appointed Member School Boards – Expression of Interest form 2021](#)