



# CAROLINE CHISHOLM COLLEGE NEWSLETTER

Term 1 Week 6 Issue 3 2015



**Faith Courage Tolerance**

## College Phone Numbers:

General Information Ph: 4737 5500

School Fees Ph: 4737 5520

Enrolment Enquiries Ph: 4737 5506

Uniform Shop Ph: 4737 5522

Email: [carolinechisholm@parra.catholic.edu.au](mailto:carolinechisholm@parra.catholic.edu.au)

Website: [www.cccglenmorepark.catholic.edu.au](http://www.cccglenmorepark.catholic.edu.au)

Caroline Chisholm College  
90-98 The Lakes Drive  
Glenmore Park NSW 2745



## Padre Pio Parish

34-38 William Howell Dr

Glenmore Park NSW 2745

Ph: 4737 9735 Fax: 4733 8245

Email: [parish@padrepioglenmorepark.org.au](mailto:parish@padrepioglenmorepark.org.au)



## FROM THE PRINCIPAL

Dear Parents, Friends, Staff and Students of Caroline Chisholm College,

In the gospel from last week, we hear the familiar story of Jesus' transfiguration and his affirmation by God as "My Beloved". This reading fits in with the Lenten season as it encourages us to open ourselves more to allow God to come into our lives more fully and change us and the direction of our lives.

More than that, the reading signals Jesus' unique position within Jewish history being the change in the world that will bring about God's reign.

Just as Jesus goes up a mountain, which has enormous biblical significance - often it is a mountain where the people encounter God, so too in Lent we have a mountain to climb, to become closer to God and we do so through fasting, praying and giving alms.

Our challenge is "Will we allow ourselves to be changed"?

All teachers... Actively engaged

Last week our staff were busy learning about the implications of The SAMR model in using technology for learning more effectively. Teachers shared best practice with each other and were able to collaborate on developing more integrated approaches to the use of technology for learning. Our aim is to stretch each girl in her thinking and learning and to use the technology to provide some avenues to do this.



We have also been looking at the theory of Growth Mindset, which encourages the development of resilience in learning and for life. A useful diagram Red Brain /Green Brain can be accessed at <http://tinyurl.com/odzlmf5> This diagram is in each learning space in the school and acts as a reminder to see learning as a process and to put "mistakes" into a more positive perspective - that is you learn from your mistakes.

**Mrs Duchene and Mr King** also attended some professional learning on a new module for the HSC.

## Parent Listening Forum

Our first one for this year was a great success – over 20 parents attended our forums and were able to get a glimpse of one of the key elements of school life in 2015 by exploring Growth Mindset thinking for parents and teachers. We used the same diagram listed above as a starting point and watched a short video by Carol Dweck about the implications and vital importance of developing a growth mindset in young people – vital for learning but also vital for life.

There were excellent questions and robust conversation from the parents present.

Our next parent listening forum will explore the College Merit System and Social Justice Initiatives and will be on **TUESDAY 19<sup>th</sup> May** at 1.30 and 6pm. Please mark this date as you would be very welcome!

**Mrs Mary Leask**  
Principal



## FROM THE ASSISTANT PRINCIPAL

### Delivery of food to school

I request that parents not drop off fast food to students and their friends at lunch time. If a student has forgotten a lunch, it is fine to drop off a prepared lunch (sandwich etc). Alternatively, they can buy lunch from the canteen. If they have forgotten lunch and have no money, they can see their Year Leader who will arrange for a sandwich to be provided on credit.

### No entry to the bus bay in the morning or afternoon

Below is detailed information about dropping students off at school. I would, though, like to emphasise the point that parents are not to enter the school bus bay area in the morning to drop off students. School buses use that area all morning. Please use the drop-off zone outside the school. In regards to the drop-off zone, I would ask parents using it to move as far up to the western (exit) gate as possible before dropping off their daughter, even if this requires the student walking 30 metres back to the gate. There can be a very quick bank up back to the roundabout even in the short time it takes a student to get out of a car when cars stop just past the eastern (entrance) gate when there is nothing in front.

### Wearing of blazers

Parents and students are reminded of the uniform requirements regarding what to wear to and from school on cooler days. At any time of the year, this must be a school blazer, not a jumper or Year 12 cardigan (or a sports jacket, which is only to worn on Wednesday, with sports uniform). In Terms 1 and 4 wearing the blazer is optional, to be worn if the weather is cooler. From the start of Term 2 (unless informed otherwise because of unseasonable hot weather) until at or near the end of Term 3 it will be compulsory for blazers to be worn to and from the college. If students have not yet ordered school blazers this should be done as soon as possible. Uniform shop opening hours are Tuesday 8.00 am to 10.40 am and 2.00 pm to 3.30 pm.

### Parent/Student Contact During the Day

Parents are reminded not to contact students directly by mobile, other than for simple domestic arrangements. In situations of illness or serious information that might impact on a student emotionally, it is important that this information goes through the channels at school. It is important for our capacity to carry out our duty of care to our students to be aware of illness or potentially upsetting situations. We continue to find students coming down to the office because arrangements to leave school have been made directly and on the spot between parents and students. Students who need to leave school unexpectedly through illness or the like need to go to the front office for the school to make contact with parents. When it is known a student needs to leave school early, please send a note to the school to be given to the student's homeroom teacher. You will see below that this is a college policy which is part of today's annual reminder of various college policies. Your co-operation in doing this will be appreciated and help us care for students better.

### “Doing the Right Thing Awards”

Students who help with clean up and litter are eligible for a “Doing the Right Thing Award”. Congratulations to **Rebecca Hocking** (7 Jackson), **Jordan Flynn** (7 Jackson), **Sancia Turner** (7 Jackson) and **Claudia Harvey** (8 Jackson) who receive vouchers for the canteen for being the students drawn from the box. All students who put in award slips will have points credited to their house.

### Appreciation of Honesty

Students at Caroline Chisholm College regularly display outstanding honesty in returning items they find on the college grounds. Often these can be of quite substantial value. Students handing in found items receive a certificate of appreciation. I would like to congratulate the following students who have handing items in over the last fortnight: **Layne Walsh** (7 MacKillop), **Georgia Gorringe** (7 Wright), **Bethany Neal** (9 Gilmore) and **Bianca Baltazar** (9 Wright).

### College Policies

From time to time we will highlight in the newsletter aspects of whole school policies. Parents are asked to familiarise themselves with these policies. Today we will highlight:

#### 1 Supervision and dropping off and picking up students

Caroline Chisholm College provides supervision of students in designated areas in the playground from 8.00 am in the morning, through recess and lunch breaks and until 3.00 pm. From 3.00 pm to 3.15 pm, supervision is provided at the front of the school only for the last scheduled buses.



Parents are to use the drop-off zone outside the college in accordance with the signage. No cars, other than staff cars, are to enter or leave the school grounds between 8.00 and 8.25 am. No cars are to enter or leave the school grounds between 2.40 pm and 3.00 pm.

Students walking home and crossing to the north side of The Lakes Drive are to do so at the pedestrian crossing outside the college.

Students needing to leave school early must have a note signed by a parent and presented to the homeroom teacher in the morning for signing. They will be met and signed out by a parent or authorised person at the appointed time. Students who become ill during the day are to have their diary signed by a teacher before proceeding to the student office and being admitted to sick bay. An office staff member will contact the student's parent/carer and arrange for the student to be taken home. Students are not to phone parents directly to arrange for collection when sick.

## 2 Corporal Punishment

Any form of corporal punishment is explicitly and without reservation banned as part of any student management at the college.

## 3 Procedural Fairness

Caroline Chisholm College is committed to ensuring procedural fairness in all situations. Procedural fairness refers to what are sometimes described as the 'hearing rule' and the 'right to an unbiased decision'.

The 'hearing rule' includes the right of the person against whom an allegation has been made to:

- know the allegations related to a specific matter and any other information which
- will be taken into account in considering the matter
- know the process by which the matter will be considered
- respond to the allegations
- know how to seek a review of the decision made in response to the allegations.

The 'right to an unbiased decision' includes the right to:

- impartiality in an investigation and decision-making
- an absence of bias by a decision-maker.

Procedural fairness includes making available to students and parents or caregivers the policies and procedures under which disciplinary action is taken. At Caroline Chisholm College, these policies are contained in the Student Diary, Information Handbooks issued to students and their parents/carers and on the college website.

**Mr Greg King - Assistant Principal**

### DIARY DATES

Year 7 Items, Year 8 Items, Year 9 Items, Year 10 Items, Year 11 Items and Year 12 Items, Whole School Items

Tuesday 3 March	Year 10 Senior Learning Camp	Monday 16 March	Year 12 Examinations commence
Wednesday 4 March	Year 10 Senior Learning Camp	Tuesday 17 March	Year 12 Examinations
Thursday 5 March	College Swimming Carnival	Wednesday 18 March	Year 12 Examinations
	Faith at the Fiddler 5.30-7.00 pm		Year 7 Camp
Friday 6 March	Year 10 English ~ The Crucible		PDSSSC Touch Gala Day
Monday 9 March	PDSSSC Basketball Gala Day	Thursday 19 March	Year 12 Examinations
	Open Night for 2016 Enrolments 6.00pm		Year 7 Camp
Wednesday 11 March	Year 12 Music Australian Chamber Orchestra	Friday 20 March	Year 12 Examinations
			Year 7 Camp



## FROM THE LEADER OF INNOVATION & LEARNING

### Year 12 Half Yearly Exam Timetable

The exam timetable for upcoming half yearly exams has now been uploaded to the Year 12 Moodle page and emailed to all students. The exams commence on **Monday 16<sup>th</sup> March**. As these exams are formal assessment tasks, teachers of all Year 12 class will be distributing an exam notification sheet for their subject detailing the nature of specific exams. These sheets will provide information about topics being examined, the weighting of the task and the outcomes being assessed.

I would like to stress that if your daughter is absent for an exam it is important that the school is notified immediately by phone and a message left for **Mr Gerlach, Year 12 Leader of Learning**. Upon return, an **Assessment Appeal Form (Year 9-12)** must be submitted with a Doctor's Certificate if sick, or other evidence for misadventure. This form can be found on the College Website under "News and Events ~ School Notes". Also, mobile phones or any other technological devices are not to be brought into the exam rooms or left outside the exam rooms. If your daughter brings her mobile or any other device, it must be secured in her locker for the duration of the exam. All students must bring their own equipment in a clear plastic sleeve for each examination.

### Exam Preparation and Study Tips

In preparation for the Half Yearly Examination block it is important for all students to plan and study for each exam equally and to use study periods at school effectively. I encourage all students to see their teachers in the lead up to exams to clarify information if they are unsure. Your teachers are your best resource and are more than willing to help.

Below are some tips to help students best maximise their study in the lead up to exams:

**Study Timetable** – Carefully plan out your study sessions. Organise an equal amount of time for each subject by creating a manageable and realistic study timetable. For each study session, set a clear goal outlining what you want to achieve.

**Study Space** – Organise a space in your house or room where you will do nothing else but study. Make the area clean, well lit and comfortable.

**Study Notes** – Use the syllabus checklist and outcomes for each subject to organise effective study notes. Break down information from chapters, class notes and other resources into small, memorable statements that can be easily and regularly revised. Using acronyms is a good way to remember key formulas, concepts and theories.

**Seek Feedback** – Teachers will often set past papers and questions for you to complete. Do these! Take advantage of these opportunities as your teachers can provide you with important feedback that can help improve your responses. When feedback is provided, take it on board and apply it so you don't make the same mistakes again. Take on board feedback that has been given in class, both verbal and written, and apply this to your studies.

**Rest Breaks** – If you are feeling tired, take a break. You will absorb much more information if you take a ten minute break each hour.

**Sleep** – This is of vital importance, particularly the night before an exam. Do not sacrifice sleep for study – a good night's sleep will allow you to perform your best.

All students have access to the study skills handbook developed by Enhanced Learning Educational Services. The login and password can be found on the Year 12 Moodle Page. The website is <http://www.studyskillshandbook.com.au>.

On behalf of all the staff I would like to wish all of our Year 12 students the very best of luck for all of their exams.



FROM THE LEADER OF  
INNOVATION & LEARNING

## CAROLINE CHISHOLM COLLEGE

### Formal Assessment Tasks – Term 1, Weeks 6-9

Year Group Term/Week Due	Term 1, Week 6	Term 1, Week 7	Term 1, Week 8	Term 1, Week 9
<b>Year 7</b>	Connected Learning Music Technology	Mathematics PDHPE	Music	Connected Learning Japanese
<b>Year 8</b>	Science PDHPE Music	Technology Geography Visual Arts	English Music	Nil
<b>Year 9</b>	Agriculture Japanese	Geography PASS	Religious Education Mathematics Commerce History Elective Food Technology Music	English Science Drama
<b>Year 10</b>	PASS	Mathematics Agriculture Commerce Food Technology	Geography Science Music Textiles Technology	Religious Education English Japanese
<b>Year 11</b>	Design & Technology Modern History Studies of RE (2 Unit)	1U EEC Agriculture Catholic Studies PDHPE Legal Studies 1U SLR Chemistry	Business Studies Mathematics General Mathematics 2 Unit CAFS Music 1 English - STU/STA/ADV	Biology Senior Science Drama Studies of RE (1 Unit) English EXT 1 Society & Culture Ancient History Food Technology
<b>Year 12</b>	Catholic Studies Physics	Nil	<b>Half Yearly Examinations (All Week)</b> English Studies Dance	<b>Half Yearly Examinations (Monday Only)</b>

*Mr Stephen Casni - Leader of Innovation & Learning*



### PARENT REPRESENTATIVE COUNCIL

Please follow the link to an open letter from PRC President Selina Calleia regarding funding to Catholic Schools and the upcoming State Election <http://tinyurl.com/ozvtqwm> .



**Learning in Creative Arts**

In Creative Arts we have begun the year with some exciting learning initiatives that connect us with industry professionals and practices through expert workshops, use of technology and partnerships with galleries and other groups and events such as Captivate and Eisteddfods. Alongside this we are focusing on developing the reading and writing skills of the students and, in particular, looking at strategies to develop strong, rich interpretations of artworks and performances in their writing. Here are some examples in each of the Creative Arts subjects.

**Working with Industry Professionals in Dance**

Opportunities are provided for students to perform in a variety of showcases throughout the year but the most valuable initiative is having industry professionals coming in to the classroom, providing extension programs for gifted and talented students. Caroline Chisholm is lucky to have the support of the Captivate program. Captivate is a Creative Arts initiative by CEO to support schools in the Parramatta Diocese.

In 2015, Dance students will have the opportunity to work with Melanie Palomares, an independent dancer and choreographer, working freelance in the dance industry. Melanie trained at the University of Western Sydney and since graduating she's worked and performed for Shaun Parker & Company, Jason Pitt, Bernadette Walong, Liz Lea, Deborah Pollard & Paschal Daantos Berry, DirtyFeet Dance Collective, Kay Armstrong, Martin del Amo and Narelle Benjamin. She is also a founding member of Dance Makers Collective. She has worked with Caroline Chisholm students on a number of occasions choreographing original works for our dance troupes.

Melanie will be working predominantly with senior dance students in 2015 but there will be opportunities for junior students to participate in intensive workshops with her throughout the year.

*Mrs Brooke Hughes*

**Confronting issues through Drama**

The Year 10 Drama class has been working on a unit of Issue-based Play building this term. Using the poem and video "Look Up" by Gary Turk, students have developed self-devised collage plays around the themes in the poem of social isolation bred out of a dependency on technology.

*"I have 425 friends and yet I am lonely  
I speak to all of them every day yet none of them really know me..."*

This activity has lead to written reflection on their own performance work and the work of others. Subsequently the students were issued with controversial statements about world issues relevant to them such as "Violence is becoming an acceptable part of modern society". The girls worked to build an argument on the issue through a performance essay piece.

*Mrs Sarah Fernando*



**Directions for Learning in Music**

In Music classes and in our music ensemble groups, we are focusing on extending and developing students' skills in performance and composition. We are working with our technology, with industry professionals and through many opportunities in showcase performances and competitions

As part of our learning on performance, there will be a focus in the music program on singing this year. The Year 10 Music class will be involved in singing for all the school masses as part of their music ministry. Year 7 and 8 are preparing singing repertoire in their classes in preparation for the Annual showcase. We also now have two new visiting singing teachers and students can have lessons with these specialists.

Our stage 4 music students have been working enthusiastically with their performance skills on new instruments, Year 7 on keyboard and Year 8 on the guitar and drums. Elective music students through their performance ensemble work are honing their skills and focusing on developing their particular skills on their chosen instruments. Year 10 elective Music are preparing their performance repertoire for their current topic "Australian Music" in the areas of art music, jazz and contemporary styles and considering how these genres and styles are interpreted in their performance.

We are also focusing on ways that technology can be used in the music classroom. Year 8 will be working on creating their own composition using the software application "GarageBand" (a digital audio workstation and music sequencer) as part of their units on the "Concepts of Music" and "Film Music". In senior Music classes, students will be developing their compositions using software programs such as Sibelius to notate and record their original compositions.

Working with music professionals in workshops is another area of focus for learning in Music this year. Year 11 and 12 students will be taking part in workshops with composers to help them refine their ideas and develop the skills to produce highly successful HSC compositions. On the 11<sup>th</sup> March, Year 12 students will also be attending a special workshop with the Australian Chamber Orchestra who will be working on their current concert series "Reflections on Gallipoli" at the ACO rehearsal venue in Circular Quay.

**Professional Practices in Photography and Digital Media**

In Photography and Digital Media we have been working on developing the girls professional practices as photography in the units of work they are studying through the use of online portfolio tools as well as connecting them with professional photographers.

In Year 9 and 10 Photography, the girls are working with digital image programs such as Photoshop to enhance and edit their photographs to a professional level. Year 9 students are beginning their work with cameras by creating digital images that could be exhibited in an exhibition titled Everyday Abstract. They will then create an online portfolio showcasing their best shots on online platforms such as FlowVella or Shown'd.

Year 10 Photography students are using studio lighting, their own 'sets' and Photoshop to create their own witty photographic interpretation of famous artworks, recontextualised to address 21<sup>st</sup> century issues as part of their *Portrait as Artwork* unit. They are also using Wix to create online portfolios of their portrait works for this unit.

In March, students can apply to be part of a free workshop with a professional photographer developing their skills in Visual Storytelling. Later in the year, students will work with other professional photographers on units of work such as *Within Walking Distance*.

**Working with local galleries and artists in Visual Arts**

Over the past 4 years, Caroline Chisholm College Visual Arts students have worked closely on units of work that actively engage them in making artworks that are based on ideas and issues in their local area. As part of this focus, we have also established strong local partnerships with Penrith Regional Gallery and Penrith City Council and artists working with these agencies such as Bronwyn Berman, Susan Milne, Greg Stonehouse and Sarah Goffman. Working closely with these partners on projects like the site-specific installation, *River Voices* in Year 9 and 10 and the ceramic unit based on Penrith Regional Gallery, *Notanda* has enabled students to produce works that connect them with the wider artworld and its practices.



This year, we have extended our work with artists and Penrith Regional Gallery to develop units of work that connect with local exhibitions and artist residencies at the gallery. In Year 8, students are working on a ceramics unit, *Secret Gardens*, which will connect students to an exhibition of Tracey Deep's floral work in September at Penrith Regional Gallery. Year 10 students are developing their ceramic works based on the site and collection at Penrith Regional Gallery and will be shortly visiting the gallery to view the collection behind the scenes with the Collections curator, Dr Shirley Daborn.

In Year 11, Visual Arts students are working on a drawing unit of work, *Overlooked*, that connects the students to the *City of Plenty* installation work at Penrith Regional Gallery. As their primary subject, the students are drawing 'overlooked' spaces in Penrith where the homeless live. They have made a visit to the site that the Vinnies Van visits each night and made research photos and drawings that they are now developing further into finished drawings in the art room. They are also studying two artists, Sarah Goffman and Catherine O'Donnell who have worked locally on areas and issues that have been overlooked and whose work will be featured in exhibitions at the gallery. Year 11 students, Brooke Vincent and Kathleen Sta Ana will be meeting with Sarah Goffman and will be preparing an artist profile for the students from their interviews. We hope too to meet with Catherine O'Donnell to talk with her about her drawings of the lives of the Anzacs as part of the *Homecoming* exhibition in April.

***Mrs Karen King - Leader of Learning Creative Arts***



## CAROLINE CHISHOLM COLLEGE DRAMA COMPANY 2015

This week places have been finalised within our CCC Drama Company. The Drama Company will be an ensemble made up of performers from Years 9, 10 and 11 who have demonstrated creativity and flair in their Drama work.

This year we will be working on devising performance pieces using a variety of theatrical traditions and performance styles. We also aim to have the Company enter the local event "Flannofest" as well as other improvisation competitions throughout the year. Students will have the opportunity to work with industry professionals as part of their preparation for these events.

We are excited about the possibilities for growth through collaboration.

***Mrs Sarah Fernando and Mr Nick Carozza***





## ONSTAGE SENIOR DRAMA EXCURSION

On Tuesday evening, 10<sup>th</sup> February the CCC senior Drama classes travelled to the Seymour Centre, Sydney to view "Onstage" a selection of the most outstanding performances and projects from the 2014 Drama HSC examinations.

The students thoroughly enjoyed the live theatre experience and came away from the evening, enriched with inspiration for their own devised and scripted work in the year ahead. The depth of the performances, designs and critical analysis works reminded students of the validity and necessity of Drama when used as a tool to provoke discussion and promote collaboration and confidence.

*Mrs Sarah Fernando - Drama Teacher*



## DANCE EXCURSION TO CALLBACK WORKSHOPS AND PERFORMANCES 2014

On Friday 13<sup>th</sup> February the Years 11 and 12 Dance students participated in Performance and Composition workshops in preparation for the HSC practical examinations as part of the Callback program showcasing outstanding HSC works. The girls were active in their contribution and participation, gaining them a critical insight to the actual practical exam process. After a morning of being active, our students were given the opportunity to witness some exemplary works from the 2014 HSC Dance examinations. Insightful discussions ensued amongst the students, with many feeling quite confident in their own decisions and direction. The show inspired others to firmly decide on their area of Major Study. A very positive experience for everyone involved.

*Mrs Brooke Hughes - Dance Teacher*

## VINNIES VAN

As seniors of the school, it is important that we are role models for our college community. Through the experience of the Vinnies Van myself, **Maddie O'Connor, Jessica Cortis, Emily Gilmore** and **Sophie Morrison** were fortunate enough to provide our services on Wednesday the 11<sup>th</sup> February, to people who are experiencing homelessness within Penrith and Parramatta area. It was our job to make a variety of sandwiches as well as ready the van with coffee, milo, sugar, muesli bars and drinks, ready to distribute. Through this experience we were able to talk to many of the individuals there, who were genuinely welcoming and enjoyed our company. It was amazing to see how so many individuals, all in different circumstances, gathered as a community to engage in humorous conversation with smiles on their faces. It was definitely an experience we all loved, and demonstrated how our small contribution of sandwiches and hot beverages on a Wednesday night, made such a difference for them. I will definitely be willing to extend my services to the Vinnies Van again, and strongly encourage anyone else to participate as well.

*Written by Daniela Ceccattini Year 12*





## WHY KINDNESS MATTERS

On Friday we were very lucky to have three members of the Headspace Penrith team visit our school to present the 'Kindness Revolution' to Year 8. As one of the specialist adolescent mental health services in Penrith, Headspace have designed this presentation in response to the research on the impact that a positive and kind social environment can have on a teenager's mental health and wellbeing.

It is no surprise that acts of kindness can improve our day by lifting our mood and helping us feel more connected, however Headspace presented to Year 8 the longer-term significance that kindness can have when an entire social community commits to making kindness a priority, and this is particularly the case in the school context.



The benefits of kindness for adolescents include:

- **Happier, caring children:** the endorphins produced from being kind and receiving kindness activate areas of the brain associated with pleasure, social connection, trust and gratitude. These feelings of joyfulness are proven to be contagious and encourage more kind behavior.
- **Increased peer acceptance:** research has proven that kindness increases our ability to form meaningful connections with others, which then leads to greater peer acceptance as kind students are well-liked by their peers.
- **Sense of belonging and improved self-esteem:** the endorphins that are produced by doing a good deed, or receiving it, can create a lasting sense of pride, wellbeing, belonging, increased energy, and feelings of optimism and self-worth.
- **Improved health and reduced stress:** the 'bliss' hormone oxytocin, which is associated with being kind, has a number of physical and mental health benefits including lowered blood pressure and reduced inflammation of the digestive system.
- **Improved results:** the 'feel good' neurotransmitter, serotonin, is also associated with kindness. This positively affects mood, learning, memory, sleep, health, and digestion.
- **Decreased bullying:** as kindness is the antithesis of bullying, a school community that promotes and fosters a kind learning environment naturally has lowered incidents of bullying.

Patty O'Grady, PhD, an expert in neuroscience, emotional learning, and positive psychology, specialising in education reports: *Kindness changes the brain by the experience of kindness. Children and adolescents do not learn kindness by only thinking about it and talking about it. Kindness is best learned by feeling it so that they can reproduce it.*

During the presentation on Friday each Year 8 student made a kindness pledge, reflecting on ways that they can incorporate active kindness into their everyday actions, and vowing to do more of this. This is a very honorable pledge, yet one that we can see has just as many benefits to the person acting out the kindness, as it has for the receiver.

Information adapted from: [http://www.edutopia.org/blog/teaching-kindness-essential-reduce-bullying-lisa-currie?utm\\_source=twitter&utm\\_medium=post&utm\\_campaign=blog-why-teaching-kindness-essential-question](http://www.edutopia.org/blog/teaching-kindness-essential-reduce-bullying-lisa-currie?utm_source=twitter&utm_medium=post&utm_campaign=blog-why-teaching-kindness-essential-question)

For more information on Penrith Headspace see: <http://www.headspace.org.au/headspace-centres/headspace-penrith>

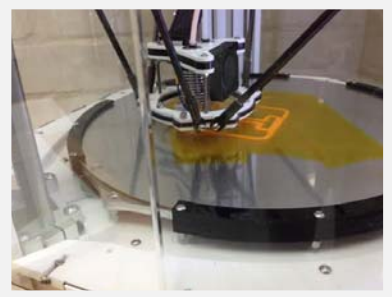
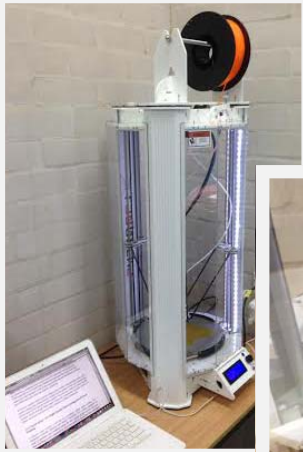
**Mrs Jessica Austin - School Counsellor**







### 3D PRINTING COMES TO DESIGN AND TECHNOLOGY



Stage 5 and 6 Design and Technology students are now able to experience the formulation of their designs in 3D. The Deltasine Redback 3D printer allows students to print their CAD designs with a plastic filament. The benefits of such technology allow students to produce prototypes of proposed designs. This ability to see and touch a proposed design enables students to determine the potential success of their design. Many Year 12 Design and Technology students plan to incorporate the use of this technology in the development of their Major Design Project.

*Ms Megan Blakers - Design and Technology Teacher*

### YEAR 12 VISUAL ARTS WORK EXHIBITED AT ARTEXPRESS AT THE ARMORY, SYDNEY OLYMPIC PARK

Year 12 2014 student, **Emily Kraljevic**, attended the opening of the Artexpress exhibition at the Armory at Sydney Olympic Park. Her HSC Bodies of Work, submitted for the 2014 HSC Visual Arts examination, was one of the 219 works selected for Artexpress exhibitions from nearly 10,000 artworks that were submitted for the HSC. The works selected are some of the very best in the state and students needed to achieve a top A range mark to even be considered for this exhibition

Emily's ceramic forms titled *All that Jazz* were strong architectural forms based on art deco art and architecture designs from the 1920's Jazz age. Her work was skilfully and precisely executed with complex openings and carefully applied colour and stencil work. Emily acknowledged the value of the support and advice she received from her class teacher **Ms Sarah Eyles** and the rest of the Visual Arts staff, **Ms Cusack**, **Ms Wood**, **Ms Legge** and **Mrs King** in being able to achieve this standard of work in her submission.

Artexpress is at the Armory till the 29<sup>th</sup> May and the exhibition at the Art Gallery of NSW is open till the 19<sup>th</sup> April. Three other students, **Rachelle Gutteridge**, **Scarlett Dunn** and **Riley O'Connor** from the class of 2014 were also selected for Artexpress at other exhibition venues that will open later in the year at the ACU McGlade Gallery and the UWS Margaret Whitlam Gallery. 10 Visual Arts students from the class of 30 students in 2014 achieved marks in the top A range and earning them nominations for Artexpress selection.



*Mrs Karen King - Leader of Learning Creative Arts*



## PDSSSC TRIATHLON CHAMPIONSHIPS

On Thursday 26<sup>th</sup> February and Friday 27<sup>th</sup> February, 17 students from Caroline Chisholm College competed in the All Schools Triathlon individual and teams' event at the International Regatta Centre, Penrith. Over the two days there were over 2000 students participating from across the state, with many schools showing their strength in the sheer numbers of teams they entered. All the Caroline Chisholm students who participated were exceptionally well behaved and represented the school with pride. They were competitive and diligent in their individual races and performed to the very best of their abilities over the two days.

The school entered three individual competitors and five teams.

Our individual representatives were **Danielle Snyder** (Year 9), **Keisha Chilmaid** (Year 7) and **Monique Quirk** (Year 8). The five teams entered were spread across the junior and senior sections. On average competitors had to swim 400 metres, ride 10 kms and run 4 kms.

Our results were as follows –

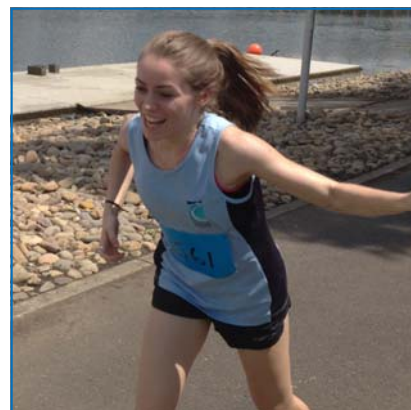
- Junior teams – 18<sup>th</sup>, 37<sup>th</sup> and 44<sup>nd</sup> in the Catholic Schools category
- Senior teams – 21<sup>st</sup> and 25<sup>th</sup> in the Catholic Schools category
- Danielle Snyder – 32<sup>nd</sup> in the Catholic Schools category
- Monique Quirk – 31<sup>st</sup> in the Catholic Schools category
- Keisha Chilmaid – 23<sup>rd</sup> in the Catholic Schools category



The complete Caroline Chisholm triathlon team was as follows – **Keisha Chilmaid, Monique Quirk, Danielle Snyder, Emma Steltenpool, Claire Shirvington, Grace Tehan, Jessica Libreri, Zoe Walther, Holly Smith, Alyssa Proctor, Laura Patterson, Carly Bowen, Lauren Wolsey, Amy Snyder, Lauren Dahl, Jennifer McDonald and Samantha Arnold.**

Thankyou to the parents and supporters who attended on the day. I look forward to future successes next year in the 2016 triathlon.

*Mr Stephen McIlveen - Sports Co-ordinator*







### **City of Plenty – Education partnership**

Over the next 3 weeks, Caroline Chisholm College has been one of three local schools to be invited to be involved in an exciting community project in partnership with Penrith Regional Gallery. Students are working on stories for a blog that documents the development of the work as it progresses in photos, video and comments. The students in the project have been given assignments to research local agencies or initiatives such as Penrith Community Kitchen, Cana Farm, or Penrith City Council's approaches to sustainability. They will also profile Sarah Goffman's practice and investigate the work of other artists whose works deal with similar issues.



The students in the group are Year 10: **Jasmine Altman, Phoebe Anderson, Chantelle Arancon, Roisin Cairney, Shumi Chauhan, Mikaylee Dawson, Amy DiCristoforo, Jessica Greniewicz, Chloe Godwin, Kyla Reynolds, Isabella Richardson, Skye Tranfa, Ashleigh Whitbread** and Year 11: **Kathleen Sta Ana, Brooke Vincent**.

### **Project Overview**

Beginning in March, Penrith Regional Gallery & The Lewers Bequest will host artist in residence, Sarah Goffman to construct a city made of donated non-perishable food and household consumables in the Main Gallery space. Visitors to the Gallery may watch artist Sarah Goffman in action as she builds this city. The installation – the size and speed at which it develops as a city, will provide a social commentary about the generosity of our community and nation.

At the conclusion of the project, the city will be dismantled and the food distributed by **Oz Harvest**. Local project partner and one of our school projects, **Penrith Community Kitchen** will be one of the agencies, which will receive food from the project.

### **What can we do at Caroline Chisholm College**

From Ash Wednesday, we will be collecting goods for the project. We can make a difference by bringing in non-perishable goods such as **tinned goods, rice, pasta or household products like washing powder or shampoo**. Students can put the goods in the boxes for their house on the COLA stage and **each donation will get a house point for their house**. So get involved and make a difference in our local community during Lent and Project Compassion. For more information: [www.penrithregionalgallery.org](http://www.penrithregionalgallery.org)

*Mrs Karen King - Leader of Learning - Creative Arts*

## FROM THE STUDENT LEADERS - SWIMMING CARNIVAL

As students have been made aware, the Caroline Chisholm College annual swimming carnival will be held on Thursday 5th March. This carnival will take place at Mount Druitt Swimming Centre and is a compulsory event for all Year 7 students. For the remainder of students in Year's 8-12, the swimming carnival is a competitor's only event and students wishing to participate are required to race in a minimum of two events. House Leaders will also be attending on the day to show support to fellow house members during their event and rally friendly rivalry amongst the houses.



The swimming carnival is a great way to start the year for each house, as it is a perfect opportunity to be awarded house points. Students can win points for their house through participation, cheering for fellow house members during their events, dressing in house colours and showing overall house spirit and sportsmanship. All students attending are encouraged to dress in bright house colours and get involved in the day. Although house spirit is commended, students are asked not to use coloured hair sprays or face paints as well as streamers in case of the colour running into the pool.

Year 7 will have many opportunities on the day to form a stronger bond with their homeroom and also establish a connection with their house leader, whilst cheering on swimmers. The swimming carnival is also a great way to acknowledge the incredible talents exhibited by all participants at the college and give recognition of their achievements.

Mount Druitt pool is an inside facility, however to be cautious, it is recommended students bring sunscreen and their college sport hat on the day. Water is an essential, especially for the students competing in events. Students must also bring their own food or even plan a picnic with friends!

The College swimming carnival is a great way to show house support and all students are encouraged to get involved and enjoy the day with fellow peers and friends!

*Written by Sophie Morrison - Gilmore House Leader, Grace Tehan - Jackson House Leader and Emma Thornton - Kenny House Leader*



### Caroline Chisholm College Open Night

Caroline Chisholm College will be holding an  
Open Night/Enrolment Information for 2016  
at the College  
on Monday 9th March  
between 6.00 pm - 8.30 pm



*Faith. Courage. Tolerance*

Information Sessions: 6.30 - 7.00 pm ~ 7.30 - 8.00 pm  
Tours of College facilities, Performances by students  
Further information can be found on our website:

[www.cccglenmorepark.nsw.edu.au](http://www.cccglenmorepark.nsw.edu.au)

Enrolment packages can be obtained by contacting the College  
on 4737 5506



# *Openning School Mass*





# *Caroline Chisholm Day*





# Youth Mass

Sacred Hearth Parish, Luddenham

*(Holy Family Church)*

is having their first Youth Mass for the year.

Everyone is invited from Years 7-12 so come along  
and meet new people.

**When:** Sunday 8th March at 5.00 pm

There will be a barbecue after, which can be a great way to meet  
other youth with the same faith.

Come along and have some fun

CELEBRATING

# 100 Years of Women in Policing event

*Celebrating compassion, courage & strength*

Penrith Police Local Area Command celebrates 100 years  
of Women in Policing with a baton relay

**Thursday 9<sup>th</sup> July, 2015 from 10am**

Tench Reserve, Penrith

#PENRITH100vrsWIP

100 Years of Women in Policing

Images courtesy of News Corp Australia & NSW Police Force

PENRITH REGIONAL GALLERY & THE LEWERS BEQUEST

## CITY OF PLENTY

**1 - 29 MARCH 2015**

FEED YOUR CITY

This March, Penrith Regional Gallery with artist Sarah Goffman will build a city of non-perishable household foods. Come, contribute and watch the city grow in our Main Gallery. At the conclusion of the project, these goods will be donated to our project partners, OzHarvest and Penrith Community Kitchen.

To donate, please place non-perishable food items into your nearest City of Plenty deposit box.

For more information, please visit [penrithregionalgallery.org](http://penrithregionalgallery.org)



**Facebook** - <http://www.facebook.com/pages/Caroline-Chisholm-College>

Face book is a social media platform that most people use for hours every day, and teenagers practically live on it. Why not harness this for the benefit of college communication? Keep informed of the wonderful things the college community is involved in and check out photos of many special occasions and events within the college.



**Twitter** - <https://twitter.com/CCCGlenmorePark>

Twitter is the fastest growing social media site in the world at present. Limited to 140 characters, each tweet can provide a short but sweet link to very valuable information about the college community and things happening at Caroline Chisholm College.



**Caroline Chisholm College App**

This is a reminder that Caroline Chisholm College has a school app. The Caroline Chisholm app is custom built to service the needs of our school community, by improving communication between the school and our families and making it easier to stay up to date with all school information and events.