



# CAROLINE CHISHOLM COLLEGE NEWSLETTER

Term 2 Week 9 Issue 9 2015



**Faith Courage Tolerance**

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## FROM THE PRINCIPAL

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

Oscar Romero was beatified on 21<sup>st</sup> May, 2015 in San Salvador where he was assassinated while saying Mass on 24th March 1980.

The beatification of Archbishop Romero ... invites us to ask ourselves the fundamental question about our Christian duty. Can we separate the duty to evangelise and be holy from the Christian duty to work for a better world by opposing exploitation and injustice? The easy answer from generations of church leaders and teachers, was to treat the work for justice as optional, admirable, but not for everyone.

Echoing Pope Francis, Fr Gustavo Gutierrez said that the church itself must be poor, not just be for the poor ... what we are witnessing today is the biggest gap between rich and poor that humanity has ever witnessed ... In their thousands the poor are besieging the gates of the rich, demanding to be admitted. This transition in teaching is not just a consequence of the election of Pope Francis. It is the fruit of an historical process with roots in the Second Vatican council and ... the gospel itself ...” Editorial: *the Tablet* 21 May 2015

We see the preferential option for the poor being lived out by Pope Francis in the way he has organised for showers and haircuts for the poor who live around St Peter’s and in his decision to create a dormitory for the destitute close by.

This is why as a college we recognise our obligation to be of service to those within our community who are in need. Our work in the area of social justice attracts a large number of students who aim to challenge existing ideas about the poor and marginalised as well as develop ways to support them.

This work in social justice, according to our Quality Catholic Schools Survey, is highly valued by staff and students and families and certainly springs from our identify as a Catholic school built on the social awareness that Jesus had in his time and on the way in which Jesus’ message of compassion and his call to serve was lived out in the life of Caroline Chisholm.

Our school charism group continues its work of articulating a charism that encapsulates this spirit of God alive in the life of Caroline Chisholm and lived out in our college.

**The Quality Catholic Schooling Survey** which was undertaken in March of this year helps us to look at the “climate” of our college, to reflect upon and celebrate all the good things that are happening and to work at strengthening the areas of challenge.

**QCS Initial Observations** - There is a positive tone in the school with staff exhibiting lots of energy and passion in our school. Staff continue to feel the pressures of work but feel supported to do their jobs and they have an increased feeling of empowerment in decision making about matters that affect their day to day work

The staff feels that the teaching and learning is purposeful and they would welcome greater opportunities to build effective learning partnerships with parents.

Students like the school and feel safe and connected to it. While they may be motivated to do well, they may not always feel confident in their ability to learn.

Parent responses were positive but the number returned was too low to make statistical deductions. They did remark, however, that a strength is that they feel there is an opportunity and are encouraged to have an input into school improvement. They are also very happy with the quality of homework and see it as aiding their child's learning. They also view transitions to the next stage of their child's learning as being positive. Parents feel that behaviour is managed well and teachers are enthusiastic and passionate about their work. Parents feel their daughter is developing valuable social skills and that their child is not being subjected to harassment or bullying at school.

An area for exploration is around the differentiated nature of the learning activities that are provided.

There continues to be a strong appreciation of the Catholic culture of the school with a very strong affirmation of the social justice initiatives promoted at the college.

Our next Parent Listening Forum is on 11 August 2015 at 1.30 pm or 6.00 pm and will focus on unpacking the QCS data and using it to move the school forward. I hope to see many of you there for this valuable discussion. Please RSVP to Mrs Robyn Wilson on [rwilson2@parra.catholic.edu.au](mailto:rwilson2@parra.catholic.edu.au)

**My Resignation** - As you would know, I have decided to leave Caroline Chisholm at the end of the year to take up the position of Principal at St Ursula's College Kingsgrove. I have attached a copy of the letter that was sent home to each family via your daughter.

Take care in the coming weeks,

**Mrs Mary Leask**  
**Principal**



#### FROM THE ASSISTANT PRINCIPAL

##### **SMS Messages if Students Not in Homeroom**

As you know, the new roll taking system which all schools in the Parramatta Diocese are required to use did not allow SMS notifications sent to parents of students not in homeroom during roll call, as was previously the case with our old roll taking system. We now have a limited capacity to send SMS notifications. It is limited in that we can send an SMS notification but we are not able to receive a reply back to the SMS text.

What this means in practice is that from next week we will re-commence sending an SMS notification to a parents' mobile number registered with the school. Please note, as before, that this message says that the student was not in homeroom when the roll was taken. If your daughter is sick or away for some reason that you are aware of, do nothing further, except send a written note with her to explain the absence on her return to school. At present, **YOU CANNOT SEND A REPLY TO THE SMS MESSAGE AS AN EXPLANATION FOR AN ABSENCE**. If you receive an SMS message saying your daughter was not in homeroom but you think she should have been, call the school at your earliest convenience on 4737-5500. In almost all cases, it is simply a matter of the girl not being in homeroom when the roll was taken or not signing in when arriving late. The school will confirm her presence or absence and let you know as soon as possible.

##### **"Doing the Right Thing Awards"**

Students who provide service to the college for a variety of reasons are eligible for a "Doing the Right Thing Award". Congratulations **Sanjana Sidhu** (7 Gilmore), **Felicity Mayer** (7 Jackson), **Abbie Pant** (8 Wright) and **Robyn Bailey** (12 Macarthur) 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: **Milinda Ranathunga** (7 Gilmore) and **Adelle Brett** (7 Gilmore).

*Mr Greg King - Assistant Principal*



*Faith, Courage, Tolerance*

Dear parents, carers and students of Caroline Chisholm College,

I would like to inform you that I will be moving from Caroline Chisholm College at the end of this year in order to take up the principal's position at St Ursula's College Kingsgrove from the start of 2016.

This has not been an easy decision to make as my time at Caroline Chisholm College has been enjoyable and rewarding and I have appreciated to support shown to me by the whole community: parents, students and staff.

I would like to take this opportunity to thank the many parents whom I have met with personally, for your willingness to engage with me and for your ongoing support of the College.

I would ask that you pray for me as I take this step. I trust that in the coming months I get the opportunity to say thank you to you in person.

The process of selecting a new principal will be conducted by the Catholic Education Office and will occur in a timely manner to allow a handover which will ensure continuity and growth at Caroline Chisholm.

Yours sincerely,

Mrs Mary Leask  
Principal

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## DIARY DATES

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

Monday 15 June	Captivate Choir Rehearsal - Nagle College	Monday 22 June	PDSSC U/15 Football Gala Day
Tuesday 16 June	Year 11 RYDA Driver Program Captivate Choir Rehearsal - Nagle College	Wednesday 24 June	Year 12 Standard English Ensemble Theatre Excursion
Wednesday 17 June	Year 9 VA & PDM City Excursion	Thursday 25 June	<b>Years 7 - 10 Student/Parent /Teacher Meeting (No Classes)</b>
Friday 19 June	Glee Year 12 Physics Excursion	Friday 26 June	<b>STAFF DEVELOPMENT DAY</b>



## FROM THE LEADER OF RELIGIOUS EDUCATION

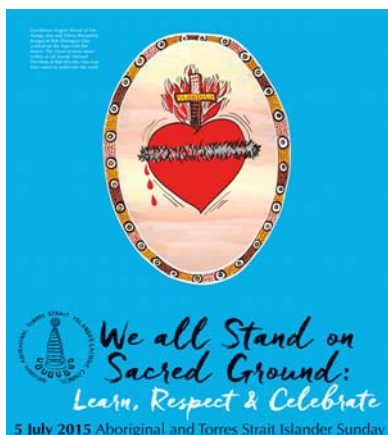
### ABORIGINAL SPIRITUALITY “WE ALL STAND ON SACRED GROUND”

NAIDOC Week celebrations are held across Australia each July to celebrate the history, culture and achievements of Aboriginal and Torres Strait Islander peoples. NAIDOC is celebrated not only in Indigenous communities, but by Australians from all walks of life. The week is a great opportunity to participate in a range of activities and to support your local Aboriginal and Torres Strait Islander community.

July 4 is a time where Catholics from all over Australia come together to celebrate and acknowledge the gifts that Indigenous people bring to the Catholic Church in Australia. It is also a time to reflect on our own relationships with Australia’s first people.

The following is a copy of the logo and the explanation of the symbolism within the logo for Aboriginal and Torres Strait Islander Sunday taken from the National Aboriginal and Torres Strait Islander Catholic Council webpage: <http://www.natsicc.org.au>

*Karntilmun Angela Ninnal of Yek Nangu clan and Yilimu Bernadine Kungul of Rak Diringara clan worked on the logo with the theme: **The Heart of Jesus beats within us all.** Kandji Michael Parmbuk of Rak Wambu clan was then asked to undertake the work.*



*The image of the **Sacred Heart of Jesus** is central in the presentation and picks up an image in the spirituality that has been particularly prominent in the history of the Catholic Church at Wadeye and for that matter throughout the NT. You might note though the lines surrounding the heart which indicate that, along with the theme, the heart beats and is a living heart; a blazing fire also rests upon the top of the heart. It is a strong image using the fire, the blood from a wounded heart, the crown, all symbols that have been strong symbols for the Catholic Community here.*

*The heart is surrounded by a band indicating the Aboriginal clans and family groups that have gathered together from the many different directions to know the love of God found in the heart of Jesus.*

*Blue is very much the colour that people in these parts associate with **Mary**, the mother of Jesus, and who is closely associated with the Sacred Heart under the title of Our Lady of the Sacred Heart and the name of the Wadeye Parish. Mary under this title is prominent in the prayer and devotions of the people of Wadeye. Our Lady of the Sacred Heart is also the patroness of the Diocese of Darwin.*

As part of their studies in Religious Education courses for the Preliminary Year, Year 11 students participated in an incursion this week that was presented by Fred Reid and his son Todd, two indigenous men from the Daingattie tribe of North Western NSW. Their presentation titled “Let’s Bridge the Gap” aims to bring about a better understanding of Aboriginal people and their culture. Fred made evident his deep respect and knowledge of Aboriginal culture and incorporated stories of the Dreaming, the importance of painting and body art, rituals involving music and musical instruments as well as an explanation of the concept of clans, sacred rituals and laws governing male and female rituals. He also highlighted many of the problems indigenous people face adapting to the “western” way of life. Fred stated “When there is no more land - then there is no more life for our people” ... and “The land owns us ...”



Fred and Todd then taught some of the girls the Brolga Dance.

*Ms Bernadette Murray - Leader of Religious Education*





### FROM THE LEADER OF INNOVATION & LEARNING

#### **Year 7-10 Student/Parent/Teacher Interviews**

The Year 7-10 Student/Parent/Teacher interviews will take place on **Thursday 25<sup>th</sup> June** commencing at 8.30am. All reports will be distributed this week and it is hoped that parents will have been able to take the opportunity to discuss their daughter's report at home prior to coming in to speak about her learning progress with all her teachers.

As these are formal meetings, students are required to wear **full school uniform**. No classes will run on this day.

#### **The Importance of Interviews**

These interviews are part of the **assessment and reporting** process at Caroline Chisholm College. They provide students, parents and teachers with an opportunity to discuss and reflect upon **learning progress and achievement** during Semester 1 and allow all involved to set clear goals for Semester 2.

At these interviews, **teachers** will take the opportunity to communicate information about each student's learning and assessment progress and may ask how your daughter is progressing. **Students** should look at the interviews as an opportunity to critically reflect on their learning process and should arrive ready to ask questions and answer some questions about their goals, effort and progress this semester. **Parents** will gain an increased understanding of how their daughter is progressing and will also be able to ask questions about how their daughter can improve. Thus, the interviews are very much a **three-way conversation** to best maximise each student's learning potential.

We look forward to meeting you all!

#### **Year 11 (2016) Indication of Subject Interest Form**

The **Indication of Subject Interest Form** issued at the Subject Information Evening is due to Homeroom Teachers on **Monday 22<sup>nd</sup> June**. This form contains vital information that will be used to construct the gridlines for the final subject choice form.

A letter containing recommendations from a number of Key Learning Areas (KLAs) will be issued with Year 10 Reports next week. We strongly encourage students and parents to take these recommendations into consideration before filling out the interest form.

#### **Use of School Technological Devices**

Over the past few weeks a number of students have been borrowing College owned laptops and iPads to use in class or for private study. I would like to remind everyone that these devices are for the use of **ALL** students at the College and must be returned in perfect condition to the IT Office.

Students in Years 7-10 are reminded that they should have their device ready to be used each day. This means it should be fully charged the night before, and all work regularly backed up so that appropriate learning can take place in the classroom.

Any students who have issues or problems with their devices are reminded to make a booking for technical support at recess or lunch via our Moodle page.

## **YEAR 12 TRIAL HSC EXAMS**

**All Year 12 students will have received a copy of the Trial HSC Exam timetable this week. If there are any clashes in your timetable, please see myself or Mr Gerlach as soon as possible.**

Formal Assessment Tasks – Term 2, Weeks 9 and 10

Year Group Term/Week Due	Term 2, Week 9	Term 2, Week 10
Year 7	NIL	NIL
Year 8	NIL	NIL
Year 9	Design & Technology	NIL
Year 10	NIL	Drama
Year 11	Dance SLR English STU, STA & ADV Catholic Studies Food Technology Mathematics Ext 1	Drama
Year 12	English STU, STA, ADV & EXT 1 Society & Culture Mathematics 2U Maths General 1 & 2	Drama Modern History Dance

*Mr Stephen Casni - Leader of Innovation & Learning*

NEWS FROM THE LIBRARY

On the 27th May our Year 11 English Studies girls went over to Bethany Primary School to share National Simultaneous Storytime with Kindergarten. A great job was done by **Emily Baxter, Arok Biar, Aman Chol, Alyssa Licastro, Brianna Noble, Courtney Ogden, Monique Smith, Bridget Turner and Chloe Williams**. Our girls read the nominated book *The Brothers Quibble* to the classes and helped them to complete activities based on the story. The students and teachers from both schools enjoyed the experience, and our girls have been invited back to Bethany in the future to be part of more fun and learning with their students.



Congratulations to **Sanjana Sidhu** and **Rebecca Borg** who have completed the Premier's Reading Challenge and also to **Caitlin Sheridan, Saffron Snowball** and **Lilly-Rose Saliba** who are over half way through! Happy reading!

*Mrs Teresa O'Keeffe - Teacher Librarian*





## EVERY SCHOOL DAY COUNTS

It's pretty normal for school students to miss a day of school here or there. However for some families their child's school attendance can be the cause of a lot of stress. There are many reasons for why a young person would feel that a 'day off' from school is justified and try to convince their parents of this. However, each school day that a student misses, their educational outcomes, social relationships, and personal development can be compromised. This is particularly the case when the student's amount of missed days of school begins to increase and become habitual. There is no 'safe number' of days that a young person can miss school each year without being negatively impacted, and indeed as regular school attendance is a legal requirement in NSW, parents can be held accountable if their child's school attendance is chronically low. The table below demonstrates how quickly habitual absences can compromise a student's education.



## EVERY DAY COUNTS...

**A day here or there doesn't seem like much, but...**

When your child misses just...	that equals...	which is...	and therefore, from Kindy to Year 12, that is...	This means that the best your child can achieve is...
1 day each fortnight	20 days per year	4 weeks per year	Nearly 1 ½ a years of school	Equal to finishing Year 11
1 day a week	40 days per year	8 weeks per year	Over 2 ½ years of school	Equal to finishing Year 10
2 days a week	80 days per year	16 weeks per year	Over 5 years of learning	Equal to finishing Year 7
3 days a week	120 days per year	24 weeks per year	Nearly 8 years of learning	Equal to finishing Year 4

Give your child every chance to succeed...

Every day counts!



If getting your child to school is becoming problematic, it is important that it is addressed as early as possible.

### What you can do

- Act early
- Talk about the importance of showing up to school every day. Make that the expectation.
- Help your teenager maintain daily routines such as finishing homework and getting a good night's sleep. On average, teenagers need 8-9 hours sleep to be healthy and alert. You may also need to monitor their use of the internet, mobile phone and TV at night to ensure they are not staying up too late or being disturbed while sleeping.
- When possible try to schedule hair, dental or medical appointments outside of school hours. Arrange family holidays during scheduled school holidays so that they don't miss out on classes and feel left behind. If it is necessary to be absent from school for an extended period, contact the school as early as possible so that arrangements can be made to prevent your child from falling behind.
- Don't let your teenager stay home unless genuinely sick. Complaints of headaches or stomachaches may be signs of anxiety.



- Talk to your child about problems they may be experiencing at school, and work with them to find appropriate solutions.
- If your teenager wants to stay home to finish an assignment, rather than letting them stay home, expect them to go to school – make attendance the number one priority. Later, you can discuss with them how they can improve their study habits or adjust their schedule.
- Use the assessment calendar to help your child plan their study so that they avoid working late the night before an assignment is due.
- Be sure to set a good example – how you meet your commitments impacts on how they will meet theirs.
- Talk to your teenager. What are their feelings about school? What interests them at school? Are there any difficult situations? It helps if you open these discussions in a relaxed way so that your teenager knows you are demonstrating concern, not authority.
- Try to be aware of your teenager's social contacts. Some peer influence can lead to skipping school, while students without many friends can feel isolated.
- Encourage meaningful extracurricular activities that your teenager enjoys, such as sports and clubs, to develop positive relationships and experience success outside of a classroom setting. These activities can help your child feel part of the group, important to the school, and more motivated.
- Set clear parameters around part-time work. Make sure that the hours your teenager is working do not impact on their ability to go to school the next day, or interfere with school assessment expectations or exam preparation.

If your child's attendance is becoming problematic, please contact the school office to make a time to see their Year Leader and/or myself to develop some strategies and a plan.

*Mrs Jessica Austin - School Counsellor*

## COUNTRY WOMEN'S ASSOCIATION OF CCC

**Year 12 Food Technology** students are currently studying Food Manufacture. Part of the unit focuses on the principles of preservation. To understand how seasonal foods can be preserved for future use, students cooked strawberry and plum jam, lemon curd and passionfruit jam.

*Ms Megan Blakers - Food Technology Teacher*



*Year 12 Food Technology Students:  
Allana Connelly, Naomi Felton, Georgina Sutcliffe*





**DANCELIFE UNITE EISTEDDFOD**

On Saturday 30<sup>th</sup> May the Hip Hop troupe from the Caroline Chisholm Dance Company competed in the prestigious DanceLife Unite eisteddfod along with 13 other schools. Our girls did such a wonderful job in representing our College and performed extremely well. We achieved a Highly Commended for the performance and I'd like to acknowledge the efforts of all students involved, especially **Tysha Parashko** and **Courtney Hooper** for choreography and coordinating rehearsals.

**Year 9**

Leslie Buadromo

**Year 10**

Keeley McCahon

**Year 11**

Skylah White

Yasmin Egan

Angela Sciacchitano

**Year 12**

Tayla Hui

Tysha Parashko

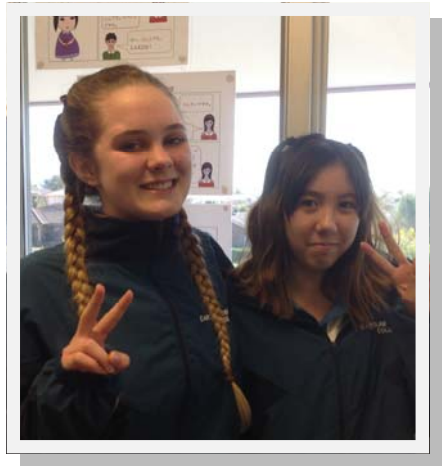
Courtney Hooper

*Mrs Brooke Hughes - Creative Arts Dance*

**TOP RESULTS IN THE LANGUAGE PERFECT WORLD CHAMPIONSHIPS**

All language students at Caroline Chisholm College have access to an app, called "Language Perfect", which is regularly used to learn vocabulary and characters. We recently competed in the annual "Language Perfect World Championships" in which students were able to compete against students all around the world for ten days, 24/7!

The competitive nature of many of our students took hold of them with some outstanding results achieved. Two students in Year 9, Kaylee Moorfield and Brooklyn McAdam, went "above and beyond" and answered more than 30,000 questions each! Kaylee achieved "Elite" status by earning more than 10,000 points, which has not been achieved at Caroline Chisholm College since 2012. Brooklyn was not far behind, earning 8,900 points. Points are awarded only when correctly answering the same question multiple times. Who knows how long it took the girls to earn so many points!



When asked about her "secret of success", Kaylee revealed that she would spend 30 minutes learning a list of words while listening to K-pop and snacking. Brooklyn's method involved printing out word lists to refer to.

Their efforts, along with the rest of the school, helped us to achieve our best result ever and to solidly earn our position as 5<sup>th</sup> in NSW for Japanese.

In total, 65 students earned special recognition certificates from Language Perfect. 7 Wright also earns a special mention as the top class in Year 7. Certificates will be awarded to students at a future assembly.

*Mrs Wendy Merriman - Leader of Learning - LOTE*



**TERM 2 SCHOOL FEES**

Term 2 fees are now past due (Monday 25 May). Thank you to those families who have finalised their Term 2 fees.

If you are experiencing financial difficulty or wish to discuss payment options, please contact

Mrs Wendy Slaughter on  
wslaughter@parra.catholic.edu.au or phone 4737 5500



### EXCITING OPPORTUNITY FOR CCC STUDENTS

Three Year 10 students, **Tia Madden**, **Lillian Neal** and **Jade Dangerfield** have been awarded places in Penrith City Council's student exchange program to Penrith's sister city, Fujieda in Japan.

The girls will spend three weeks being hosted by a Japanese family and they will also host a Japanese student in their homes in Australia.

When asked what prompted her to apply, Jade said, "I decided to apply for the Penrith City Council's student exchange ambassador program to Fujieda to experience Japanese culture and family life and to show a Japanese student the beautiful landscapes and culture of Australia. I

haven't studied Japanese since year seven. However,

I am trying to learn the basics and I'm excited to see how my Japanese language skills improve over the course of my trip."

The application process involved attending a meeting, filling out an application form and an interview with four councillors. The girls had to answer questions about their personal interests, their family and how they think they might cope in various situations they could face in Japan.

Some of the things they will experience in Japan include taking part in Japanese school and family life and visiting tourist attractions and the local area of Fujieda with the Fujieda Council. Jade also thinks they will be visiting Tokyo Disney-Sea and Kyoto and they will get to make traditional ceramic pots and ride the bullet train.

Jade says, "I strongly encourage other students to apply in the future for this program as I believe it is a great opportunity to experience a different culture and broaden your perspective of the world today."

Penrith Council offer this opportunity every year to students in the Penrith area. For more details, see <https://www.penrithcity.nsw.gov.au/News/Youth/Seeking-students-for-exchange-to-Fujieda,-Japan/>

We congratulate all three girls on being selected to be ambassadors of our local area. We look forward to hearing about their adventures on their return.

*Mrs Wendy Merriman - Leader of Learning - Languages*



## Caroline Chisholm Interesting Facts

**When Caroline was a young child, her father brought a poor maimed soldier into the house. He pointed out the children's obligations to the man who had fought for them. This is little doubt that this would have had an effect upon the young child and something she would have remembered in later life.**

**ON SITE: NOTANDA**

Penrith Regional Gallery has selected the ceramic works of 6 Caroline Chisholm students to be in a special exhibition that highlights the influence of the gallery site and collection on their work from the Year 10 ceramics unit, *Notanda*. Gallery Director, Dr Lee-Anne Hall and collections manager, Dr Shirley Daborn came to the college and selected the ceramic works of Year 12 student, **Alana Thomas** and Year 11 students, **Nicoletta Bellino**, **Claudia Beghetto**, **Jasmine Clarke**, **Amber English** and **Laura Wonson**. The works are now on exhibition in the gallery's Ancher House which now houses the Modernist Research centre and works and features that include works by the original owner, Margot Lewers.



*Notanda* is a Visual Arts program for Year 10 Visual Arts students at Caroline Chisholm College. Students visit the gallery and take a tour of the site and the collection with Collections Manager, Dr Shirley Daborn. From these visits, the students develop a design for a ceramic form that is their interpretation of an aspect of the Penrith Regional Gallery site – the gallery collection or the gallery site including the original house and garden.

The name for the unit, *Notanda* has been taken from the name of ground-breaking design shop run by Margot Lewers in the 1950s in Rowe St, Sydney. The name of the shop, Notanda, meant “worthy of note” and featured a selection of modern homewares, textiles, ceramics, jewellery and artworks. Margot Lewers, with her husband, Gerald Lewers, were founding members of the Contemporary Art Society of NSW. Their house on the banks of the Nepean River was an important site where many significant artists and writers would stay and work.

One of the key intentions of this unit is to introduce students to the history and significance of the gallery site and to help them appreciate and value this important local site. It is a real privilege for the students to be able to have the opportunity to exhibit their works in a professional gallery and we have been fortunate to be able to work in partnership with the gallery.

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

