



CAROLINE CHISHOLM COLLEGE NEWSLETTER

Term 2 Week 8 Issue 9 2017



Faith Courage Tolerance

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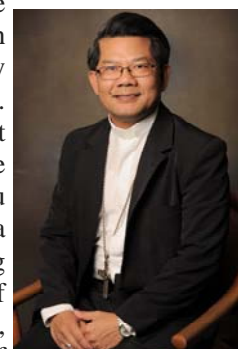
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FROM THE PRINCIPAL

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

Last week, Ms Murray and I attended a meeting with the priests of the Diocese and we were so inspired by the words of our Bishop, Vincent, that we want to share them with you in this week's newsletter. As you may recall, he was our companion pilgrim on our recent pilgrimage to the Holy Lands, and we got to know him as a man of deep integrity and an abiding optimism about our church. Last Wednesday, he characterised our Catholic schools as places where we are called to be with the poor and the marginalised, and to walk with and accompany the needy and the vulnerable. This echoes the teachings of Pope Francis who calls us to be a poor church, not a church of riches and power. In particular, Bishop Vincent challenged us as the church to "die to the old way of being that is clerical power, domination and become more focused on relationships and service". This statement is precisely what the world needs to hear: a message of humility and peace that closes the gap between the old church and the people it serves. Bishop Vincent reminded us that the church belongs to all the baptised - not just the priests and bishops, and that all the baptised (you and me) must be engaged in the renewing of the church through acts of hope and love. This is a radical message from our leader, and it is a message which can illuminate a path for our young people who are yearning for meaning in their lives. I feel blessed by Bishop Vincent's leadership of our Diocese of Parramatta. It is appropriate that his message was delivered between Pentecost, which marks the coming of God's Holy Spirit and Trinity Sunday, which reminds of the mystery of God's action in the world.



Even though our Year 12 students are working hard on their learning and preparing for assessments, they have begun to experience 'the last' events of their school days: their last Stage Mass, their last Athletics Carnival and their last Reflection Day. Our Reflection Day last Tuesday was a beautiful opportunity to express our gratitude for the gift of 13 years (or six years) of Catholic education. The students were encouraged to identify their own gifts, and to consider how these gifts will be at the service of their communities even when they finish school. Each year, the college and its students contribute over 7000 hours of community service. This in itself is a great achievement, but our true aim is to teach the girls the value of volunteering and working for justice so that, when they leave school, they still find meaningful ways of contributing to the health and justice of their communities. This is what it means to be an intentional disciple - not just because the college expects us to serve, but because we are called to serve through our Baptism.



Also, last Tuesday, we welcomed over 40 parents to our Parent Forum on the topic "Your Daughter's Future", where we discussed the world of employment and further education for our young people. Although some of the facts are a bit alarming (such as the ten year increasing trend in youth unemployment) the good news is that graduates from Caroline Chisholm College have an excellent record of entering university and finding employment in their chosen fields. The challenge is to ensure that your daughter develops the confidence and skills to be adaptable and ready to embrace a fast

changing world. **Mrs Dianne Mills**, our Partnerships Manager and Careers Coach had the opportunity to introduce herself to the parents at the forum, and she received many and varied questions about pathways for our students. If you have a question, Dianne can be contacted at the college. She has written an introduction to her new and exciting role, included in this newsletter.



Our Gilmore House charity this term is the Luke Priddis Foundation supporting children with Autism Spectrum Disorder (ASD). There is still a great deal of misunderstanding in the community about ASD and how it affects young people. Did you know that girls with ASD can present with a very different range of behaviours and challenges compared to boys? For example, much of ASD in girls can be internalised as social anxiety, which can inhibit learning. We are pleased to partner with the Luke Priddis Foundation, because they are providing much needed family based support for kids with ASD. Let us commend their work our loving God.

A Prayer of St. Francis for Autism
by Tim Tucker

Lord, let your peace fill me up until I overflow;
that where people cannot speak, I may be their advocate;
that where anyone is rejected, I may extend my arms in welcome;
that where parents are heavy burdened, I may offer a word of comfort;
that where our children struggle, I may lift them up and cheer;
that where some see disability, I may reveal to them extraordinary gifts;
that where others judge, I may share with them my deep gladness;
and that where any are overlooked, I may help the lights of all to shine.

O Giver of These Gifts,
grant that I may not so much seek to be reassured as to reassure;
to be praised, as to praise;
to be accepted, as to accept;
for it is in all our uncertainty that we are inspired to hope;
it is in great challenges that we discover our greatest joys,
and it is in our community of wanderers that we find the way home.

Amen.

Mr Greg Elliott
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

Thursday 15 June	MacKillop House Initiative Week ICAS Writing Year 11 RYDA Driving Program	Thursday 22 June	Young Women's Leadership Seminar
Friday 16 June	ICAS Writing Year 12 Physics Kickstart Sydney University NSWCCC Cross Country Carnival	Friday 23 June	Year 12 Chemistry Kickstart USYD
Monday 19 June	MacKillop House Initiative Week Year 10 & 11 Drama Flannofest Tech Rehearsal	Thursday 29 June	Years 7-10 Student/Parent/Teacher Interviews 3.30-8.00pm
		Friday 30 June	Years 7-10 Student/Parent/Teacher Interviews 8.30-3.00pm Last Day of Term 2
		Monday 17 July	STAFF SPIRITUALITY DAY NO STUDENTS AT SCHOOL
		Tuesday 18 July	Term 2 Commences



FROM THE ASSISTANT PRINCIPAL

Regular lateness to school

There are a number of students who regularly arrive late to school, missing most or all of homeroom and sometimes part of Period 1. Ironically, it most often involves students who live closest to school and walk, those who get dropped off by parents and senior students who drive themselves. There will always be a very occasional good reason why a student might arrive late. Some students, however, are consistently late and they and their parents need to address the situation. If they walk, they need to make sure they leave home in plenty of time to be in homeroom by 8.23 am (not just at the school gates by 8.23). This means in practice that a student needs to be here when the warning bell sounds at 8.18 as they need time to put their bags in lockers and make their way to their homerooms. If they are dropped off but the parent struggles to make it on time because of other commitments (such as dropping off younger siblings), the student should consider other ways of getting to school, such as by school bus.

Regular lateness can add up significantly. A student who is just 10 minutes late each day ends up 50 minutes late a week which accumulates to 1.5 weeks for the year. Were this to continue throughout the 13 years of schooling, a student would miss nearly half a year of schooling – just by arriving 10 minutes late each day.

Regular lateness is recorded as a partial absence – it doesn't matter if it's only seconds late. If a student is not in homeroom by the time the 8.23 bell sounds, they are partially absent. Regular lateness is not something that looks good when a potential employer looks at a report – whether it is for a part time or full time job. Furthermore, it makes it very hard for a student to get fully involved in the life of the college. All the information about the huge variety of activities on offer at the college is communicated through homeroom. Some students are missing valuable cultural and sporting opportunities by not being in homeroom on time to receive the information. If your daughter is regularly late (and you can see it on the report she will shortly receive in Years 7-10), please take the holidays to think of setting up processes to make sure she is here on time every day.

Piercings

I would like to remind students and parents that the only facial jewellery allowed at the college is in the ears (up to 2 earrings in each year, small hoops or studs). In particular, there is to be no nose or lip jewellery, nor can students wear plastic studs or cover nose jewellery over. I mention this before the holidays as this is a time when a number of students seem to think there is time for a piercing to heal before returning to school. This is not the case over a two week break and there will be no tolerance or allowance of time for a new piercing to heal once the students return to school. There is categorically no facial jewellery (including plastic studs) to be worn by any student in any year, from Year 7 to Year 12. Students who refuse to remove non-uniform jewellery, in addition to receiving warnings leading to detentions, will be removed from class and not allowed to return until the jewellery is gone. It would be greatly appreciated that parents support us in following the college uniform policy which they undertook on enrolment by not allowing these piercings while their daughter is a student at the college.

“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 to **Isabella Soriano** (7 MacKillop), **Olivia Knowles** (7 Kenny), **Lucy Holmes** (7 Kenny) and **Abrielle Hooker** (9 Gilmore) 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: **Haylee Vella** (7 Jackson).

Mr Greg King - Assistant Principal



FROM THE LEADER OF RELIGIOUS EDUCATION

Year 12 Reflection Day

Last week our Year 12 students participated in their Reflection Day at Mount Schoenstatt. The theme of this day built on the retreat theme which was **“What we are is God’s gift to us”**. The day was about identifying personal traits and characteristics that enable us **“to become our gift to God”**. The gospel reading was taken from 1 Peter 4: 7-10:

“Above all, maintain constant love for one another, for love covers a multitude of sins. ⁹ Be hospitable to one another without complaining. ¹⁰ Like good stewards of the manifold grace of God, serve one another with whatever gift each of you has received.’

The key themes from this reading became the focus of our liturgy. They were

- LOVE one another
- Show hospitality
- Be good stewards
- Speak for others
- Act for others through service

This reading becomes a challenge for us everyday to be more Christ like in our actions and dealings with each other. In Matthew 25:34-40 we are told what we need to do here on earth in order to be with Christ in the afterlife.

“Come, you that are blessed by my Father, inherit the kingdom prepared for you from the foundation of the world; ³⁵ for I was hungry and you gave me food, I was thirsty and you gave me something to drink, I was a stranger and you welcomed me, ³⁶ I was naked and you gave me clothing, I was sick and you took care of me, I was in prison and you visited me.’ ³⁷ Then the righteous will answer him, ‘Lord, when was it that we saw you hungry and gave you food, or thirsty and gave you something to drink? ³⁸ And when was it that we saw you a stranger and welcomed you, or naked and gave you clothing? ³⁹ And when was it that we saw you sick or in prison and visited you?’ ⁴⁰ And the king will answer them, ‘Truly I tell you, just as you did it to one of the least of these who are members of my family, you did it to me.”

This reading forms the basis for our College Charism. It is strongly linked to social justice and caring for the marginalised, the poor and the vulnerable.

Over the last month the College community have engaged in a number of activities to enable all of us to undertake works of mercy. The **corporal works of mercy** are those actions that look after the bodily needs of all of God’s creation. They include:

1. To feed the hungry.
2. To give water to the thirsty.
3. To clothe the naked.
4. To shelter the homeless.
5. To visit the sick.
6. To visit the imprisoned, or ransom the captive.
7. To bury the dead.

The Red Shield Appeal

Congratulations to all students and staff who assisted the Red Shield Appeal in their annual door knock. We had 76 students participate and receive service hours for their generosity in giving of their time on a Saturday or Sunday to collect money in the local community.

The Luke Priddis Foundation

Congratulations to Gilmore House for raising awareness of Autism Spectrum Disorders and for their fundraising on behalf of this organisation which supports children in the Penrith Lower Mountains area. The house Initiative led by **Katarina Yelavich** and supported by **Mrs Louise Wakeling** raised over \$1,000 for the foundation.

The St Vincent De Paul Society

Currently members of the College community are collecting items of clothing to give to people in our local area who need warm clothing and blankets to survive this winter. One delivery has already been made of blankets, jumpers, scarves, beanies and gloves so that the Vinnies group can deliver them to the most needy members of our area.

The Mary MacKillop Foundation

MacKillop house led by **Sophie Douglas-Torrie** and supported by **Mrs Danielle Bellomo** and **Mrs Desley Hodges** are raising awareness and conducting fundraising to support The Mary MacKillop Foundation in providing Tertiary Scholarships for Aboriginal and Torres Strait Islander peoples. This is one way we can help to address the social and economic disadvantage experienced by the indigenous peoples of Australia.

Year 12 were encouraged to reflect upon ways they can continue to address social inequality through their actions and deeds into the future. As young women inspired by the life and work of Caroline Chisholm we pray that they too will work for a just society for all.

Ms Bernadette Murray - Leader of Religious Education

2017 STUDENT LEADERS FORUM

Emma, Danielle and I attended the Student Leaders Forum on Tuesday the 23rd of May to represent our college community with the leaders of the Parramatta Diocese including the Bishop of Parramatta, Vincent Long Van Nguyen, as well as other school leaders like ourselves. This day provided us with a significant opportunity to interact and engage in relevant conversation about the role of the Church in the lives of young people and how that can further enhance student relationships with the church. We enjoyed being able to meet other student leaders in our area, who contributed a range of perspectives to our conversation, allowing our views and understanding of the Church to grow meaningfully. We were honoured to represent our school on such a day where we were able to express our beliefs in a supportive community united through the one faith. Despite almost missing our train, we had a very insightful and worthwhile day that broadened our knowledge on the contribution of the Parramatta Diocese and Catholic Church in our college community.

Hannah Azzopardi - College Captain

PENTECOST

On Monday 5th June, the College community gathered to celebrate Pentecost, as we acknowledged the coming of the Holy Spirit and the birthday of the church. With the leadership of Mrs Jacqueline Morley, the College Liturgy Committee dedicated their time and effort to prepare a beautiful and meaningful liturgy that united the College to celebrate the great works of the Holy Spirit. In the coming weeks, the Liturgy Committee has set a challenge upon the college community by delegating a gift of the Holy Spirit to each year group in order to encourage students to express these gifts throughout the life of the college. Knowledge, right judgment, awe and wonder, wisdom, courage and understanding are the qualities that the Holy Spirit has given to us, and as we continue to thrive in the liturgical life of the college, we will express these gifts as the fire of the Holy Spirit fills our souls.

Written by Brianna Saunders and Rachel Bartolo - Co-chair Liturgy Committee Leaders



FROM THE LEADER OF INNOVATION & LEARNING



Year 11 (2018) Stage 6 - Subject Selection Update

Thank you to all students in Year 10 who completed their initial Subject Interest form. This data is now being using to construct subject lines for 2018.

It is our hope to have the subject lines issued by the end of this term so that students and parents can think about final choices which will be selected next term.

A reminder that **Subject Selection Interviews** will take place on **Tuesday 8 August** in the college Library. This will be a student-free day for Year 10 students and all students will be expected to attend the interviews with at least one parent/carer present.

More information about these interviews will be published early next term.

Year 7-10 Parent/Teacher/Student Interviews

This year the Year 7-10 Student/Parent/Teacher interviews will take place over two days:

- Thursday 29 June from 3:15 pm to 6:00 pm and
- Friday 30 June from 8:30 am to 3:00 pm.

An email was sent to all parents today with instructions on how to book a time to see your daughter's teachers.

All reports will be distributed next 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 the coming in to speak about her learning progress with all her teachers.

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 growth thus far, and may ask how your daughter is progressing. **Students** should look at the interviews as an opportunity to reflect critically on their learning process and should arrive ready to ask questions and answer some questions about their goals, effort and growth 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!

Stage 5 and 6 - Formal Assessment Tasks for Term 2

YEAR/WEEK	Week 9	Week 10
YEAR 11	EEC - 1 Unit Music 2	Ancient History Work Studies
YEAR 12	CAFS Dance Music 2 Society & Culture English Advanced English Standard Maths General Mathematics	English Ext 1 Maths Ext 1 Modern History Drama History Extension

Mr Stephen Casni - Leader of Innovation & Learning



SCHOOL COUNSELLOR REPORT

Talking about terrorism with children

With the recent attacks overseas it is worth revisiting how parents and carers can support children and young people as they become increasingly aware of terrorism, violence, conflict and war. Explaining traumatic and violent events to children is a challenge for many adults as they too are trying to process it themselves. However, these conversations become an important opportunity to provide reassurance, accurate information and a sense of safety for young people. It is also the most significant opportunity for role modelling of the skills we use to cope with distressing events and tough emotions.

Because of the many valuable and more in-depth resources available to guide parents in this area, this article will just be a brief summary, with references and further reading links available at the conclusion.

Age to have conversations:

Primary school-aged children and younger higher school children are frequently exposed to hearing about events from peers or through the media. It is often helpful for a parent or carer to start the conversation so that you can clarify facts, correct misperceptions, and set the emotional tone for the conversation. Just letting the child know that the door is open and that their questions are welcome is really valuable. Older high school age children are more likely to be very aware of the media coverage of the event. They need the chance for more in-depth discussions with parents and teachers to help them make sense of the events as well as process feelings that arise.

Signs that high school children may be distressed:

If your high school aged child is feeling distressed by the events they might not actually verbalise this, as expressing difficult emotions can be difficult for them.. Some of the signs to look out for include: nightmares, increased symptoms of anxiety/nervousness, worry about personal safety and safety of others, increased questions around themes such as death and terrorism, angry outbursts, withdrawing or an increase in wanting to remain close to parent/carer.

What can we do to help:

- Listen to how they're feeling and thinking, provide opportunities for these conversations
- Answer questions to correct any misperceptions, and provide them with the truthful explanations
- Help children develop realistic understandings of the event, and avoid any generalisations or stereotyping that focus a young person's anger and sadness on a particular racial, cultural or religious group
- Monitor media exposure where possible, such as watching the news with them. Unfortunately for teenagers, much of the media exposure will occur on their devices when an adult is not present, so have conversations with them about the importance (for everyone!) of self-discipline in ensuring that we are not over-exposing ourselves to distressing content.
- Provide reassurance to children. Remind them of the many professionals that are committed to responding to and preventing acts of terrorism, and this lowers our own personal risk of being directly impacted by terrorism.
- Give your children a sense of hope. This can be through reminding them of the strong human spirit that rally during times of crisis, or pointing out the many helpers and heroes that respond to need due to their genuine drive to help fellow human beings.

Article summarised and adapted from:

<https://www.psychology.org.au/psychology-topics/talking-to-children-about-terrorism/>

For further information on supporting young people around responses to terror attacks here are some websites with helpful information:

<http://www.sbs.com.au/topics/life/family/article/2017/03/24/how-talk-your-kids-about-terror-attacks>

<http://www.abc.net.au/radionational/programs/lifematters/talking-to-kids-about-terror/6945668>

<https://www.parentingideas.com.au/2017/06/talking-children-terrorism/>

Mrs Jessica Austin - School Counsellor



INTRODUCING DIANNE MILLS: PARTNERSHIP MANAGER AND CAREER COACH

I am pleased to introduce myself to the Caroline Chisholm Community and to thank you for the warm welcome shown to me since I commenced mid May.

I am fortunate to be the first person at Caroline Chisholm to hold the position of “Partnership Manager” and as the title suggests, I plan to do just that.

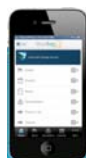
I have joined the College to expand school networks, leverage off existing partnerships, and develop new community and business partnerships to assist us in exploring post school options for our students.

As the Partnership Manager, I hope to develop experiences and relationships that will not only improve the learning outcomes of the students, but it will also create relevant life and career connections, so the girls can make smoother transitions post school. By developing partnerships, the girls will gain access to opportunities beyond the school gate to complement their regular classroom learning. These experiences in turn will expand their possibilities and options for life after school.

This is a major point of difference to other schools in that we specifically aim to bridge the gap between the curriculum we deliver, exploring post school options (transitions) and identifying the current needs in the world of work all while exploring personal strengths and interests.

I look forward to the personal and professional challenges ahead in developing relationships within the school and developing those opportunities in the business community environment to support our students and I look forward to meeting you and your daughters at some stage in the near future.

Mrs Dianne Mills - Partnership Manager



Caroline Chisholm College Skoolbag 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.



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

Facebook 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.

Year 12 Reflection Day

