



# CAROLINE CHISHOLM COLLEGE NEWSLETTER

Term 2 Week 8 Issue 9 2018



**Faith Courage Tolerance**

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## FROM THE ACTING PRINCIPAL

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

Mr Elliott spoke with our senior student leaders early in their appointment about the idea of a “legacy project”, an idea, event or project which the senior student leaders, on behalf of and working with Year 12 students and the college executive, would take responsibility for implementing. The thinking was that the project, whatever it ended up being, would be continued in coming years, forming part of the “legacy” of Year 12, 2018. After discussion of projects which would be beneficial to the college, it was decided that a worthy aim would be to enhance connections between different year groups, particularly across houses. To achieve this aim, the students suggested a “pairing” of homerooms: Year 7 homerooms with Year 10 homerooms, Year 8 homerooms with Year 11 homerooms and Year 9 homerooms with Year 12 homerooms. The “legacy” component would be that this pairing would continue for the first three years of high school for each student. In the last three years, they would be acting in a mentoring role as they were paired up with a new Year 7 homeroom until the Year 10 students finish school.

The senior students took complete responsibility for the organisation of this project. In consultation with staff, it was decided to allocate the pastoral care lesson last Friday to this initiative. The students organised the rooming, planned the activities and briefed the teaching staff. The initiative was a resounding success and I thank everyone very much who was involved with it, particularly the students in Years 10-12 who were fantastic in the welcome they showed to the younger students. I spoke to some Year 7 students later in the day who had a wonderful time and spoke enthusiastically as to how friendly and inviting the Year 10 students were who worked with them. Teaching staff also reported very positive interactions between the students. At this stage, the plan is to have a similar experience next term.

After an absence of around 10 years, Caroline Chisholm College re-entered the Catholic Schools Debating Association (CSDA) competition, a long-running and prestigious competition between Catholic schools across Sydney. It is quite a challenge to reintroduce a culture of debating but we had a very successful experience. For the first year, we decided to enter teams in Years 7-10 only but we hope to add Years 11 and 12 next year. We were overwhelmed with interest from students in all years – most years had enough students for two teams. This year we rotated teams as much as possible to give students the experience of debating. Debating is a great learning experience for the students – it’s about listening as much as speaking. With one hour’s preparation time, students are required to formulate a logical and supported argument and communicate it effectively. The other challenge is to listen to an opponent’s argument and, on the spot, develop logical and convincing arguments against their points.

To allow the students to have these experiences, dedicated teachers had to give up a number of Friday nights (in winter!). I would like to thank all the teachers who helped with the coaching of teams: **Jaden Ellis, Janine Balite, Samantha Alfar, Rebecca Sidhom** and **Sophie Watt**. I would also like to thank **Mitchell Sutton** who assisted with adjudicating and to the assistant principal, **Deborah Scollard** who both assisted with coaching and adjudicated most evenings. Particular thanks goes to our Leader of Learning for English, **Ana Dudley**, for all the time she put into co-ordinating debating in addition to coaching a team – this is quite a job both on Fridays (particularly when hosting) and during the week liaising with other schools and students.

All our teams achieved success during the year and learnt a great deal for the future. Particular mention should be made of our Year 9 team who won five of their six debates. In most years, that would have been enough for them to move past the pool debates and into elimination or quarter final rounds. Unfortunately, this year quite a few Year 9 teams won six out of six so the CSDA went to straight to quarter finals with only one of the teams winning five debates selected by a random draw – not our team, sadly.



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PLACES AND SPACES

The last of the 5 Transformations which I would like to share with you is Places and Spaces. Like all our transformations, this does not stand in isolation. We see the transformations as responses to the expectations of contemporary learning as a preparation for students to be life-long learners and adaptors. Just as our other four transformations operate simultaneously and interactively, we need appropriate Places and Spaces which allow a relevant and effective Pedagogy to be employed by teachers who are engaged in ongoing Professional Learning to set students up in appropriate Pathways enhanced by Partnerships with the wider community.

The *5 Transformations* document, proposes that by “transforming the physical facilities of the college, we can support a fundamental shift in learning, pedagogy and wellbeing. [The buildings] will provide new, flexible learning spaces based on the best research and experience from Australia and internationally”.

This newsletter’s focus on Places and Spaces is a timely one as we are soon to start using our newest contemporary learning space, our rebuilt agriculture area. With landscaping nearing completion, this area boasts first-class facilities for livestock, horticulture and teaching. Additionally, there are spaces for outdoor learning which all classes can use. Next term, we’ll provide some pictures to show how the area looks and is being used.

As part of the rebuilding of our agriculture area, our indigenous garden has been restructured. Our Djurumin group, led by **Olivia Searle** in Year 10 were involved in the planting of this area. Thanks to **Wendy Merriman** and to **Geoff Clerke** for his assistance. **Mrs Merriman** has more details of this later in this newsletter.

In the longer term the transformations in our Places and Spaces will be even more significant. We continue to meet with architects to design the new places where our students will have access to the most effective contemporary learning facilities and our teachers will devise the most suitable ways to use these spaces for student learning.

**Mr Greg King**  
Acting Principal

## FROM THE ACTING ASSISTANT PRINCIPAL



### Scarves:

Students are reminded that scarves are an OPTIONAL winter uniform item and can only be worn if they are plain black or navy (not fluffy, textured, multi-coloured or multi-shaded). As it is not compulsory to wear a scarf, it is not acceptable to have a note to allow any colour other than black or navy.

### Opal Cards:

Opal cards are used to determine demand for bus services. If students don’t have an Opal card to tap on and off the service will appear underutilised and may be considered for cancellation based on low passenger numbers. This term, inspectors will be coming to the school to check that students are using their Opal cards when boarding the school bus. Students that do not present a valid Opal card will be asked to pay a fare. If your daughter does not have an opal card, please go to the Opal website: [www.opal.com.au/en/about-opal/opal-for-school-students/](http://www.opal.com.au/en/about-opal/opal-for-school-students/)

### “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 **Poppi Howells** (7 Gilmore), **Olivia Mazurek** (7 Kenny) and **April Monteleone** (7 Kenny) 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 handed items in over the last fortnight: **Olivia Nand** (8 Wright) and **Alicia Loughman** (9 MacKillop).

*Miss Debbie White - Acting Assistant Principal*



## FROM THE ASSISTANT PRINCIPAL

### Year 11 (2019) Stage 6 - Subject Selection

Over the next few weeks Year 10 will begin the process of selecting their subjects for Years 11 and 12. Students and parents often ask us how to choose subjects for Year 11 and 12. Our advice is quite simple, *students should take courses in which they have an interest and ability and which will best suit their future needs.*

The NSW Education Standards Authority (NESA) give the same advice:

*Your aim is to attain the best HSC result you can. So, you should choose courses that you are good at, interested in and may use in the future.*

*When considering which courses to study, explore the content of a course. For example, what are the course outcomes? Will you be required to submit a major work, or perform, as part of your exams? Talk with your teachers about your strengths and weaknesses, as well as individual course requirements, before making your selections ([NESA subject selection](#)).*

Another question we are often asked is which courses are best if you want a good ATAR? In asking this question many people believe that there are certain courses which are 'scaled up' and that by studying these courses students will automatically receive bonus marks. A recent article in the Sydney Morning Herald explored this same topic, saying that, "confusion has led to misconceptions, such as the idea that students can choose subjects that give them a better ATAR, that they "game the system" by selecting easy ones." *The SMH put this question to Dr Helen Tam, the Research, Statistics and Development Manager for the Universities Admissions Centre (UAC). Tam is the person responsible for overseeing the calculations of the ATARs each year. Her advice for those Year 10 students choosing their subjects, "focus on your HSC, not your ATAR ... Forget about scaling ... Just concentrate on doing your best, and concentrate on learning when you have the opportunity and the time to do so."* ['Meet the Woman Who Calculates Every NSW's students' ATAR.' SMH, 1 June 2018.](#)

Students should focus on choosing subjects they will enjoy doing for the next two years and subjects they feel will challenge them and help them grow as a learner.

### Subject Selection Process – overview

At the end of this week, students will be given access to the Subject Selection Handbook which contains a lot of valuable information about the NESA requirements for Years 11 and 12 and about the subjects on offer at Caroline Chisholm College. In week 9, KLA Leaders of Learning will speak to Year 10 about the subjects on offer for Years 11 and 12 and will answer any questions about these subjects. The KLA Leaders of Learning for Religious Education, English, Mathematics and Science will also provide students and parents with some recommendations for study in Year 11. Parents will then have an opportunity to discuss these recommendations with their daughter's class teacher at the parent / teacher / student interviews in week 10.

Students will then be asked to nominate their subjects for 2019 using an online web preferences form allowing staff time to review these choices in preparation for the subject selection interviews. An information night will be held on Tuesday 31 July for parents and students. Please note that this is a week earlier than the advertised date as the venue will be used for HSC Trial exams on the original date. On Tuesday 14 August all Year 10 students will attend an interview with at least one parent/caregiver and an experienced HSC teacher at the College to finalise their subject choices. This interview will provide students and parents with an opportunity to discuss any remaining questions and concerns about Year 11 and 12 subject choices. 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 5 July from 3:15 pm to 6:00 pm and
- Friday 6 July from 8:30 am to 3:00 pm.

An email will be sent to all parents this week with instructions on how to book a time to see your daughter's teachers. All reports will be distributed during week 10 and it is hoped that parents will 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.

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.

**Mrs Deborah Scollard - Assistant Principal**



### ROSTRUM VOICE OF YOUTH COMPETITION

Recently, I attended the second round of a public speaking competition called Voice of Youth. As a junior participant in 7 Gilmore I faced some tough competition, including some Year 8 and 9 students. It was held at Baulkham Hills High School. I had the pleasure of being joined by **Miss White** and **Mr King**. There were two rounds, the delivery of our prepared speeches and our impromptu speeches. My topics were ‘Proud To Be Different’ and ‘Opportunity Knocks.’ In these speeches I discussed multiculturalism as well as my background and culture. I also spoke about opportunities and how they have a significant impact on our lives. I congratulated the winner for her success. Although I was not able to progress to the next round, it was a great experience and I am glad that I got to represent the college.



*Written by Aalia Nasser - Year 7 Student*

### DJURUMIN SISTERHOOD INDIGENOUS GARDEN

On Wednesday 13th June, girls from the Djurumin Sisterhood gathered at the back of the school to plant local indigenous plants in the new CCC indigenous garden. It was a lovely way for the girls to connect and get to know each other better.

“Djurumin” means “sister” in the local Dharug language. The sisters who gathered to plant were: **Olivia Searle** (Djurumin leader), **Chloe Eggleton**, **Courtney Sibbald**, **Sophie Lear**, **Alawyn Drewry** and **Jessica Jensen**.

Jessica summed up the experience, as follows:

*Today's experience of the planting was an enjoyable season. I got the pleasure to spend time with my fellow aboriginals and got to find out so information about where they came from and what being aboriginal means to them. I believe that we gained trust and strength by working with each other and seeing how we all work together made me realize that we could make a great team.*

We would like to thank **Pete** and **Niall**, the landscapers, who showed us where and what we should plant and **Mr Clerke**, who co-ordinated the activity.

*Mrs Wendy Merriman - Indigenous Liaison Teacher*





## YEAR 11 RYDA

On Thursday 14 June 2018, Year 11 attended the RYDA Road Safety Education excursion at the Penrith International Regatta Centre. The RYDA program understands that “it’s not enough to teach a young person the skill of controlling and manoeuvring a vehicle, we must balance this with the skill of critical thinking and an appreciation for safety on the road”. It was certainly clear from my observation of each Homeroom during the sessions that our students were engaged and understood the importance of the day.

The RYDA program consists of six practical and powerful interactive workshops that aim to change the way young people think about road safety. These sessions included confronting videos and the story of a young crash victim, experiencing a braking demonstration and hearing advice from road safety experts on how to protect themselves, friends and families. These road safety experts provided information to help the students think about their own individual risk profile and valuable facts regarding demerit points, fines and the impact of criminal negligence on a young person’s life.

Two of the most powerful sessions on the day were Genevieve’s Story and Crash Investigator. Drawing on information about the nature of these two devastating crashes, students deconstructed the events leading up to the crash, including the experience of the driver and conditions of the road and looked at ways the crash may have been avoided. The students were particularly grateful to crash survivor Kaitlyn for her presentation on the day.

The students learnt some interesting facts that also surprised some of the teachers. For example, did you know that L plater drivers are the safest drivers on our roads? Another fact that was shocking to hear is that driving whilst fatigued is the equivalent of driving with a blood alcohol level of 0.05. Unfortunately, the group of drivers most likely to drive fatigued are aged 17-21 years old, our least experienced. As a parent of a P plater, the following fact resonated with me: a young driver with just one passenger aged under 21 in the car, increases their risk of being involved in a serious crash by 44%.

*Ms Penny Mabon - Leader of Learning Year 11*



**IDEAL HOME PHOTOGRAPHY WORKSHOP WITH ARTIST KHALED SABSABI**

Year 9 Photography students began their work on their collaborative project with St Dominic's Year 9 and Year 11 Photography students with a wonderful day working with the generous contemporary artist **Khaled Sabsabi**. Khaled Sabsabi is a Western Sydney artist who has exhibited internationally in over 40 countries and was recently featured in the Sydney Biennale on Cockatoo Island. The students are working on images that will be part of a community collaboration with Penrith Regional Gallery and the Museum of Applied Arts and Science for their exhibition "The Ideal Home" in December. The project is supported by a grant awarded to our schools by the Visual Arts and Design Educators Association.

The girls spent the day working on images of all kinds of domestic architecture around the Penrith area. They learnt new techniques in Photoshop to manipulate and enhance their work and they collaborated with the Year 11 and Year 9 students from St Dominic's on the development of their ideas and works.

Some comments from participating students

The workshop was a great educational experience that allowed us to expand on our photography and Digital Media knowledge through working with an artist and the St Dominic's students.

**Eylssa Green**

Working with Khaled Sabsabi and the St Dom's photography students was a fun-filled learning experience that our class participated in. We learnt new skills and techniques within Photoshop to further our knowledge and production of photography. Another bonus was working with the St Dom's students. They had new ideas to share with us and were always happy to help and answer questions. As a class, we thank the staff and Khaled for this experience.

**Kaitlyn White.**

The workshop allowed us to work with the St Dom's students as we shared our ideas and perspectives while we gained experience with creative Photoshop tools. The workshop was a great educational experience that allowed us to improve our skills and have the opportunity to create a work for the Penrith Regional Gallery.

**Akanksha Sood**

*Mrs Karen King - Leader of Learning Creative Arts*



**EDUTECH 2018**

Imagine a future where automated robots are used to provide assistance to the needy, solve world problems such as climate change and increase the accuracy of lifesaving medical procedures. On Friday the 8th of June, the Westerns attended the annual EduTECH Expo held at the International Convention Centre in Darling Harbour to present our robots and give insight to other attendees on the STEAM (Science, Technology, Engineering, Arts & Mathematics) activities run at Caroline Chisholm College.

Upon arriving, the arena was filled with technology of all sorts from driverless cars with an aim to help reduce road crashes to reader pens which help dyslexic individuals with comprehending sentences. World-known technology brands that have a perpetual presence within our lives spanned further than the eye could see. Stands with Microsoft, Google and Samsung presented endless innovations and inventions all with the potential to revolutionise learning in the 21st century.

As students, along with exploring what potential the future holds, we proudly represented the school at the Robocup Junior Rescue stand, detailing to exhibitors, speakers and attendees, the profound learning experience and challenge it has provided us with. Our robotic teams spent the day continually adapting program algorithms and engineering designs to better improve the performance of their team robot on the game board.



Observers were mesmerized and inspired by the calculated autonomous performances of the robots, identifying cans and rescuing them with lifting mechanisms, following the line and overcoming obstacles such as water bottles placed in its path. As students, we were thrilled to share our experiences with others, detailing the theoretical ideas behind our designs and functions of the EV3 mindstorm software.

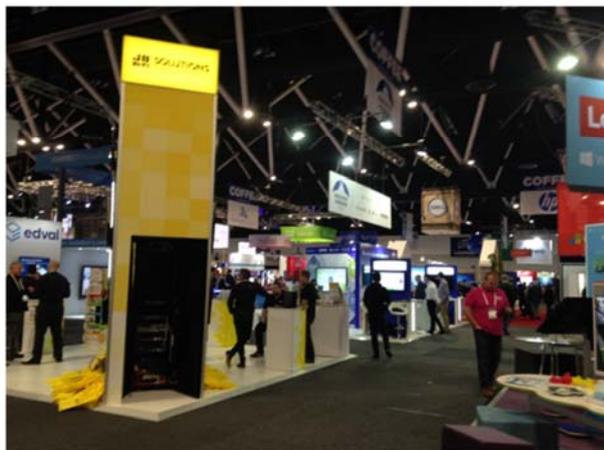
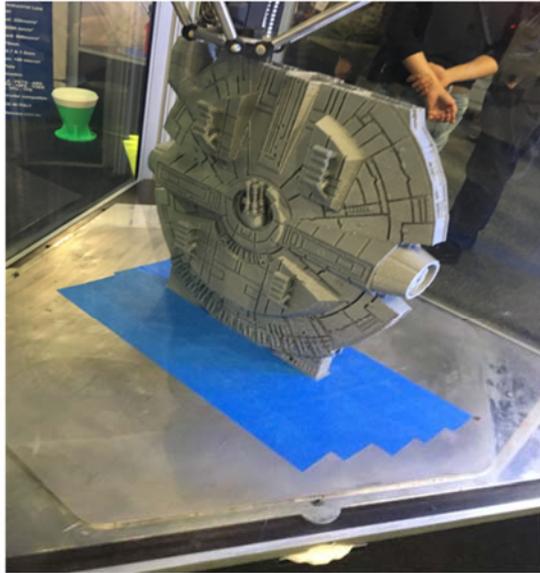
It was an enriching and powerful learning experience as others shared their ideas, opportunities of interest and school programs with us. Teachers, exhibitors, speakers, visitors and students left the stand inspired to implement and get involved within similar opportunities.

Overall, as a team, we left inspired and re energised with ideas, highlighting to us the potential STEAM has at the college. We strongly encourage students with an interest in science, technology, engineering, mathematics and the arts to attend STEM club held weekly on Tuesday afternoons from 2:40 pm - 5:00 pm in N12. No prior experience or knowledge is required to join, just passion and curiosity.

Thank you to **Mr Fuller** for organising the event and to **Mr Mills** for taking us. It was truly an unforgettable and highly beneficial experience that will be remembered for years to come.

*Written by Simone Spisiak - Year 11 Robocup*





**DIARY DATES**

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

Fri 22 Jun	<b>Year 10 Macbeth Theatre Excursion</b>	Wed 4 Jul	Year 12 Ent/11 & 10 Drama Flannofest Excursion WSU Science & Engineering Challenge <b>Year 10 Ag Excursion</b>
Mon 25 Jun	<b>Year 11 (2019) Subject Talks</b>	Thur 5 Jul	Years 7 to 10 Student/Parent/Teacher Meetings 3.15-6.00pm <b>Term 2 Concludes</b>
Tue 26 Jun	<b>Year 9 Forensic Incursion</b> <b>Year 11 (2019) Subject Talks</b>	Fri 6 Jul	11 & 10 Drama Flannofest Performance Day Excursion Years 7 to 10 Student/Parent/Teacher Meetings 8.30-3.00pm
Wed 27 Jun	<b>Year 11 Biology Penrith Lakes Excursion</b> <b>Year 11 (2019) Subject Talks</b> <b>Year 10 Ag Excursion</b>	Mon 23 Jul	<b>Staff Spirituality Day</b>
Thur 28 Jun	<b>Year 11 (2019) Subject Talks</b>	Tue 24 Jul	<b>Term 3 Commences</b>
Mon 2 Jul	<b>Year 11 Work Placement All Week</b>	Tue 31 Jul	<b>Year 11 (2019) Information Evening - 6.00pm</b>

**YEAR 12 LEGACY PROJECT**

On Friday the 15th of June, the college was involved in the Year 12 Legacy Project - paired homerooms. In this initiative, a junior homeroom was paired with a senior homeroom with the aim of fostering and nurturing the sisterhood and breaking down barriers between the year groups. The girls participated in a variety of activities and games with the aim of creating the building blocks for friendships to blossom as a result of the initiative. We would like to thank everyone who was involved. A special thank you to the staff for their support throughout the process

*Ashlin Biju - College Captain*  
*Abbey Tricot - Co Vice Captain*  
*Alina Wakeling - Co Vice Captain*

