



CAROLINE CHISHOLM COLLEGE NEWSLETTER

Term 1 Week 3 Issue 1 2019



Faith Courage Tolerance

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FROM THE PRINCIPAL

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

Welcome to the Chisholm family for 2019, and a very special welcome to our Year 7 families. Your daughter has joined a very special community that will put her and her learning first, for the next six years. We have nominated 2019 our year of **compassion**. Following the instruction from our **Bishop Vincent Long van Nguyen**, our **Pope Francis** and, most importantly, the example of Jesus in the Gospel, we will respond to the call to accompany those in need and to walk alongside the people who find themselves at the edges of our community. This will be evident in our Caroline Chisholm Day

Mass on 22 February where we listen again to the story of the Good Samaritan, and again during our Chisholm Day carnival where we will raise thousands of dollars for the Project Compassion global charity.

You have no doubt seen, or heard about the start to our building program. I am delighted that the project is running to schedule. I am also very grateful to the staff and students for the way they have so quickly adapted to the temporary changes to routine and movement around the college. Information about our building program can be found within this week's newsletter. As I have said previously, my team and I are working hard to ensure that learning is not disrupted and that the impact of the construction is kept to a minimum. We will be holding our Caroline Chisholm Day Mass on February 22 in the COLA, which, unfortunately, means we will not have space for guests. Check Facebook for a report on this special event.

On Friday we will be welcoming back our high achieving students from the 2018 HSC. These women excelled in their chosen subjects and have begun the next exciting stage of their lives. In thinking about what it took for them to reach their goals, I believe they were realistic, and did not fall into the trap of believing they had to be constantly perfect in everything they attempted. In fact, there are three myths about learning and school that are dangerous for students at any stage. The first myth is that everyone needs a dream and passion. We often ask young people "What are you passionate about?". People who can't answer this question feel like they've missed something. The truth is, not everyone has to have one ultimate passion, or knows what they love until they have lived a bit of life and got some experience. The second myth is that young people should know what they want to do with their life. We know from research that people leaving school in 2019 will likely do many, many things with their life. Choosing a path and committing to something right now may well lock our girls out of exciting possibilities. The final myth is about perfection: the drive to 'be your very best self', and not to settle for anything less. In reality, most people don't even know what that looks like and may spend their lives feeling like they have never quite reached this perfect self. God doesn't make rubbish and all of us, young and not-so-young are good, and can be better through effort and growth. None of us can be perfect. The students we will congratulate spent their energy simply getting better.

DIARY DATES

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

Thurs 14 Feb Year 10 Textiles Stitches & Craft Show Excursion
Year 12 Drama - HSC Drama Day, Nagle College
Year 10 VA Penrith Regional Gallery

Fri 15 Feb Distinguished Achievers Assembly
Year 11/12 Drama OnStage Excursion
Welcome Barbecue Year 7 - 6 pm

Tues 19 Feb Year 10 DAT IKEA Excursion
Year 7 NSW Vaccination Program
Year 10 VA Penrith Regional Gallery

Perhaps, as we begin this school year, it would be great to remind our daughters (and our sons) that learning is a messy, fun, imperfect and challenging journey. The destination is not the grade on a report at the end of 2019, but a healthy future built on skills, a love of learning and compassion for others.

Join with me in praying for the success of our learning journey in 2019:

God of our past, our present and our future,
God of our dreams, our designs and our decisions,
Be love in us as we journey through this new school year.

Be our inner vision, that we may see life through your eyes,
Be our inner hearing, that we may listen well for your call,
Be our inner judgment, so we may discern clearly that which gives life,
promotes growth, and nurtures love.

As we move into this school year,
fill us with hope and abiding trust that you dwell in us,
So that, in both joy and sorrow, we radiate hope.

Amen.

Mr Greg Elliott
Principal

CAROLINE CHISHOLM COLLEGE

College Building Program 2019 - 2020

Learning at Caroline Chisholm has always focussed on the future. Very soon, our students will be studying in a facility that supports modern learners. Our new spaces will better allow our girls to create, solve problems, design, collaborate and take control of their learning.

FEATURES OF THE NEW BUILDINGS

- 450 seat performance centre that can be divided into four learning spaces (2019)
- Separate dance and drama studios (2019)
- Music rooms, recording studio and recital space (2019)
- A cafe run by students (2019)
- Four new art studios and gallery space (2019)
- New canteen (2020)
- New, vibrant, collaborative learning spaces, replacing 13 old classrooms (2020)

Please contact our Business Manager, Mario Marinelli, with any questions or concerns on 0247 37 5500.



CAROLINE
CHISHOLM
COLLEGE

Faith, Courage, Tolerance





FROM THE ASSISTANT PRINCIPAL

What makes you a successful learner?

Theodore Roosevelt was president of the USA from 1933 to 1945. He made these comments as part of his speech, 'Citizenship in a Republic', delivered in Paris in 1910:

It is not the critic who counts; not the man who points out how the strong man stumbles, or where the doer of deeds could have done them better. The credit belongs to the man who is actually in the arena, whose face is marred by dust and sweat and blood; who strives valiantly; who errs, who comes short again and again, because there is no effort without error and shortcoming; but who does actually strive to do the deeds; who knows great enthusiasms, the great devotions; who spends himself in a worthy cause; who at the best knows in the end the triumph of high achievement, and who at the worst, if he fails, at least fails while daring greatly, so that his place shall never be with those cold and timid souls who neither know victory nor defeat.

Of course, Roosevelt was talking about all people, not just men, and his comments apply to all us. What Roosevelt is saying is that victory comes from hard work, resilience and determination. Sitting on the side-line, avoiding hard work out of fear of failure only leads to defeat. Triumph and greatness comes from falling short again and again, from making errors and mistakes – but only if we get up again and again and strive to do better and be better. As we begin our new year, I challenge each of our students to strive valiantly, to accept mistakes and errors and keep trying. I challenge all of our students to strive after their passions, their 'great devotions' and to focus their energy on achieving their goals, knowing that this will be hard and will require great bravery and resilience.

Assessment

At the beginning of the year I would just like to highlight a few things about assessment at Caroline Chisholm College.

Years 7 - 9

Assessment in Years 7-9 is ongoing and learning growth and progress may be assessed through all or any type of class and homework tasks. Students are given multiple opportunities to display their abilities and achievement in a variety of ways. Information about the types of activities students will engage in as part of the assessment process is contained in the Years 7, 8 and 9 Assessment Plans. These Plans have been emailed to students and are available on the College website.

Years 10 - 12

Formal assessment tasks are completed by all students in Years 10 - 12 and there are strict procedures in place to ensure students meet the requirements of these tasks. Teachers work with the students to empower them to succeed in all formal tasks and class time is spent preparing students to complete these tasks to the best of their ability. It is important that students and parents are familiar with the Assessment Policies and Procedures for years 10 - 12 which can be accessed on the College website. Assessment calendars for years 10 - 12 can also be accessed on the College website and these outline the due dates for assessment tasks.

From the student Leaders of Learning

FOOD FOR THOUGHT

Subject: English/ Music

Would you prefer a world where you cannot speak or cannot hear?

Email your thoughts to:

Simone Spisiak: sspisiak@parrastu.catholic.edu.au

Ellie Loughman: eloughman@parrastu.catholic.edu.au

Leaders of the Learning Committee

Mrs Deborah Scollard - Assistant Principal



FROM THE ASSISTANT PRINCIPAL

I'd like to welcome all the students and parents back for the year. I need to start the year by giving some generic information that I need to say at this time each year so there is no later confusion. While most of this information is similar to the last few years, I would ask all parents to read it carefully, as it is very important information and there are a few slight changes from previous years, including uniform information.

Vaccinations

We have a complicated series of vaccinations this year for Years 7, 8 and 10.

Tuesday, 19 February 2019 09:00

Year 7, dTpa and 1st dose HPV- all students

Year 8, 2nd dose HPV 2018 - catch up

Tuesday, 7 May 2019 09:00

Year 10, Men ACWY

Year 7, dTpa and 1st dose HPV- catch up

Year 8, 2nd dose HPV 2018 - catch up

Wednesday, 28 August 2019 09:00

Year 7, 2nd dose HPV

Year 7, dTpa and 1st dose HPV- catch up

Year 8, 2nd dose HPV 2018 - catch up

The first vaccination for Year 7 students will be on Tuesday 19 February. Students in Year 7 have received a permission form for the vaccinations. Year 7 students need to bring these back immediately.

It is important that students come to school on the day, even if they are a little unwell, as long as they don't have a fever. If they are unwell it is possible for them to be brought to school for the vaccine then go home. Vaccinations start at around 9.00 am.

Uniform

As usual, I am impressed by the appearance of the students at the start of the year and I'd like to thank the students and the parents for their support. We are a uniform school and it is the strong wish of the parent body that we enforce our uniform requirements. All students and parents, on enrolling at the college, also signed an agreement to abide by the college's uniform expectations.

If you are ever in any doubt if an item conforms to the college expectations, particularly if there is a cost involved, such as school shoes, please check with me or your daughter's Year Leader. The college uniform requirements are clearly spelt out in the student diaries and on the website. While the vast majority of students adhere really well to the expectations, some students push the limits. Three particular areas we will continue to enforce strongly are

- skirt lengths – skirts must reach the bottom of the knees (a number of students have been given reminder notices this week)
- piercings – the only visible piercings allowed are up to 2 in each ear (and no expanders or bars – only simple studs or sleepers). 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.
- nail polish – the rules in the diary must be followed. Students with unacceptable jewellery or nail art or non-compliant nail polish will be asked to remove it immediately.

These uniform provisions have been consistent since any current student enrolled at the college and it would be greatly appreciated for parents to support us by discouraging these piercings while their daughter is a student at the college. Additionally, no visible body art is permitted. Students are also reminded that the only neck wear allowed is a simple chain and cross or a name chain.

All students from Years 7-12 must have the College backpack or, for Years 10-12 the College satchel. Students in Years 7-9 must use the backpack each day, although they may use the blue tote bags with the college name for **additional** equipment. Students in Years 10-12 may continue to use their backpack or purchase the College satchel which has a place for a device and is suitable for the needs of senior study. Before last year, students in Years 10-12 were allowed to use the College tote bag to take bring equipment to and from school. This no longer will be the case, although we will allow the

current Year 12 who only have three terms left to do this. The tote bags are not designed for carrying substantial loads, either in terms of their durability or their ergonomics and have been found to be quite unsatisfactory for the purposes they were being used.

Students should have all their equipment, including uniform items, clearly labelled. Students at the College are very honest and many lost items are handed in. It is very frustrating when the owner cannot be traced because there is no name on the item.

All students in Years 7-9 are required to have their hair tied back. Senior students, only, may have their hair out, but they must tie it back in classes with WHS requirements.

Any parent whose daughter has a problem meeting the uniform requirements immediately needs to contact her Year Leader or me to talk over the issues. Where there is an issue of genuine hardship and a uniform item cannot be purchased, parents and carers are asked to contact Mr Elliott or me, confidentially.

Caroline Chisholm Day

Students will be receiving information about Caroline Chisholm Day closer to the event but as this is the last newsletter until the day itself, I would like to draw parents' attention to a few matters:

- This is a significant college event and all students are expected to attend. Absences from this event will be noted on the semester report.
- The day consists of a full college mass followed by a fun remainder of the day, with games, rides and food. This year the mass will be held in the college COLA (Covered Outdoor Learning Area). Our Opening Mass this year will be celebrated by **Fr Chris de'Souza**, Vicar General and Episcopal Vicar for Education and Formation. **Fr Chris** used to be the parish priest at St Nicholas of Myra, Penrith.
- Students who wish to use the professional rides can buy a wristband for \$20. There are many other activities which are free or have a small cost which goes towards Project Compassion.
- Students are to wear their normal full uniform for the mass (Blazers not required). If they wish, they can change into sports uniform for the later activities and go home in sports uniform. Be sun safe.
- Students who do not attend the mass will not be allowed to take part on the later fun activities. Students who come to school after the mass will be supervised in the library for the remainder of the day.
- The activities are for current Caroline Chisholm students only. No relations, friends or ex-students are allowed.
- Students can bring their own food, pre-order from some stalls or take their luck with other hot food stalls. Students will not be allowed to order food in or have take-away food dropped off to them. The canteen will only take orders in the morning before homeroom and will not be open for non-ordered food purchases during the day.

Parent/Student Contact During the Day

As students should not have mobile phones on in class time, I would ask that any communication between parents and daughters happen in break time. I understand that there may be times when simple messages regarding domestic arrangements are sent this way.

However, in the case of a student needing to leave school unexpectedly or a potentially upsetting message needing to be conveyed, I would ask parents to use the school office as the channel of communication. If you need to take your daughter from school unexpectedly, please contact the school rather than your daughter directly. Similarly, if a girl becomes ill during the day she should notify her class teacher who will send her to the sick bay. The office staff will contact the parent and organise for the girl to speak to the parent if this is necessary and make arrangements for her to be picked up. Girls should not be contacting parents directly to ask to be picked up when they are ill. It is part of our duty of care that we are informed immediately a student feels unwell or needs to go home. We need to liaise with parents to make the best arrangements for the student's welfare.

Absences

Attendance at school every day is essential for your daughter to achieve her educational best and increase her career and life options. The correlation between attendance and performance is very clear. Punctuality in the mornings and a high level of attendance will again be a focus of the Pastoral Care team this year. When unavoidable absences occur we would ask for your assistance in providing an explanation sending an explanation of absence note on the very next day the student is at school or by requesting approved leave beforehand where possible. For leave of more than 10 days, a request form is available on the college website. Phone calls on the day of absence are appreciated but not mandatory and still need to be accompanied by a written or texted explanation. Any absence will require students to ensure that they have caught up on all work missed and collected all information provided in those lessons. As we monitor attendance we will endeavour to address any issues as early as possible. Years 11 and 12 students need an attendance rate of at least 90% to have study leave privileges. Generally, students would need a 90% attendance rate have opportunities to represent the College at sporting and cultural events as well as in leadership positions.

- If a student is away from school, she must provide an acceptable **written explanation** signed by her parent or carer or a doctor's certificate within five school days (one week) of her return to school after absence. Normally, parents can also explain absences by sending a reply text to the SMS notification that is sent when a student is not in Homeroom. This facility is not currently available on the new Catholic Education Diocese of Parramatta attendance program. It should be available soon. You will be informed when this is available.
- If a note is not returned by that date she will officially be recorded as "Absence is not explained or justified". Even if a note subsequently comes in, the official recording will remain "Absence is not explained or justified" and appear that way on the semester report, although the note will be stored in the student's file.
- Parents need to apply for leave from the principal if their daughter will be absent for more than 10 days (other than for illness). This application must be done using the form on the college website (in the news and events section). This is a NSW government regulation.
- If a student is not in a homeroom at 8.23 am she will be marked absent. Students arriving after this time must sign in at the front office and have their late note signed by a parent or carer. Students on a late bus still need to sign in as the roll will have been taken in their homeroom. However, a late bus arrival will not be recorded as a partial absence.

Care for the environment

As part of our collective responsibility for the College environment, students will from time to time be asked to help pick up rubbish. Even as I pick up rubbish which is not mine, I would expect a student to co-operate with a staff member when asked to pick up rubbish, even if it was not theirs. Students have access to plastic gloves where this is appropriate or necessary.

Detentions

While relatively few students receive afternoon detentions, detentions are an important part of the college student management structure. All students and parents, on enrolling at the college, signed an agreement to abide by and support the college's student management policies, including possible afternoon detentions. The normal detention is for one hour. This may be for a serious offence or for an accumulation of 6 diary warnings for minor infringements. (Students receive a lunch detention after 3 warnings.) Any student who does not attend a scheduled afternoon detention without a valid reason will receive a two hour detention at the next available opportunity. This will comprise a one hour detention for the original offence and an additional hour for failing to attend without a reason. Notice of afternoon detentions is always posted or emailed to the parent/carer and requires a signed response. Please note that after school detentions will be held on **Wednesdays** (from 2.45 pm to 3.45 pm.).

Buses

For the first few weeks of school there could be disruptions to the timetabled services to and from school caused by the larger than normal numbers of students utilising these services during the "grace period" - that is, all students are allowed to access the buses without having to produce their Opal card (either a Student Opal free travel card, an Opal Term Pass, or a Youth Opal card). The increase in students travelling can impact on services, causing them to run later than scheduled or to appear to be overloaded. During that period, Busways will monitor their services while things settle down and students get into established routines for travelling to school. This includes monitoring the 799 public route (not school) bus, as there have been some mornings where it has been reported to the school there was no room for students on the bus. Busways has advised the standard procedures require that if a driver is not able to pick up students he is to notify his Operations Control Centre via the bus's 2-way radio. Provided a standby bus is available, it will be dispatched to pick up those students. If this limited resource has already been assigned to other duties, students may be required to wait for the next scheduled service to arrive. This could result in student arriving 15-20 minutes to school. They will not be counted as late to school for attendance purposes. If this problem continues after the grace period concludes, Busways will put in place procedures to address it.

Opal Cards

Student Opal Cards must be used on all trips students make to and from school. They must tap on and off each time. This is a small price for free travel, in my view. The data from Opal Cards is also critical for the bus companies to lobby the government for extra services. If students aren't tapping on and off, there is no data that a particular route is overcrowded. Please see the separate notice from Busways in this newsletter about using Student Opal Cards.

Traffic Arrangements

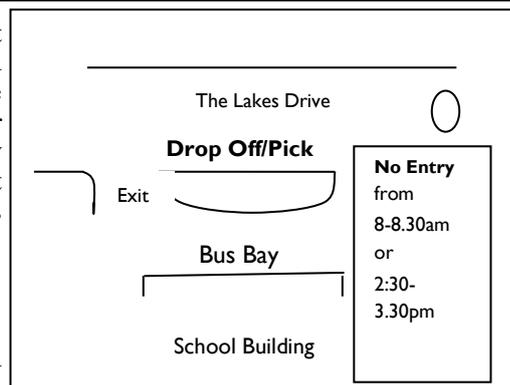
A drop off zone on The Lakes Drive enables students to be dropped off in the morning and picked up in the afternoon outside the College gates. Due to the high pedestrian and bus activity in the mornings and afternoons **parents are not to enter the college grounds to drop off or pick up their daughters at these times**. There is **no access for non-staff vehicles** into the College grounds between 8.00am and 8.30 am or between 2.30pm and 3.00pm. Vehicles already on the premises may not exit between 2.30pm and 3.00pm.

Parents and students are advised that the speed hump outside the front western gate is not a pedestrian crossing. There is a pedestrian crossing and safety zone for crossing near the roundabout. Students are to enter the college grounds only through the pedestrian gate, not either of the vehicular entrances. The rear gate of the College is opened for pedestrian access only in the afternoon for students walking home and should not be a pick up point for vehicles. Parents are also reminded of a number of no stopping areas outside the college, particularly near the driveways. You are not permitted to stop in these areas at all, even momentarily, to let a student out of the car.

Doing the Right Thing

Congratulations to **Kiana Hale** (8 Gilmore), **Ella Sheehy** (8 Jackson) and **Anique Pantazaros** (8 Wright). They have been selected to receive a \$5 canteen voucher for college service.

Mr Greg King - Assistant Principal



ROTARY YOUTH PROGRAM OF ENRICHMENT (RYPEN) SUMMER CAMP

Two of our Year 10 students, **Hayley Barnes** and **Hannah Stephan** were invited to be part of the 2019 RYPEN camp. You will see from their reports below that the girls had extraordinary experiences. It is really pleasing to see the girls really making the most of these opportunities. I would like to thank Penrith Rotary for their ongoing support of the college and their sponsorship of these girls to allow them to attend the camp.

Mr Greg King - Assistant Principal

From Hayley Barnes:

Last weekend Hannah Stephan, myself and 94 other students from all over Sydney attended a RYPEN Summer Camp which was run through Rotary International. The camp was a 3 day leadership camp at Sydney Academy of Sport and Recreation at Narrabeen. At the camp, we were faced with challenges such as meeting and being comfortable with new people and completing activities outside our comfort zone. These challenges were to help us improve with our leadership skills that we can use in the future. Some of the activities including ice breaker challenges, raft building from limited materials and team initiatives with new people. I walked away from the camp with so much that is going to assist me in the future and I am grateful for this experience. RYPEN was excellent and definitely was an amazing experience to be a part of.

From Hannah Stephan:

From Friday 1st to Sunday 3rd of February, Hayley Barnes and I attended the Rotary Youth Program of Enrichment, RYPEN Summer Camp held at Sydney Academy of Sports, Narrabeen. The camp was designed for students in year 10, 2019 across Sydney who show potential in leadership, communication skills, responsibility and initiative and require an opportunity to further develop it. RYPEN for me was the most incredible experience. Over the course of the weekend, the 96 students who attended the camp were separated into four colour groups in which throughout the camp, the boys and girls engaged in an intensive program of workshops, sports and entertainment activities. These activities included raft building, problem-solving, trivia, ice-breaker games, war cry, challenges and reflecting, all of which involved working together, meeting new people, development of your skills and confidence, stepping out of your comfort zone and improving self-pride.

Raft building was one of my favourite activities as I believe it was the most effective in meeting the goals which the program had set for us. The students were divided into three groups and the equipment which they received symbolised the group's status and wealth. The wealthy received barrels, the middle-status received wood and the poor people received crates. With some negotiation, each group traded items with one another in order to make a raft that would be able to travel to the other side of the river and back. This activity was one of many that allowed the boys and girls within the group to become knowledgeable about their strengths in order to use these qualities to work collaboratively. This would allow us to produce a unique and durable design with the challenges that were continuously thrown our way. The raft building activity was a big eye-opener. The raft building allowed me to improve my communications skills, step out of my comfort zone by providing me with the confidence to share my ideas, get involved, meet new people and lead the team.

RYPEN allowed me to understand myself better – a true eye-opener. The camp allowed me to take the time to reflect on myself, my skills and characteristics. At school, I was often the girl that wouldn't have the confidence to simply share my ideas or put my hand up in class. The camp made me realise the importance of having positive self-image and pride, putting myself out there, meeting new people, working in a team, being independent and not taking notice of what others may think of you. The like-minded students with whom I was surrounded throughout the course of the weekend were so kind, welcoming, supportive, intelligent and courageous. I have learned so much, made life-long friends and made memories that I will never forget. I can safely say that RYPEN was one of the best things that I have ever done and I am beyond grateful that I have been given this outstanding opportunity.

EXCHANGE STUDENT - TALIRA SMITH AND EMILY LAKEMAN

Talira Smith and **Emily Lakeman**, in Year 11, spent Term 4 of 2018 at our sister school, Tokyo Junshin. They had a great time and are keen share their experiences with the College community.

Talira and Emily responded to some questions about their experience, as follows:

Q: What was the funniest thing which happened to you?

Talira: One day whilst changing into my PE gear, my uniform bow (necktie) fell into a traditional squat toilet! I quickly washed it in the sink, hung it up in my homeroom and went to class late. When I returned, another student had made a makeshift drying mechanism from a piece of plastic to direct the air-conditioner air-flow to dry it. It was kind of weird but thoughtful. Another funny experience was walking past a student and I overheard her saying, “がいじん、いいにおいね” - which means, “foreigners smell good, don't they” !!

Emily: Every PE lesson, we had to do the same touch rugby obstacle course. One day, everyone was being assessed on the course, so I decided to go “all out”. I did a massive slide in front of everyone and I scraped all down my arm and leg and had to go to the nurse's office. I also loved the daggy 80s warm up, we did at the start of every PE class.

Q: What did you find really challenging?

Emily: Constantly having to be aware of everything around you and adjusting to a different sleep schedule & eating different foods. It was also really hard to not be able to express frustrations. Once in a science prac, my friends were using the equipment incorrectly and it was really hard not being able to explain that I knew what to do.

Talira: I found it most challenging to persistently try and understand the language around me every day as well as adapt to a lifestyle that allows for little spare/alone time. Accepting embarrassment was difficult as well, like after doing traditional dancing in front of the whole class and having it recorded for assessment. Also, giving speeches in Japanese and having a singing “test”, where I had to sing alone in front of the scary music teacher they called “monster” (although he was nice to us).

Q: How were you able to make connections?

Talira: I showed my host family pictures of my house which led to discussion about differences. A favourite discussion I had with friends was talking about the way different animal sounds are represented in English and Japanese. For example, in Japanese, a rooster's sounds is “kokekokkou”. It was really funny to hear the different sounds and it led to debates as to which are most realistic!!

Emily: I tried joking around to break the ice. Talking about sport (especially netball) and places I wanted to visit or had visited was helpful in starting conversations. The Japanese I had learnt at CCC was enough to get me started. It also helped that I already had lots of friends from the various exchanges between CCC and Junshin.

Q: How has your experience at Junshin helped your Japanese language skills?

Emily: I can interpret the language differently and understand a lot more and can “translate” quicker. Also, my handwriting in Japanese and English has improved because we did so much writing at school. I feel like I can make more connections between grammar and speech and written Japanese and it's a really good feeling.

Talira: I can also make more connections because of all of the repetition and hearing things over and over. I have learnt new grammar structures, become more confident using grammar. I can conjugate plain form verbs (which we haven't yet learnt at CCC) plus I've learnt lots of slang, everyday words and kanji characters.

Q: Now that you've been home for 8 weeks, what impact do you think your exchange has had on you?

Talira: I now really appreciate my life in Australia and how easy it is. I also feel excited to learn Japanese. It doesn't feel tedious anymore and I'm really keen to progress.

Emily: I can't stop talking about my experiences! It has changed my life and I feel different - more worldly and independent. I also feel like “we're all the same” – teenage girls in Japan and Australia are the same. I also feel confident and excited about learning Japanese.

Q: What would you say to any junior Chisholm girls who might be interested in the term exchange program?

Emily: I was really anxious about going and I almost pulled out but once I got there I was very happy. The time went very fast and I became very close to my friends at Junshin because I relied on them so much to help me.

Talira: I was unsure at first and wasn't so keen to go but once I got there, I loved every minute. I felt like a real Junshin student. I thought 8 weeks in school would be boring but it went quickly. It also felt like a holiday because I did so much with my host family on the weekends.



FOCUS ON AN ATHLETE AT CCC

Name	Year	Sport
Clara Davies	10	Dance

What has been happening?

In December 2018 my dance team received a bid to compete in the US All Star Federation World Championships in April 2019. We were given the opportunity to be the only team to represent Western Sydney this year. We will be competing with over 40 different countries from all around the world. Worlds is counted as the furthest you can go for Allstar Cheer and dance.

It has been a dream of mine to watch worlds. Competing at worlds is even more exciting. My team and I are very grateful to be given the opportunity of a lifetime and we hope to do Australia proud!



School Opal Card

As part of our campaign against fare evasion, and our on-going commitment to provide the level of service needed to transport students to and from your school, Busways conducts regular checks of School Opal card.

All students must be in possession of a valid Opal card or pay a fare.

Students in possession of an Opal card must also tap on/off with their card when boarding our buses.

This is important, because the Opal data collected determines the level of service we are able to provide to your school. If students don't tap on and off, the services will appear underutilised and may be considered for cancellation based on low passenger numbers.

To apply for a School Opal card or to report a lost or stolen card, go on-line to www.opal.com.au/en/about-opal/opal-for-school-students/

Students who are ineligible for School Opal will need to purchase a Child/Youth Opal card or pay a fare to travel on our buses.

Thank you in advance for your assistance and support.



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.

If there is an alert for a specific grade, the alert will be directed to that grade only.

Please set up your SkoolBag account to reflect the grade that is relevant to you.



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.



Teaching someone to drive can be a **happy** experience.

You can learn all the simple steps on how to teach a learner driver at a FREE two hour workshop.

The next workshop in your area will be held:

TIME & DATE:

5.45 - 7.45pm
Wednesday 13
March 2019

VENUE:

Library Theatre
Penrith City Library
Civic Centre
601 High St Penrith

BOOK NOW ON:

(02) 4732 7556 or Email
catherine.waerner
@penrith.city
*BOOKINGS ESSENTIAL

**Helping learner drivers
become safe drivers**

