Dear Parents and Carers

Happy Birthday Campbell High!


Welcome to 2015 - a very special year for us as we mark 50 years of quality education in the inner north. We especially welcome our first time high school parents and a number of new families arriving from interstate and overseas.

A number of our staff received transfers during the summer break and we wish the following teachers all the very best in their new schools: Ms Beattie, Ms Pinder, Ms Anderson, Mr Lee, Ms Butler and Ms Edstrom.

It is with pleasure that I welcome the following new staff to the school this year:
Staff put in valuable time in January to take part in professional learning to support their classroom practice. Staff also worked together on long term planning for the new school plan 2015 -2018.

Our two broad priorities in this next four year improvement cycle are:

1. Innovative and inspiring teaching and learning
2. Students and staff will be thriving global citizens

As we embark on the next 50 years of education, in 2015 we will particularly focus on:

**Innovation**
- We’ve had a major Wi-Fi upgrade during the holidays
- We will be refurbishing three IT areas in 2015
- We’re planning for the implementation of a Bring Your Own Device (BYOD) initiative.

**Curriculum and Assessment**
- To engage learners in 21st century classrooms

**Gifted and Talented students**
- The implementation of the Directorate’s Gifted and Talented Policy (see pages 12 – 14)

**Language Immersion classes**
- In Japanese and French language classes

**Literacy Planet**
- A new $12,000 online literacy program, which the school won, to improve all students literacy in the school.

**Action Research**
- Staff are working in Communities of Practice groups to research different methods to improve student results across the school.

Thanks to our P & C for arranging the very successful Meet the Teacher night last week. It is always great to catch up early in the year in a social setting. See on page 33 a new directorate brochure on parent brochure Education Engagement: Progressing Parental Engagement

<table>
<thead>
<tr>
<th>Ms Debbie Dwyer  (from Dickson College)</th>
<th>Executive teacher English/Languages</th>
<th>Mr Matt Satterthwaite</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr Tony Kildea  (from CIT &amp; Radford)</td>
<td>English</td>
<td>Ms Grace Hammond</td>
<td>Hospitality</td>
</tr>
<tr>
<td>Ms Annette Jamieson (from Alfred Deakin High)</td>
<td>English/Learning Studio</td>
<td>Ms Mirja Maclean</td>
<td>SosE /IT</td>
</tr>
<tr>
<td>Ms Aiko Wendfelt</td>
<td>Japanese (part time)</td>
<td>Ms Rebecca Borg</td>
<td>Visual Art</td>
</tr>
<tr>
<td>Mr Nick Carey-Ide (from Gungahlin College)</td>
<td>SoSE</td>
<td>MS Roz Dibley</td>
<td>Visual Arts assistant</td>
</tr>
</tbody>
</table>
Some practical tips and reminders for parents:

- Keep an eye on our website – see the Homework Wheel, our daily notices, download that lost note, align your mobile devices to our school calendar, subscribe to the calendar feed.
- Learn the language of what ‘week’ it is at school according to our calendar
- Support great teaching by sending the teacher a Red Apple Postcard (on the last page of every newsletter)
- Assist us by informing us of your child’s absence as soon as possible
- If you’re worried or concerned about your child contact their Contact Teacher, the class teacher or one of our pastoral care team for advice
- Family Transaction Statements – help us manage this great school through your contribution to our resourcing needs. We welcome early payments - over the phone, direct deposit, in person, cheques, cash, coins….

Warmest regards

Heather Paterson
Principal

PRINCIPAL’S AWARD

<table>
<thead>
<tr>
<th>Name</th>
<th>Year/Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joe Berry</td>
<td>10Da2</td>
</tr>
<tr>
<td>Joseph Ngugen</td>
<td>10Li1</td>
</tr>
<tr>
<td>Tahlia Marmont</td>
<td>8St1</td>
</tr>
<tr>
<td>Luke Donaldson</td>
<td>10Da2</td>
</tr>
<tr>
<td>Koki Aitkin</td>
<td>8Di3</td>
</tr>
<tr>
<td>Matilda Webb</td>
<td>8Li1</td>
</tr>
</tbody>
</table>

STAFF NEWS

Congratulations to Wouter Van de Voorde, Campbell High’s photography and digital art teacher, on the launch of his solo exhibition at the Colour Factory gallery in Fitzroy Melbourne. If you’re in Melbourne, take a look…exhibition closes 28 February.

"Belgian expat Wouter Van de Voorde takes landscape photos that often cause your mind scratch beneath the surface of what you're seeing. He's also the only photographer I've come across who's able to make the outskirts of Canberra look so poignant. (Sam West for http://thethousands.com.au/)

I had the pleasure to have a solo exhibition at the Colour Factory Gallery in Fitzroy, Melbourne as part of the first edition of the PhotoBook Melbourne Festival. The show had a successful opening on the 12th of February and still runs till the end of the month. Read more here: http://goo.gl/OSHoHA, http://goo.gl/nUXzVZ and http://goo.gl/PKDOik"
UPCOMING EVENTS – TERM 4 2014

Monday 23 February  Board voting opens 11.001m
Monday 23 February  Board Meeting 5.15pm Conference Room
Thursday 26 February  P & C Meeting 7.00pm
Tuesday – Wednesday 03 – 04 March  Learning Studio Camp
Monday 06 March  Canberra Day Public Holiday
Tuesday 10 March  French Film Festival
Tuesday – Friday 10 – 13 March  Year 7 Camp
Thursday 19 March  Board voting closes 11.00am
Friday 20 March  Harmony Day – National Action Day Against Bullying

Monday 23 March  Board appointments made
Monday 23 March  Board Meeting 5.15pm Conference Room
Tuesday 24 March  Informatics Competition
Wednesday 25 March  School Photo Day
Thursday 26 March  Greatest Head Shave – Long Break
Thursday 26 March  P & C AGM 7.00pm
Thursday 26 March  School Social
Thursday 26 March  Next Bagpipe posted online

CHANGE OF CONTACT DETAILS?

Have you changed your email address or phone number? Has your family situation changed?

Please remember to let the front office staff know immediately if your contact details have changed.

In the event of an emergency with your child/children at Campbell High, it’s critical that our records are up to date so that we can reach you quickly.

Please email absences@campbellhs.act.edu.au
DEPUTY PRINCIPAL’S REPORT

I am excited to be acting in the role of Deputy Principal for Kim Tankard for the start of the 2015 school year. I am pleased to report the year has commenced very smoothly and I would like to take this opportunity to welcome our year 7 students and all other new enrolments. We also welcome their families into our Campbell community. Students have enjoyed their break and staff are refreshed and planning some great things for the students this year.

Your ongoing support and the commitment of our dedicated staff has made Campbell High School a high performing school. A great deal of work and planning has occurred to ensure this year will provide tremendous opportunities and achievements for our students.

Lockers

Many students have hired lockers but we still have a number available. If you would like your child to have a locker this year, the fee is $15 and all students must supply their own padlock. There is no direct charge for year 7 students as this is incorporated into the voluntary contributions. We would also ask for a spare key to be provided to us in the event that the student loses their key. Payments can be made at the finance front office.

Attendance and Absence

The schools duty of care is to ensure we can properly account for student attendance and support parents in making sure their children attend school. This is a partnership that we take seriously and I want you to feel assured that we are doing our best to keep you informed about your child’s attendance.

Parents can be assured that teachers monitor attendance carefully each lesson. I ask you to promptly:

- Ensure that you notify the school of your child’s absence and
- Provide appropriate evidence of acceptable reasons for any absences, for example medical certificates.

You can email absences@campbellhs.act.edu.au or you can send a note to your child’s contact teacher.

Uniform

It is great to see students in uniform on a daily basis. Thank you for your support for this important initiative. As usual the students can be very proud of the image they are conveying. We look forward to working in partnership with all of our families and carers to ensure every child has a successful year in 2015.

Sonja Marmont
Acting Deputy Principal
HARMONY DAY

Flags for Intercultural Understanding

As part of the Harmony Day celebrations on Saturday 21 March, Campbell High School would like to create a display of flags from around the world to display in the hall to illustrate the cultural backgrounds of the Campbell community. The aim of the flags is to promote the cultural diversity within the school and to make all students proud of where they have come from and the positive contribution they have made to the Campbell High School community. There will be a special presentation of the flags to the principal, M Heather Paterson.

If you would like to donate a flag from your cultural background please contact Susan Daintith susan.daintith@ed.act.edu.au

Susan Daintith
Japanese Teacher

ON OUR DOORSTEP  -  We have such a great location.

Students at Mt Ainslie
CAMPBELL HIGH SCHOOL UNIFORM POLICY

The School Uniform Policy was recently discussed at a meeting of the Campbell High School Board, (Monday 8 September 2014).

The board agreed that it continues to support the school’s uniform policy and values the convenience of a school uniform for parents and students. The board also felt that the uniform creates equality amongst students and avoids ‘designer creep’. As with all policies, the need for a balanced implementation was considered important in supporting the needs of families at the school.

Why Campbell High has a uniform:

As a school with a long and proud tradition of delivering quality education, Campbell High has always placed a strong emphasis on acceptable dress standards. For some time now, Campbell High School has been operating under a School Board endorsed “Uniform Policy” designed with our students’ safety and health in mind. The uniform provides the students with a way to show that they are proud of belonging to Campbell High, intruders are quickly identified by not being in our uniform, and the polo shirt is intended to provide an increased level of sun protection.

Uniform is:
Campbell High Polo Top
Campbell High Jumper/Jacket
Campbell Track suit Pants
Campbell Tartan Skirt
Dark blue Jeans/Jeans Shorts (No Stonewash/Acid Wash)
Plain Navy Blue Shorts
Blue Jeans Shorts
Enclosed Footwear

WHAT NOT TO WEAR - These items not acceptable and should never be worn to school:
Multi-coloured jackets
Leather/faux Leather jackets
Hoodies
Flannelette shirts
Bright coloured jeans/pants
Leggings/jeggings with nothing over the top
Ugg boots
Singlet/tank-tops
Tops that don’t cover bellies
Low cut tops
“Short” shorts - it is preferred that shorts will reach mid-thigh
Ripped/shredded/torn clothing
Footy Shorts
Board shorts/check patterned shorts
Open toe shoes
Clothing featuring large LOGOS
ENGLISH AND LANGUAGES REPORT
The English and Languages faculty would like to welcome the new executive teacher Ms Debbie Dwyer, she has come to us from Dickson College. Annette Jamieson is our new English/Learning Support teacher and Ms Aiko Wendfeldt will teach Japanese.

There are a lot of fun events coming up on the calendar. These include the French Film festival, the Matsusaka High annual visit from Japan, trips to Japan and France and Writers’ Camp – for those who enjoy creative writing. There will be opportunities for students to participate in some national competitions such as the Dorothea Mackellar Poetry Competition, the ACT Chief Minister’s Reading Challenge and ACER Languages competition.

All French and Japanese language students are reminded to pay $30 for their Language Perfect yearly subscription to the finance front office by week 5, term one. Please listen out for information in the daily notices for these events and competitions. If students have any issues, please ask your English or Languages teacher for help.

Susan Daintith
Japanese Teacher

MATHS FACULTY REPORT
Mathematics Competitions
Once again Campbell High students will be encouraged to participate in external mathematics competitions that are taking place on the following dates:

- Computational and Algorithmic Thinking Competition (CAT), Tuesday 24 March ($6.00)
- Australian Mathematics Competition, Thursday 30 July ($6.00)
- ICAS Mathematics Comp, Tuesday 11 August ($8.00)

All Extension Mathematics students are required to complete at least two of these competitions and other students are welcome to complete the competitions. Notes will be handed out to relevant students in mid-February or can be collected from Ms Brown in the Maths staffroom. Payment for the first competition (CAT) is due by Friday 27 February.

Calculators
It is important that all students have a scientific calculator for mathematics. Calculators are available for purchase from the front office for $22.

Online Textbook
Notes have been given to all students about the purchase of a yearly online subscription to the Pearson Mathematics textbook. The cost for this is $10. The notes and payment should be returned by Friday 20 February. Students will then receive their log-in details.

Maths Support on Thursdays at long break
Mr Tabi and Mr Kennedy are available every Thursday this term during long break in Room F54 computer lab to assist students with their maths homework, upcoming maths assessment tasks and their general understanding of maths topics they are working on in class or which they just want to learn more about. Students are also welcome to work quietly on their maths work in Room F54 during these sessions. For further details, students should see Mr Tabi or Mr Kennedy in the maths staffroom (Room F21).

Maths Online Homework Program
The mathematics program at Campbell High School uses an online homework website: www.mymathsonline.com.au. Each student will be issued with their login details during February. If any student has problems connecting to the internet they should approach their teacher to receive hardcopy homework or complete the online homework in the library or at Maths support.

Karen Brown
Maths Teacher
CHALLENGE PROGRAM
Campbell High has developed the Challenge Program to provide extended opportunities for students with a diverse range of gifts and talents. Students can apply to participate in one or a number of Challenges in any one year, although they are respectfully reminded to maintain a healthy school/life balance. As the program is flexible, students can move in and out of the program in different years depending on their interests and workload commitments.

Some of the Challenges offered will be in English, Languages, Maths, Science, SoSE, Visual Arts, Drama/Theatre, Music, Sports, Leadership, Community and Year 10 Pathways. To find out more, please log onto the Campbell High website and under the heading Curriculum, you will find the brochure on the Challenge Program.

This year’s challenges are still to be finalised, so students should listen to the daily notices for more information coming up soon. There will be a lunchtime meeting for interested students in Week 3.

Debbie Dwyer
Facilitator of the Challenge Program
Do you want to improve your literacy?
Log onto

Why Literacy Planet?

- Designed by educators
- Curriculum aligned, covering key aspects of literacy development including Spelling, Reading, Comprehension and Grammar
- For all children of any ability (ages 4-15+)
- Diagnose problem areas and maximise potential
- Self-paced with recognition of achievement
- Easy to understand progress reports
- Immediate feedback about learning progress
- Rewarding and incentive based
- Over 15,000 games and exercises to play

Ask your contact teacher or email Miss Daintith for login details susan.daintith@ed.act.edu.au

Parent Literacy Evening

When: Wednesday 4 March
Where: School Library
Time: 5:30pm

Campbell High School’s literacy coordinator, Susan Daintith will deliver a presentation on how to support your child’s literacy needs at home, navigating the Literacy Planet website and school organisation. If you would like any information regarding this session please email Susan Daintith susan.daintith@ed.act.edu.au

Susan Daintith
Literacy Coordinator
YEAR 7 GIFTED AND TALENTED PROGRAMS
This year, Campbell High School will be implementing its trial Gifted and Talented program for Year 7 students.

The Education and Training Directorate has developed a policy and guidelines for all public schools, in order to meet the academic, social and emotional needs of gifted and talented students in the ACT.

You can view a whole range of information sheets about the ETD policy at this web address:


Every school is tailoring its program to suit the particular needs of its own students and community, and so every program will be different.
The program we are trialling at Campbell this year will incorporate the following features:

- It will be targeted at year 7 students only in 2015
- It will follow an integration model – that is, students will remain in mainstream classes, but will come together as a group once every fortnight to work together in a ‘philosophy of learning’ class
- Gifted and talented students will be identified in term 1 (although the identification process will be ongoing and the cohort will continue to change over time). The identification process will NOT rely on a single piece of evidence, but multiple examples. The starting point will be a general aptitude test later in term 1. Following this, we will seek parent and teacher evidence in the form of checklists, as well as student self-referrals, assessment and work samples, and faculty-based diagnostic testing.

Once students are identified the school will continue to monitor their progress through interviews and communication with the Gifted and Talented Liaison Officer (Tom Griffith). This will enable the school to identify any academic or wellbeing concerns affecting our G and T cohort in a timely manner.

Moderation and extension will take place in individual subjects. The main method of moderation will be in assessment items, with G and T students offered the opportunity to demonstrate their skills and knowledge to a higher degree than the outcomes or Achievement Standards expected of their year group.

There will be more information coming out to parents about our program once the identification process is underway. Of course, there will be communication with parents of students who are identified as G and T, to explain in greater detail the program and how it will affect their child.

Please look to future Bagpipe newsletters and school emails for further information about the program.
You can contact Tom Griffith for any urgent inquiries.

Tom Griffith
Acting SLC SoSE
To support ACT public schools in their implementation of the Gifted and Talented Students policy, the ACT Education and Training Directorate has commissioned Gateways Education to develop a series of six articles over the next three years to provide information to parents and the community about gifted and talented children. The following article is the first in the series and highlights the characteristics and needs of gifted learners.

This article and further information about the education of gifted and talented learners, including Gifted and Talented Fact Sheets for parents, can be found on the ACT Education and Training Directorate website.

**UNDERSTANDING THE GIFTED LEARNERS IN OUR CLASSROOMS**

Recognising and understanding gifted learners is challenging for educators and parents alike. The characteristics and needs of students who are gifted are personal and unique, and recognising them involves understanding that these specific characteristics may be demonstrated through a variety of different behaviours often presenting differently in school compared to at home.

The ACT Education and Training Directorate’s Gifted and Talented Students Policy is based on the Francois Gagné Differentiated Model of Giftedness and Talent (2008). This model highlights the impact of environmental and intrapersonal catalysts on the development of giftedness towards talent or competency. Although intellectual or academic giftedness is only one of the domains in Gagné’s model, it is the domain which often requires the most differentiated response in the classroom.

Gifted students have characteristics and needs which are different from those of their same age peers. As a group, intellectually gifted learners comprehend complex ideas quickly, learn more rapidly and in greater depth, and may exhibit interests that differ from those of their age peers. They need time for in-depth exploration, to manipulate ideas and draw generalisations about seemingly unconnected concepts, and to ask provocative questions. Gifted learners find excitement and pleasure from intellectual challenge and show initiative and originality in work, particularly in areas of high interest and passion. At times gifted learners will show extraordinary degrees of motivation and a single-minded pursuit of goals, which their peers may find hard to understand. However, these students may also be self-critical in evaluating and correcting their own efforts, exhibiting perfectionist behaviours, which lead to task avoidance and the tendency to take criticism from others very much to heart.

Gifted students often demonstrate an ability to handle abstract ideas and flexibility in thinking, which allows them to consider problems from a number of viewpoints and show high levels of empathy for the feelings and circumstances of other people.

Gifted students possess a need for like-minded friends and longer-term relationships than their same aged peers and this often results in a preference for older friends or friendships with much younger, but equally gifted students. When like-minded connections are not available to them, they may experience feelings of isolation and rejection and subsequent accusations of social maladjustment from those around them.

It is important to recognise that gifted learners are not a homogenous group and that students may exhibit differing levels of giftedness across one or more of the domains outlined in the Gagné model. Equally, it is important to acknowledge that giftedness does not always translate to talent and thus underachievement may need to be addressed in the case of some gifted learners. Ultimately, gifted learners require support in order to achieve their full potential. To this extent, they are no different to any other students whose learning needs differ from the norm.

**References**

Gagné, F. (2008). *Building gifts into talents: Overview of the DMGT*. Université du Québec à Montréal (Canada)


---

**SOSE FACULTY NEWS**

The Campbell High SoSE staff are all super excited about what promises to be a fun and productive year for our classes.

Firstly, let us introduce our (numerous) staff for 2015:

- Tom Griffith (SLC – please contact me with any concerns about your child’s SoSE classes)
- Phil Ladomirski
- Jane Barrett
- Suki Dorras-Walker
- Marg Cummins
- Bryce McErlain
- Mirja McLean-Engstrom
- Sharon McPhee
- Nick Carey-Ide
- Grace Hammond
- Ben Foster
- Michael Foster

In year 7, students will spend semester 1 studying an introduction to history, followed by one Mediterranean and one Asian ancient society. Year 8’s will start the year with Geography, looking at landforms and landscapes, followed by migration and urbanisation. Year 9’s will begin their study of modern history with a focus on the period from 1750-1918, whilst year 10’s will study the period after WW1, with a focus on WW2, civil and indigenous rights, and post-WW2 social developments.

Early in term 2 the SoSE faculty will be running an exciting and educational geography/history trip to the Snowy Mountains. Expression of Interest forms have been distributed, so please send these back ASAP. Further information will be forthcoming very soon.

We hope your child is enjoying their SoSE studies so far and look forward to working with all parents and carers in enhancing every student’s learning this year.

Tom Griffith
Acting SLC SoSE
SCIENCE FACULTY REPORT

Welcome to our new Year 7 students!
What will Year 7 be doing this year? Most Year 7 students will be following the Australian Curriculum for Science which consists of three interwoven strands. They will be increasing their **Science Understanding** around Chemistry, Biology, Physics and Earth and Space Science, they will be conducting **Science Investigations** in the labs using new and interesting equipment and they will be discovering the contributions of scientists to our world in their consideration of **Science as a Human Endeavor**.

Most Year 7 students will be assessed against the Australian Curriculum Year 7 Achievement Standard which says:

“*By the end of Year 7, students describe techniques to separate pure substances from mixtures. They represent and predict the effects of unbalanced forces, including Earth’s gravity, on motion. They explain how the relative positions of the Earth, sun and moon affect phenomena on Earth. They analyse how the sustainable use of resources depends on the way they are formed and cycle through Earth systems. They predict the effect of environmental changes on feeding relationships and classify and organise diverse organisms based on observable differences. Students describe situations where scientific knowledge from different science disciplines has been used to solve a real-world problem. They explain how the solution was viewed by, and impacted on, different groups in society.*

Students identify questions that can be investigated scientifically. They plan fair experimental methods, identifying variables to be changed and measured. They select equipment that improves fairness and accuracy and describe how they considered safety. Students draw on evidence to support their conclusions. They summarise data from different sources, describe trends and refer to the quality of their data when suggesting improvements to their methods. They communicate their ideas, methods and findings using scientific language and appropriate representations”

We look forward to working with the Year 7 students during 2015. If you have any questions about the Year 7 Science course, please contact me by email jeanette.watts@ed.act.edu.au

Jeanette Watts
Executive Teacher – Science

---

YEAR 7 CAMP

I am very excited about our upcoming Year 7 Camp. The dates to remember are Tuesday 10 March to Friday 13 March (Week 6). We are headed to the Sydney Academy of Sport and Recreation, who offer a fantastic program for our students. Activities such as abseiling, archery, kayaking and rock climbing are all on the agenda! Camp notes went home on Monday 9 February; however there are spares available at the Front Office, or on the school website. In order to ensure all runs smoothly, all paperwork needs to be returned by Friday 6 March. There will also be further medical and dietary information sent home soon. If you have any concerns or wish to discuss payment options, please contact me on 6142 3177 or via email at ellie.mayne@ed.act.edu.au

Ellie Mayne
Year 7 Coordinator
SPORTS REPORT
The sports calendar is busy this term with a number of sporting opportunities available to all students.

Term 1:
- Tennis
- Basketball
- Softball
- Rugby League
- Rugby 7s
- Waterpolo
- Girls AFL

For most sports Campbell High will enter both boys and girls teams in the 7/8 and 9/10 divisions. (This depends on student interest)

The Sports Calendar displays the dates of each sport as well as the teacher who will be selecting/coaching the team – this is attached and also up on the PE notice board in the gym foyer.

Staff members from CBLH will not attend individual sports and sports for 12yrs and under students – parent/guardian supervision is required

Procedure for students to be involved in school sport competitions
1. Students must listen to the daily notices for information on trials.
2. Attend the trial.
3. Check the PE notice board for selections.
4. If selected - student will be given permission note and medical form to complete and return along with payment, to the finance office ASAP.
5. Attend trainings.
6. Please note: students may be replaced if he/she
   (i) does not attend training sessions
   (ii) does not return permission note by due date
   (iii) is on the stop list
7. Students must wear full school uniform to and from the sporting event
8. Playing uniforms will be supplied on the day of event
9. Students are expected to comply with teachers and officials/referees/umpires throughout the event
10. Students must supply individual permission notes if they intend on catching buses/walking home/getting lift with someone other than their parent/carer.

12 years and under students
Students who turn 12 this year can compete in sporting competitions with other 12-year-old students from primary schools. All information for 12yrs and under students will be forwarded to parents via email. If this applies to you please contact Belinda Castle and provide an email address.

If you have any questions regarding sport at Campbell High School please contact the sports coordinator - Belinda Castle at belinda.castle@ed.act.edu.au

Belinda Castle
Sports Coordinator
<table>
<thead>
<tr>
<th>WK</th>
<th>MONDAY (BDACE)</th>
<th>TUESDAY (FGBA)</th>
<th>WEDNESDAY (CGEDF)</th>
<th>THURSDAY (BECDF)</th>
<th>FRIDAY (CABFG)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2/2</td>
<td>3/2</td>
<td>4/2</td>
<td>5/2</td>
<td>6/2</td>
</tr>
<tr>
<td>2</td>
<td>9/2</td>
<td>10/2</td>
<td>11/2</td>
<td>12/2</td>
<td>13/2</td>
</tr>
<tr>
<td>3</td>
<td>16/2</td>
<td>17/2</td>
<td>18/2</td>
<td>19/2</td>
<td>20/2</td>
</tr>
<tr>
<td>4</td>
<td>23/2</td>
<td>24/2</td>
<td>25/2</td>
<td>26/2</td>
<td>27/2</td>
</tr>
<tr>
<td>5</td>
<td>2/3</td>
<td>3/3</td>
<td>4/3</td>
<td>5/3</td>
<td>6/3</td>
</tr>
<tr>
<td>6</td>
<td>9/3</td>
<td>10/3</td>
<td>11/3</td>
<td>12/3</td>
<td>13/3 ACT Softball finals</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>16/3</td>
<td>17/3</td>
<td>18/3</td>
<td>19/3</td>
<td>20/3</td>
</tr>
<tr>
<td>8</td>
<td>23/3</td>
<td>24/3</td>
<td>25/3</td>
<td>26/3</td>
<td>27/3</td>
</tr>
</tbody>
</table>

- **Boys Tennis** – no staff
- **Girls Tennis** – no staff
- **Boys Softball**
- **Castle Rugby League**
- **9/10 - Gray 7/8 -**
- **Girls Softball**
- **7/8 - Turner 9/10 - Kennedy**
- **Boys Water polo Morgan**
- **Girls Water polo McDonald Rugby 7s 9/10 boys - Gray 7/8 boys -**
- **Girls Basketball**
- **7/8 - Turner 9/10 - Wilson**
- **ACT Golf – no staff 12Y&U North Gungahlin Swimming – no staff Rug
- **League finals**
- **Boys Basketball 7/8 - Fitzgerald 9/10 - Carter**
SWIMMING CARNIVAL
In week 2 a record 538 students attended the annual Campbell High School Swimming Carnival at Big Splash in Macquarie.

With participation levels high, the day was filled with competitive swimming and team spirit. House captains did a fantastic job of motivating students, each house entering a number of relay teams in a bid to climb the leader board. Whilst our students did extremely well in the pool, we had an astonishing number of students take part out of the water in the famous Campbell High Line Dance.

Well done to Daley who finished on top of the points table after a tight battle with Stephens.
Records broken on the day:

Girls:
- Lauren 10St1 - 16yrs 50m Freestyle
- Lol 07Di2 - 16yrs 50m Breaststroke

Boys:
- Andrew 10Di1 – 15yrs 50m Freestyle
- Jordy 10Li1 – 16yrs 50m Freestyle
- Kian 07Di2 – 16yrs 50m Breaststroke

Age Champions:
12 years girl - Emma 07Li2
12 years boy – Finlay 07Di3
13 years girl – Rachel 07St2
13 years boy – Augustin 07St1
14 years girl – Matilda 08Li1
14 years boy – Owen 08Di1 and Lucas 08Di2
15 years girl – Yani 09St2
15 years boy – Andrew 10Di1
16 years girl – Lauren 10St1 and Lol 07Di2
16 years boy – Kian 07Di2

Belinda Castle
Sports Coordinator
THE ARTS
Sadly, after ten years of wonderfully inspiring work through the Campbell HS [CBLHS] Arts Visual Arts, Louise Pinder decided it was time to move on and has taken up an opportunity to work at Telopea Park School.

Replacing Louise Pinder in Visual Arts, is Mrs Rebecca Borg. Rebecca brings her own experience and energy, and will continue to strengthen and grow the great work that Louise made to the life at CBLHS students and its community. We are so very happy that she was keen to accept our offer to join us for the next few years.

You may have heard that the Visual Art rooms have been remodelled over the summer break. The Education and Training Directorate, after much lobbying from our own school P&C, and constant shoulder tapping from Principal Paterson, agreed to the work, which should be handed over to CBLHS at the end of week three of this year.

The new rooms were designed around meeting the school’s Arts programs [classes, material/work storage and exhibition space] while also providing a new and exciting space for the whole school to access and enjoy.

For term one, while we settle into the new art room/studios, the school has been granted the generous service of an Arts Assistant; Ms Roz Dibley. Ms Dibley, an experienced visual artist and Art teacher herself, is of great assistance as we move through this busy [and awkward = fewer available classrooms] start to the year.

This year promises to be another exciting and eventful year for music students, with plenty of performance opportunities such as Band Festival, Floriade, Arts Fest, school fetes, Education Week, Band Camp and many others. We welcome back continuing students and look forward to getting to know our new ones.

Instrumental tuition has begun for 2015. This is available for flute, clarinet, saxophone, trumpet, trombone, piano, guitar, bass, drum kit and voice during school hours. Notes have been sent home with band students and tuition is also available to those students who have not chosen a music elective.

Instrument Hire
Students who need to hire an instrument for Band have been sent a note home with information and hire fees. The first payment is due in week 5 of this term. Please contact Ms Kylie Brown or Mr Ben Foster for further information.

Later this year, through Mr Sticpewich and Drama, we are looking to develop an Opera Production experience and opportunity. So please stay tuned for more on this.

Your CBLHS Arts Faculty staff are:

Arts Assistant: Ms Roz Dibley
Arts Media: Mr Wouter van de Voorde
Drama: Mr Ben Sticpewich
Music/Band: Ms Kylie Brown and Mr Ben Foster
Visual Arts/Ceramics: Ms Rebecca Borg and Mr Stephen Crabb [exec].

Stephen Crabb
SLC Arts
STUDENT WELLBEING
Welcome everyone to the new school year. In this first issue of the Bagpipe, it is important to make you aware of all the services available to students and their families. At Campbell High School we aim to develop caring and effective relationships between staff, students and the community. Wellbeing practices are focused around our Core School Values.

- Caring relationships
- Personal challenge and success
- Honesty and fairness
- Positive participation
- Personal development

Students are provided with a wide variety of support structures to cater for their differing welfare needs. Our Wellbeing team consists of:

- **Pastoral Care Coordinator**, Philip Ladomirski
- **Student Services Executive Teachers**, Adam George and Hamish McDonald
- **Year Coordinators**
  - Year 7 Ellie Mayne
  - Year 8 John Fitzgerald
  - Year 9 Emily Hills
  - Year 10 Eva Bugledich

- **Youth Support Worker**, Pete Mewburn
- **School Counsellor**, Glenda Jeffery
- **School Chaplain**, Steve Lindner
- **Defence Transition Mentor**, Debbie Dimmock
- **Youth Engagement and Commitment Officer**, Steve Lindner
- **Youth Nurse**, Nicola Whitelaw

If you would like to meet with any of our staff you may
- Go to the front office and complete a referral form
- Go to the Wellbeing walkway and see Mr Ladomirski
- Ask your Year Coordinator or Contact Teacher to refer you
In addition to being able to readily approach these support staff, students are also encouraged to ask for an appointment via the email address ursafe@campbellhs.act.edu.au.

**MindMatters**
This year, Campbell High School is proud to begin implementing the MindMatters framework. This is an initiative developed by Beyond Blue and is designed to promote mental health, prevent problems and enable early intervention. The implementation is planned to take 3 years but the school is very excited to have this framework underpinning our school culture. More information about the MindMatters framework is available [here](#).

**Pastoral Care**
Pastoral Care sessions are a regular component of the Campbell High School timetable and enable students to explore social and emotional concepts such as anti-bullying and resilience, drug education and relationships. These sessions are conducted in Contact Groups to enhance the participation and interconnectedness of the students. More information on Pastoral Care can be found on the [school website](#).

**Lunchtime groups**
There will be a number of lunchtime groups operating this term. Make sure your child listens to the daily notices for more information. You can also check the daily notices on our website.

Philip Ladomirski
Acting SLC of Pastoral Care and Wellbeing
ACHIEVEMENT CENTRE

Achievement Centre programs are designed for students in Years 7 and 8 who will benefit from a flexible, personalised program that will assist with their successful re-engagement with learning and a mainstream school program.

Purpose of the Achievement Centre Program

Through an individualised program Achievement Centre, staff support students to develop their literacy and numeracy skills and re-engage successfully with education.

Achievement Centre staff will work with the student’s home school to provide supported return to mainstream programs in as short a time as possible by collaboratively developing a transition and re-integration plan.

Staff:

Sonja Marmont- Executive Teacher

Sharon McPhee- Teacher

Phil Ladomirski- Teacher

Natalie Christian- Teacher

Sophie Cazabon- Youth worker

Semester 1, 2015 students

Sharon McPhee
Achievement Centre
Throughout 2014 our school was the lucky recipients of the Eftpos and Cancer Council’s $25,000 Shade Grant. This grant contributed to the new structure in the main quadrangle. The new structure is an all-weather structure and is a great space to be utilised for year meetings, PE lessons and students keeping out of the weather at lunchtimes. The Structure boasts a 200 square metre covered area that backs onto the prime grasslands of Mount Ainslie. Students have taken to the improved lunchtime area with many utilising it for active play. Special thanks must go to the School Board for matching the grant $26,000 to make this project possible.

As the UV is still extreme, don’t forget to slop on some sunscreen and slap on a hat whilst outdoors! School style bucket hats can be purchased from the front office for $15.00 and sunscreen is readily available outside the gym.

Slip Slop Slap

Corey Gray
English and PE Teacher
**CAREERS AT CAMPBELL 2015**
Welcome to Careers at Campbell. This year we will continue to offer support to students with their future career and study decision making.

The Careers Office, F27, is located near the English rooms on the first floor. It is open during the long breaks from Monday to Thursday for students to drop in and ask questions, research work experience and check out the available resources. The Careers Office is open for all Campbell students who are contemplating their future and the paths that they may wish to take. Parents are welcome to make an appointment or phone for a chat outside school hours.

Year 10 students face a very busy year with all sorts of decisions in front of them about college and subject choices. Many students are also exploring ASBA options during year 10 with a view to continuing these in college. More information about college enrolments and campus open nights will be sent home early next term.

**Programs offered this year through the Careers Room:**

**Work Experience**  
Year 10 students are invited to participate in a week of Work Experience this year. They are urged to start thinking now about where they would like to attend this placement. This is an important program that helps students become familiar with the realities of employment, especially in industries that they may be considering as part of their future options.

**Australian School Based Apprenticeships**  
These provide an excellent opportunity for students to combine school with work and training. The Australian School Based Apprenticeship program (ASBA) is a valuable scheme for students wishing to pursue careers in areas such as retail, business administration, aged care, hairdressing, children’s services, automotive and hospitality. Students can find their own ASBA in a field that interests them. Some ASBAs become available throughout the year and these will be advertised on the Careers noticeboard and in the morning notices. These are generally targeted at students in year 10 or above.

It is important that students have some familiarity in the industry before considering applying for an ASBA. Ideally, this could be through a work experience placement with the employer. A high quality resume is required, and I am happy to help with this. If students are considering an ASBA in Year 11, now is the time to complete the necessary research and prepare themselves by gaining some experience in the industry.

**Careers Excursions:**  
Throughout the year, there will be several options to attend excursions to careers markets and information sessions. These are amazing opportunities to research and gather information about careers and tertiary courses. I urge students not to leave their decisions about attending these excursions until the last minute as they may find that they miss out on a place. These will be advertised through the morning notices, CLC and Bagpipe articles. White Card/Asbestos Awareness Training may also be offered for a very reasonable fee generously subsidised by our P&C.

**Futures Forum:**  
The Futures Forum will be held during the last week of this term. This day is designed to help year 10 students investigate various options and future career choices. Students will be able to attend different seminars to gain more information about careers and courses that they may be considering as post-school pathways.
Part-time Work:
Local employers regularly offer part-time work to Campbell High students which I advertise through daily notices and noticeboards. While part-time work presents many benefits for students, I would like to offer a word of caution:

Studies have shown that more than 15 hours paid employment can interfere with a young person's academic progress when they are attending full time education. Work may also impact on family relationships, physical fitness and health and, sometimes, social growth.

About 10 to 12 hours casual or part time work can provide students with knowledge of the world of work and a small degree of financial and personal independence. However, it is important for students to remember to maintain a healthy study, work and life balance.

I am looking forward to working with Campbell High students again this year.

Marg Cummins
Careers Advisor
Marg.Cummins@ed.act.edu.au

FROM THE CHAPLAIN
Welcome back to school for those continuing on from 2014 and welcome to all our new students. Campbell High is a fantastic school and I’m looking forward to the year ahead.

I have several roles across the school which means that I’m here five days per week.

I work two days per week as the school’s Chaplain, typically a Thursday and Friday, which is funded through the National School Chaplaincy Program (NSCP). I’m supported by School Chaplaincy ACT, the agency which looks after around 22 chaplaincy services in schools across Canberra.

I am a part of the amazing Welfare / Pastoral Care team here at Campbell High and my role includes being a listening ear, a friendly face in the playground and around the school, providing assistance to the school community (students, families and staff) in coping with the pressures of everyday life, cases of bereavement, family breakdown and other crisis and loss situations regardless of the individual’s personal values or beliefs. I’m often called and referred to as ‘Chappo’ around school.

Here are some of the programs we’ll run this year:

Breakfast – Free toast and cereal Tuesday and Thursday mornings before school

I run a breakfast program on a Tuesday and Thursday which provides students and staff with FREE cereal and toast, thanks to Kelloggs, Brumby’s Bakery at Ainslie Shops, IGA Ainslie and Supabarn. Last year we provided around 8000 serves of breakfast! We are starting up again on Thursday week 2 in the hall canteen area.
Lunchtime groups
Our lunchtime groups will be recommencing through term 1. They are run by youth workers from local churches, with the approval of the school principal, and students must have written permission from parent/guardian to attend. The groups give students the opportunity to play some fun games, share a few snacks and participate in (if they choose to) a short (5-7 minute) discussion around spiritual, moral and personal values. These brief discussions encourage students to think about values such as respect for self and others, personal resilience, positive participation, caring relationships, honesty, integrity, and is a chance for them to be able to discuss their worldview. Permission notes can be obtained from my room (F15) or I can email a copy to home.

Seasons for Growth
Looking into terms 2 and 3, I will again be running an 8-week program called Seasons For Growth (SFG). This small-group program is purposefully designed to provide young people, who have experienced grief or loss of one kind or another, an opportunity to learn more about change, loss and grief in our lives within an educational (learning) framework.

Some other programs that I assist with are BOOM! Mentoring (year 9&10), Mental Health Ambassadors, Mental Health First Aid, Community Service volunteering and Enrichment activities.

INTERNATIONAL PRIVATE STUDENT (IPS) COORDINATOR
IPS’s come from China, Vietnam, Cambodia, Taiwan and many other places leaving home and family, which is a major step. As coordinator, I provide support for these students in many practical ways, such as helping them with school and with any other concerns they may have in preparation for college and, eventually, university.

Homestay
With increased interest from families wanting to send their children to study in Canberra, there is a shortage of local families who are willing to open their home to become a homestay host to an international student. These students require a safe and nurturing environment during their stay in Canberra and living with a homestay family is the best way for them to learn English and experience life in Australia. Homestay families receive around $280 per week. If you would like to find out more about becoming a Homestay, please contact me at school or you can talk to the Homestay Manager at the International Education Unit on 6205 9194 or email ieu@act.gov.au.

YOUTH ATTAINMENT AND TRANSITIONS OFFICER
The Federal Government is committed to supporting young people through helping them to better engage in education and training and to make a successful transition from school into further education, training or employment. I help support the students with their PATHWAYS PLAN and organise the FUTURES FORUM.

The FUTURES FORUM (FF) is a one-day event held here at school specifically for year 10 students to assist them with the often challenging task of thinking about and planning towards a future career. The date for the forum is Wednesday 8 April (Week 10).

Prior to the day, students will have the opportunity to choose 4 x 30minute information sessions to attend from a selection of over 20 different career/industries. This year choices will be available to view and select online. Parents are encouraged to talk about these selections with their son/daughter as part of helping them plan towards a future career path.

On the day students will be inspired and entertained by a guest youth communicator and attend the 4 x 30minute presentations given from professionals in over 20 different industries. They’ll be able to ask questions and receive information to help them learn more about specific careers they may be
interested in. It’s a fun and interactive day and students will have time to work on their own PATHWAYS PLAN.

The PATHWAYS PLAN is an important tool that assists students in thinking about their interests, strengths and abilities and helps them with the process of making informed choices about future study and work and how to get where they would like to go. It is an essential tool in preparing for years 11 and 12 and beyond.

Students are now able to access their PATHWAYS PLAN online at https://pathways.act.edu.au.

If you would like to contact me with any questions or regarding any matters you can email me on Steve.Lindner@ed.act.edu.au or ring me on 6205 6344.

Steve Lindner  
School Chaplain  
Youth Attainment and Transitions Officer  
International Private Student Coordinator

DEFENCE NEWS
Hello and welcome back to all our returning students and Defence Force families, also a warm welcome to all our new students and families who have joined our school this year, I hope you settle quickly and enjoy your time at Campbell High School.

DTM Role – As the Defence Transition Mentor (DTM), my role is to assist defence students and their families, provide information and support during their time here and transition assistance when moving to another school. If your child needs any assistance, if you need to update information or a family member has deployed, or is expecting to be deployed, please do not hesitate to contact me on 61423193 or email debbie.dimmock@ed.act.edu.au. I work part-time from 9.00am – 2.30pm usually Monday, Wednesday and Thursday.

I can also provide you with information regarding those services provided to students by Defence, for example, extra tuition in compulsory subject areas. Tutoring support is provided in the first 18 months of a child starting school in the new location.

It can sometimes be difficult to identify defence students, therefore if you have never received an email from me, could you please let me have your email address and the name of your child/children.

DEFENCE DIARY DATES – DCO Canberra is hosting a family day and expo to welcome Defence families to the Canberra region. It’s free it’s on Saturday 14th March 2015, 10am - 1pm at the ADFA Gymnasium and AFL Oval. Information stalls, sporting groups, jumping castles, petting zoo, RMC Band, yellow brick road and more… So mark this day in your calendar and we look forward to seeing you there!

(No sharp heeled shoes on gym floor will be allowed – consider wearing some weekend flats)  
RSVP dco.canberra@defence.gov.au 02 6265 8777 (Enter via the Gun Gate)  
MORE INFO www.defence.gov.au/dco
MONDAY LUNCH TIME GROUP – Every Monday I run and host a Student Wellbeing Lunchtime activity to encourage new friendships, interact with students from other year groups and teach basic sewing techniques. The group gives the students, greater awareness of Remembrance Day and participation in fund raising through the sewing of fabric poppies. All students welcome.

HELP – SOME USEFUL RESOURCES FOR PARENTS…..

- An Australian resource for parenting newborns to teens: [www.raisingchildren.net.au](http://www.raisingchildren.net.au)
- National organisation supporting those suffering mental health disorders: [www.beyondblue.org.au](http://www.beyondblue.org.au)

Have a great year!!

Debbie Dimmock
Defence Transition Mentor

TO MULTITASK OR TO FOCUS?
An article on new research - ‘Media Multitasking While Learning’

In this thoughtful article in Slate, Annie Murphy Paul reports on a study of young people’s strong tendency to multitask while doing homework and studying. Researchers from California State University/Dominguez Hills (led by psychology professor Larry Rosen) observed students in their living rooms, dens, kitchens, and bedrooms, capturing data once a minute on what they were doing – right down to the number of windows open on their computers and whether they were using ear-buds. Although students knew they were being observed and had been told to work on something important, within two minutes they were texting, looking at Facebook feeds, making phone calls, etc. Students were on task only about 65 percent of the time they were observed. “We were amazed at how frequently they multitasked,” says Rosen, “even though they knew someone was watching. It really seems that they could not go for 15 minutes without engaging their devices. It was kind of scary, actually.”

University of Michigan psychology professor David Meyer has this to say about multitasking: “Under most conditions, the brain simply cannot do two complex tasks at the same time. It can happen only when the two tasks are both very simple and when they don’t compete with each other for the same mental resources” – for example, folding laundry and listening to a radio weather report. What happens when students multitask? Psychologists, cognitive scientists, and neuroscientists say that:

- Assignments take longer to complete because of the time distractions take and the time it takes to refocus after an interruption.

- There’s more mental fatigue from repeatedly dropping and picking up mental threads, which leads to more mistakes. Task-switching is especially tiring when students move between formal, precise language tasks and informal, colloquial banter.

- Learning is spottier and shallower.
• Students remember less well. “The moment of encoding is what matters most for retention,” says Paul, “and dozens of laboratory studies have demonstrated that when our attention is divided during encoding, we remember that piece of information less well – or not at all.”

• Students have greater difficulty understanding information and transferring learning to new contexts.

Not surprisingly, students who multitask with technology generally get lower grades in K-12 schools and colleges than students who don’t.

Is multitasking a problem in all situations? No, says consultant Victoria Rideout, formerly of the Kaiser Family Foundation. “It’s multitasking while learning that has the biggest potential downside. I don’t care if a kid wants to tweet while she’s watching American Idol, or have music on while he plays a video game. But when students are doing serious work with their minds, they have to have focus.” That’s because texting, e-mailing, and posting on social media are quite mentally complex, drawing on the same brain resources (using language, discerning meaning) as schoolwork.

“Young people’s technology use is really about quelling anxiety,” says Rosen. “They don’t want to miss out. They don’t want to be the last person to hear some news, or the ninth person to ‘like’ someone’s post.” Eighty percent of college students say they text in class, which he says qualifies as compulsive behaviour that must be managed if kids are to learn and perform at their best. The biggest problem is that students don’t believe this is a problem: “Young people have a wildly inflated idea of how many things they can attend to at once,” says Rosen. Meyer says kids think they can perform two challenging tasks at once, but “they are deluded. There’s nothing magical about the brains of so-called ‘digital natives’ that keeps them from suffering from the inefficiencies of multitasking. They may like to do it, they may even be addicted to it, but there’s no getting around the fact that it’s far better to focus on one task from start to finish.”

Technological gizmos aren’t going away, and neither is the compelling desire to be in touch with peers. Academic and professional success, therefore, may depend on the ability to resist the siren song while engaged in serious studying – in other words, to defer gratification. One researcher proposed a new “marshmallow test” for self-discipline – can a student resist a blinking inbox or buzzing phone? [See Marshall Memo 258 for a summary of this classic study.] Rosen suggests that students take two-minute “tech breaks” after every 15 minutes of focused study to satisfy their cravings for electronic communication – and gradually expand their uninterrupted work time to 20, 30, even 45 minutes.

What can parents do? Rideout suggests that they accept young people’s use of technology, but draw a firm line on using it while doing serious studying. “The good thing about this phenomenon is that it’s a relatively discrete behaviour that parents actually can do something about,” she says. “It would be hard to enforce a total ban on media multitasking, but parents can draw a line when it comes to homework and studying – telling their kids, ‘This is a time when you will concentrate on just one thing.’”

“You'll Never Learn! Students Can’t Resist Multitasking, and It’s Impairing Memory” by Annie Murphy Paul in Slate, May 3, 2013, http://slate.me/16z8aUP; Rosen’s study was published in the May 2013 issue of Computers in Human Behavior.
TEACHERS INVESTING IN HEALTH

Teachers invest daily in the future of their students, yet they can easily lose track of their own health and wellbeing in the process. Working diligently shouldn’t mean that a teacher’s health suffers.

Sonja Marmont from Campbell High School decided to address this very issue.

She took on the challenge of bringing activities into the teaching day to provide options for staff to focus more attentively on health.

“In my new role as Wellbeing Coordinator for the school, I decided that we needed to be at our best so that we could deal with the daily challenges of being a teacher,” Sonja says.

A quick download of resources from www.healthierwork.act.gov.au was the starting point for Sonja, and she was delighted to find so much support from the Healthier Work team.

With her templates in hand, Sonja brought the school’s teachers together.

“It began with an initial team meeting, and then I asked staff to complete the online survey,” says Sonja. “This gave us our priorities.”

In their 12-month plan, they’ve set up a weekly staff bootcamp and a 10,000 steps challenge. Morning teas have become healthier and Sonja is sending out a healthy recipe to staff each week.

They’re also planning cooking competitions and a ‘Lighten Up’ challenge for the whole workplace.

The activities are fun, simple, engaging, and cost-effective.

“We had to choose things that were not costly,” says Sonja.

It has been a true team effort, with staff involved in the decisions about what should be included in the plan. However, the key to success is having a team champion to drive the activities and generate enthusiasm. Measuring success is also so important to ensure long-term change.

Already, the positive approach to health and wellbeing is rubbing off on staff and Sonja hopes it will result in a happier and more health-conscious team. No doubt it is also noticed by the impressionable teens at Campbell High School.

Get your teachers and staff involved too! Contact the Heathier Work team today at www.healthierwork.act.gov.au or find them on Facebook at Healthier Work ACT.
COMMUNITY NEWS

ACT GOVERNMENT
EDUCATION AND TRAINING DIRECTORATE
International Education Unit

HOMESTAY
ACCOMMODATION NEEDED

THE EDUCATION AND TRAINING DIRECTORATE HAS INTERNATIONAL STUDENTS WHO REQUIRE HOMESTAY PLACEMENTS

AN OPPORTUNITY FOR YOU TO PARTICIPATE IN CULTURAL PROGRAMS FOR SCHOOL AND COLLEGE STUDENTS FROM OVERSEAS.

FOR MORE INFORMATION & APPLICATIONS CONTACT

HOMESTAY COORDINATOR | INTERNATIONAL EDUCATION UNIT | EDUCATION AND TRAINING DIRECTORATE
81 Fremantle Drive Stirling ACT 2611 P 6205 9194 F 6205 9239
Email: lau@act.gov.au  http://www.dat.act.gov.au  Telephone (012) 6205 9176 Facsimile (012) 6205 9239
CRICOS Registration Number 00645J  ABN 71505957312
EDUCATION CAPITAL:
Progressing Parental Engagement
Parent Fact Sheet

When families and schools work together, children are more likely to build good relationships and do better at school.

There are simple things parents can do at home, and with their child's school, to help their child to do their best. Showing children that education is important, building their confidence and connecting with their school helps to shape children's learning and well-being.

The impact parents can have

Parents and families are children's first teachers and they continue to help their children to learn and thrive throughout the school years. When their family's love and support is combined with the expert knowledge of teachers, it can have a significant and lasting impact:

- Children can be more likely to enjoy learning and be motivated to do well
- Children can have better relationships with other children, improved behaviour and greater confidence
- Children can do better at school and are more likely to graduate and go on to college, TAFE or university
- Children can be less likely to miss days at school

There are simple things parents can do that have a big impact

At home: Many things families do to help children thrive – such as healthy eating, being active and showing affection – are very important. Parents have the biggest impact on children's learning when they help children to believe in themselves and to enjoy learning new things.

With your child's school: Teachers are experts in learning and can help you to help your child learn. The best starting point is to keep the lines of communication open between yourself and your child's teacher.
JUNIOR RUGBY UNION REGISTRATION

2015
MEET THE
PLAYERS DAY
Saturday, 7th February
10:00am - 1:00pm
Brumbies HQ

$190 REGISTRATION for U8s to U18s.
$130 REGISTRATION for U7s

All registered players receive a season pass to all Brumbies home games and an Owls training shirt. Our U7s and U8s regularly play during half time at Brumbies home games wearing these shirts.

You can also register at Southwell Park, Lyneham on 21 February between 1:00-3:00pm or at any time online via the Owls club webpage.

Pre-season Training will be from 5:00pm to 6:30pm at Lyneham Oval, Brigalow Street.

From 1 April 2015, training every Wednesday from 5:00-7:00pm at Southwell Park.
(Except during school holidays)

Competition Round starts on Saturday 2 May 2015.

Uni-Norths Juniors Rugby Union Club
@owlsjnrugby
www.northsjuniors.rugby.net.com.au

Victoria Robertson
Uni-Norths Owls JRU President
T: 0421 210 411
E: Victoria.robertson@bigpond.com
University Juniors Hockey Club

Ever wanted to try hockey? Did you know the Australian men’s team “Kookaburras” are world champions and that the women’s team “Hockeyroos” are ranked 2nd in the world?

University Juniors is the junior wing of the ANU and UC hockey clubs.

We have over 150 players aged 4-15.

**Come and Try It Day**

Come along on Sunday 22 February to try out hockey. It will be 10-12 at ANU Willows (off Barry Drive). We will be running a free BBQ on the day.

**Junior outdoor teams in winter 2015**

Girls - U15, U13 and U11 and Boys - U11 and U13.

**Hookin2Hockey**

For kids aged 4-8 we have sessions from 9-10 Saturday mornings at ANU Willows Oval. The program was formerly called Minkey.

**Winter Season**

Games start in term 2 and training starts late in term 1.

For more information please visit our website [www.unijuniorshockey.com.au](http://www.unijuniorshockey.com.au) or contact Andrew Hellyer on 0419-997031 or ahellyer@grapevine.net.au
As we start a new school year, we would like to remind schools, parents and students about our bus services and how to best prepare for bus travel in the new year.

School Bus Services

Details of all school and regular bus services are now available for parents and students to begin planning their journeys. We ask that parents and students familiarise themselves with the most suitable route, times and stop locations. School bus services are available to school students only however, parents with young children may apply to travel on these services for a few weeks to help their child get used to bus travel. Please use the links below for further information on our bus services:

School bus timetables
Regular bus timetables

MyWay Cards

We are urging parents and students to check MyWay cards and top up if required. MyWay cards can be topped up automatically using the handy autoload service, online, over the phone via the ACTION and MyWay information line (13 17 10), or in person at Canberra Connect shopfronts and MyWay recharge agents.

Bus Fare Increase

A bus fare increase came into effect on 3 January 2015. Single trip school student MyWay fares are now $1.10 and cash fares are now $2.30. Parents and students can find more information on the Transport for Canberra website or by calling 13 17 10.

Network Changes

No significant changes have been made to the current schools network since the most recent changes on Monday 1 September 2014. Any changes are published on the School Services section of the ACTION website. All feedback received regarding the new network has been taken on board for future planning and scheduling.

New Student MyWay Card Holders

We would like to offer you free MyWay card holders and information guides for new school students, ideally those of primary school age who may be using the bus on their own for the first time. The card holder is designed to hold a MyWay card and has a secure clip device for attaching to a belt or bag. As a MyWay card can be of significant value, the MyWay card holder is a great way to keep students cards secure. Inside sits a MyWay information targeted at parents, which is a great introduction to MyWay and understanding the ticketing system. We can send you out a package consisting of the card holders, clips and MyWay information guide. If you are interested, please respond to actionmarketing@act.gov.au with the quantities required and the preferred contact and delivery details.

We would appreciate your assistance in circulating this information to parents and students using your existing communications channels, such as school emails, newsletters or notices.
CANBERRA PCYC
presents

Blue Lights

Family Night
Saturday, 28 March
5–7pm

At PCYC Erindale Centre, Erindale Shops
(17 Grattan Court, Wanniassa)

Free entry, free food & drink!

Prizes & giveaways

Disco, Rock Wall, Tots Tumbling, face painting & more!

Theme - Crazy hair!

Follow us on Facebook – facebook.com/cpcyc
E: bluelight@pcyc.net.au
P: 0296 1292
A shiny, red apple for the teacher used to be seen as a token of gratitude. Clichéd as it may be, the apple often symbolises knowledge and how learning endures.

We encourage you to take a minute of your time to send a Red Apple Postcard to a special teacher who has made a difference to your child - even in the smallest way. As teachers we can't always know how excited a student may be about a particular piece of work. Sometimes we are unaware of the impact a few simple words of encouragement, or praise for a job well done, have had on our students.

Please let us know

Dear

This postcard is to let you know that

_________________________________________________________

It made a difference

Best wishes from

_________________________________________________________