

Campbell House School

Semester 1 Newsletter, 2019



UPCOMING EVENTS...

Term 3 Resumes

Staff Development Day

Mon 22nd July

Students

Tuesday 23rd July

Term 3 Ends

27th September

Term 4 Resumes

Mon 14th October

Term 4 Ends

Fri 18th December

Staff Development Days

19th & 20th Dec

Mark Hankin

Student Support Officer

Ph: 0438 597 874

Pizza Day

Every Thursday

Odd Week Fortnightly

Parent Group

Meet every Tuesday

@ 10.00am to 12.00pm

Whole School Lunch

Mondays & Fridays

Every Morning Breakfast

@8.20 am

Breakfast Club

Wednesdays @ 10.00am

From the Principal's desk...

Semester One at Campbell House School has continued to focus on quality learning and achievements for all students, alongside professional learning that targets teacher and Student Learning Support Officer development. The school prides itself on innovative teaching and learning practices and the focus on wellbeing through PERMA (H) that supports the entire community. We learn and grow together.

This semester we congratulated Kelly and Pamila on their successful application for permanent teaching positions within the school, as well as Rhianna's promotion into the Assistant Principal role. This has demonstrated the high quality work that is an ongoing expectation within our learning community and is evidence for students that staff work just as hard as they do to achieve goals.

Kendell has continued to share the Principal role with me this year and our conversations about the growth and achievements across the school continue to demonstrate the strengths and highlight our student's willingness and application to make real, sustainable changes that will impact their future.

The school's upgrade project has commenced, and with the addition of new learning spaces we look forward to seeing creative and visually appealing classrooms and life skill areas that will serve to enhance our program delivery.

This term executive teachers worked proactively on a new anti - smoking program to support students in making healthy, life

long choices. We encourage all parents and carers to work with us to support their children to make healthy choices. Please contact the school if you would like further information on our program.

Campbell House School Anti- Bullying policy was reviewed this semester by executive, teachers, students and a police officer. Together we renewed the policy so that we can support any student who experiences bullying, engages in bullying or is a witness to this behaviour. Collectively, we do not support any form of bullying with our school and it was empowering to be part of a process where student voice led conversation and gave well thought out process to this important document. The complete plan will be available on our school website.

I encourage our parents and carers to follow us on Facebook as we consistently provide evidence of the innovative programs that the school offers and highlights the many strengths that each student uses in their learning every day. I am always grateful for the opportunity to showcase the value and importance of each student as we watch them achieve their goals.

I wish all of our families a safe break and look forward to welcoming all back for another exciting semester of learning.

Marisa Pjanic



Executive Reports...



This year seven students are enrolled in and engaging in eVET courses as TAFE. We are proud of each of the seven students for displaying perseverance and respect while representing the school with pride.

Reports from TAFE teachers have indicated that students are thriving in this environment and are achieving all course requirements. Well-done to the students listed below who are working hard in their respective courses;

- **Dale**- Community Services through Campbelltown Campus.
- **Rebecca**- Visual Arts (painting and drawing) at Kingswood Campus

- **Rachel**- Visual Arts (digital photography) at Kingswood Campus
- **Elise**-Visual Arts (digital photography) at Kingswood Campus
- **Tyrese**-Construction at Miller Campus
- **Ashton and Thomas**- Stage 5 Automotive course at Campbelltown
- **Angel**- Stage 5 Hospitality course at Campbelltown

Next semester students in year 10 and 11 will be able to submit an expression of interest for potential eVET courses in 2020. The courses offered will include industry areas such as automotive, human services, construction, tourism, community services, retail services, and hair and beauty. A parent/carer information session will be held on the 7th of August. An invitation will be sent out early next term.

Hope you all have a safe holiday!

Kendell Neighbour



What a fantastic start to 2019!

It has been fantastic to see student's actioning their strengths, overcoming challenges and building their academic skills.

This semester we have seen students demonstrate a renewed focus on building their literacy and numeracy skills in each of their classes. I would like to offer huge congratulations to the Year 10 students who took on the Minimum Standard Literacy and Numeracy testing for the first time. As part of the Minimum Standard Testing students in years 10 to 12 were able to demonstrate their strengths in reading, writing and numeracy by engaging in online testing. A pass mark on these as-

sessments is required to receive the HSC from 2020, and it has been a privilege to see our students put their best foot forward and engage in these assessments.



Thank you for a fun, creative, strength-building semester. I am looking forward to continuing celebrating your success with you all next semester!

Kate Prumm



Campbell House School has exploded within positive education and character strengths development throughout Semester 1, 2019. It has been an exciting time of learning in which students have explored one character strength each week, and set themselves strength goals in order to harness their engagement, motivation and zest for life. The beginning of Term 1, saw the introduction of strengths in action sheets in which students would set about creating two challenges for themselves for the day. Throughout the day teachers actively support students in tuning into their goals and reflect on their successes of the day. Each afternoon students and staff celebrated student achievements however grand or intricate, from challenging oneself to show more zest in their learning or to engage in social connection on a deeper level, students were actively cultivating their strengths.

Within Term 2, staff engaged in professional development in the Berry Street Education Model within the domains of stamina and engagement.

As a result of the training staff have been embedding conversations and activities that focus on growth mindset, emotional intelligence and resilience within their key learning areas. The excitement around this continued to build as staff gathered together to create a team coined the 'flourishing wellbeing team' who are working on new platforms and support strategies to support wellbeing to flourish within all aspects of the students' schooling.



As our Campbell House School community continues to grow, attendance is becoming more important than ever. As the weather has gotten colder our daily numbers have begun to decline. We definitely don't want our students to come to school sick, as we

would all like to stay healthy. However coming to school each and every day is extremely important as it maintains the continuity of student learning and allows us to continue working on our students social, emotional, behavioural and academic goals.

Attendance is extremely important within the context of our school and I meet regularly with our Home School Liaison Officer (HSLO), to analyse our schools attendance data and talk about how to support the attendance CHS as a whole,

Students have also been extending themselves this term, through delving deeper into their character strengths profile. Students have completed a 'values in action survey' and discovered the composition of their 24 character strengths.



Whilst some students find themselves using their strength of bravery more often and other their strength of kindness each have discovered what is celebrated in making them authentically themselves. Students have created an array of colourful strengths maps that depict their strength make up. It truly has been the beginnings of something incredible this year.

I look forward to reporting back on the many character strength developments and achievements that are to come within Positive Education at Campbell House School this year.

Rhianna Milburn

but also students who are deemed 'at risk' of falling below requirements for school attendance. The Education Act (1990) requires parents to ensure that students attend school on each day that the school is open for instruction. If children are absent from school, parents are required to provide the school with an acceptable explanation within seven days of the absence.

As the weather gets colder, we all struggle to get out of bed in the morning and we understand that there are legitimate reasons that contribute to our students being absent. We are very supportive of this and letting us know is a simple way to ensure you and your child get the support they need.

Have a safe holiday I look forward to continuing to work with you all next semester.

Kelly McEwan

Vet and Cafe

Campbell House School is proud to announce the introduction of a new curriculum offered in the senior learning space. This year, 6 Year 11 students have successfully enrolled in a VET course in which students will work towards attaining a Certificate II in Hospitality - Food and Beverage. The course requires students to complete 15 units of competencies across the two years, including both practical and theoretical applications within hospitality. It has been an extremely successful semester within the hospitality classes, with 4 students successfully fulfilling all competencies in three units and 2 students working towards completing them next term. The class has successfully mastered knife skills including learning to julienne, brunoise and chiffonade.

Home-made pasta, lasagne, curries, sushi and gourmet sandwiches have been favourite cooks from the term. The hospitality students also hosted a Café Day, in which students from across the school attended the school's café 'Grounded' and enjoyed home-made steak pies, butter chicken, lamb salad or pulled pork burgers.

It has been a very busy semester and all the students involved within the hospitality program have worked exceedingly hard, even taking work home in order to support them when completing their huge 30-page assessment. Campbell House School is extremely proud of the girls continued perseverance and zest throughout the semester.

Rhianna



Well done on an outstanding achievement and we look forward to celebrating you achieving more units of competency and creating many more amazing dishes over the next semester.



Student Support Officer

The Student Support Officer (SSO) has kept busy in Term 2 through a range of activities and supports to students, parents and staff at CHS.

These include;

- Outside of school hours phone support
- Parent Group
- TVET Outreach support
- Hilltop Aboriginal Group
- 1 to 1 support for students
- Return to school meetings
- Hilltop Occupational Therapy Project

Mark Hankin
Student Support Officer



Class 1

Senior students can be very proud of the work they have completed in **Community and Family Studies** this semester. They have engaged in critical discussion and reflected on those factors that have a significant impact in our overall wellbeing.

Year 11 students explored two introductory courses to the Community and Family Studies course.

Individuals and groups' explored the nature of groups and the role that individuals and groups play in meeting specific needs of individuals, families and communities. Students explored the roles individuals adopt within groups and the nature of leadership and power. Resource Management, explored the concepts of wellbeing, needs and wants, resources, values and standards, goal setting, communication, decision-making and management processes. Students investigated interpersonal relationships and wellbeing throughout the lifespan and their contribution to personal growth and empowerment to function effectively in a range of lifestyle settings.

Year 12 students explored two key modules as part of their Community and Family Studies course. The module 'Groups in Context' explored specific groups within the community who may be experiencing inequities by examining the nature of the group, their specific needs and level of access to services. Students undertook a detailed investigation of groups to examine the role that positive social environments can have on enhancing the wellbeing of the group. The module 'Social Impact of Technology' examines perceptions of technology and the historical influences on the evolution of technology. Using this fundamental knowledge, students considered the potential benefit of technological developments while investigating the inequities of access experienced by some group, the positive and negative impact of technological developments on families and in communities and the workplace. Upon completion of each module, students completed exam style short and long answer questions in preparation for their final exam. Students were guided through the marking criteria, offering opportunities to evaluate their own

responses and build upon response structures and subject appropriate terminology.

This semester senior students explored two key modules within the English Studies course. In English and the 'Experience of Travel', students developed understanding of, and further practical proficiency in, the ways English is used by the travel industry. Students developed knowledge and skills in, and understanding of, how to use English accurately, effectively and appropriately for practical purposes associated with travel. They also engaged with information texts and personal recounts related to world cultures and travel. Within the unit 'MiTunes', students developed knowledge and understanding of a number of literary texts related to music. Students closely analysed song lyrics and poetry, and how the skilful use of language shapes meaning. Students interpreted the use of figurative language used within poetic forms of writing and extend their understanding of the way artistic expression reflects a particular view of the world.

Students have worked well this semester on their units and we look forward to exploring 'We are Australian' and 'The World of Work' in Semester Two.



Luisa and Maddison



Class 2

Exploring Early Childhood

As part of the Exploring Early Childhood Preliminary course, Year 11 students had the opportunity to learn about the growth of young children with a focus on the 5 developmental stages (physical, socio-emotional, behavioural, language and cognitive). Students were required to plan, design and create a children's story book catering for infants to pre-school aged children



and describing how their book meets the 5 developmental stages of young children. In term two, students learnt about realistic expectations of a child

and what the consequences are when unrealistic expectations are set, identifying negative behaviour and ways to encourage positive behaviour. Students were given the opportunity to explore the influences and development of gender identity in young children through role-playing, group work and class debates.

As part of the HSC course year 12 students had the opportunity to learn about childhood stress and managing stress in young children. Students studied Phillip Slee who is a Professor in Human Development. They explored his theory on managing stress in young children and used it to complete PowerPoint presentations on, including creating activities/games aimed for pre-school aged children.



In term 2, students learnt about Aboriginal Children and communities, exploring identity, kinships, ceremonies and the roles of the extended family and community in child rearing of Aboriginal traditions. As part of their assessment task students analysed a dreamtime story for children, deconstructing the signs and symbols. An Aboriginal elder was invited into the classroom to answer and enrich student's learning on the Aboriginal culture and traditions.



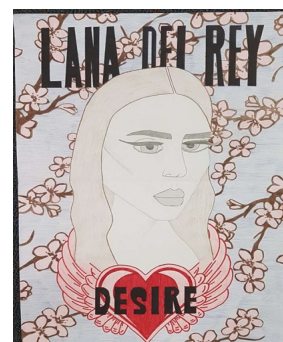
Senior students were engaged

in the subject gaining knowledge and understanding on childhood growth in analysing the social influences on childhood identity and development.

Visual Design

As part of the Visual Design year 11 students had the opportunity to create an advertising campaign for a famous person/group of their choice. The students designed a body of work using the elements and principles of design. Some of these designs include a magazine cover, album cover or an advertisement with the famous person promoting a product. Students were given the opportunity to create using a variety of 2D art mediums including drawing, painting, or mixed media. Students' learnt about the Pop Art movement and were required to research the Pop Artists Andy Warhol or Roy Lichtenstein, analysing their work using the 4 frames (structural, subjective, cultural and postmodern).

In term 2, students focused on the subject matter 'man made vs nature' which they were required to communicate their opinion on the topic through their body of work designs. Studying about artists such as Fiona Hall, Andy Goldsworthy and Myeongbeom Kim.



As part of the Visual Design HSC course year 12 students learned about brand logos. They explored their own self-identity and recognised unique strengths about themselves and created a logo that represents them. Using the elements and principles of design students created a series: the original logo that represents them and the same logo altered and modified for a season. As part of the theory assessment, students were required to research a famous brand and logo, analysing it through the conceptual framework.



In term 2, students learnt about jewellery of the African culture. Students explored African identity, ceremonies and the use

of jewellery in African traditions and tribes. Students analysed the meaning of colour and symbolism on African jewellery analysing it through the 4 frames (structural, subjective, cultural and postmodern). As part of the body of work students designed and fashioned jewellery items including earrings, necklaces, anklets and rings using clay, beads, wire and string. As part of the theory assessment task students were required to research how jewellery is used in other cultures, discussing the symbolics, colours, elements and principles of design.

Looking forward to next semester.

Pamila & Grace

Class 3

Throughout semester 1 Class 3 has commenced their preliminary HSC course content. They have engaged in subjects of Maths, English, CAFS, EEC, Work Studies, Visual Design, SLR and T-vet courses.

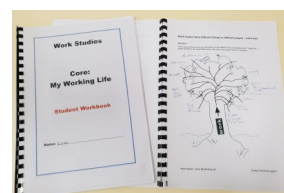
This semester the senior students have studied topics around the measurement and algebra strands. During the measurement unit Year 11 students have studied Pythagoras Theorem, conversions and working with time. While during the algebra unit students have worked on substitution, the relationship between distance, speed and time and the gradient. During measurement Year 12 students have studied rates and ratios, speed as a rate and trigonometry and for algebra they have explored gradient and how it is applied to practical linear models such as break-even analysis.

During work studies year 11 students have studied the core module of 'My working life' and the 'Preparing Job applications' module. This allowed exploration of career pathways and provided a definition of work. The year 12 students have studied modules on 'Personal Finance' and 'In the Workplace' developing practical skills around

personal banking and rights and responsibilities in the workplace.

The Sport, Lifestyle and Recreation subject has seen students engage in a unit on aquatics and athletics and has involved both theoretical and practical lessons in these topics.

Overall it has been a busy and productive semester and it is hoped that this will continue next semester as the current year 12 students finish their studies and the year 11 students commence their HSC content.



Craig & Wayne

Class 4

Class 4 has started 2019 off with a BANG!

As a new class group we have learnt a lot about each other. We have learnt about Character Strengths and how to access each others strengths for a positive outcome.

Cooper has begun year 8 and has approached his learning with a new sophistication and maturity, actioning his strengths in Love of Learning and Humour.

Adam's character strengths of Gratitude and Hope has really shone through this semester. He has settled into his new learning environment well and has become a leader within the classroom setting.

Chloe's Zest and Bravery is abundant in Class 4. We can always rely on Chloe to bring charisma and spunk to our day and her capacity to help and support others has been paramount.

Tatiana was welcomed into Class 4 in Term 2 and has fallen straight into the fold. We are tremendously proud of her achievements this term.

Dridyn has also joined class 4 this semester. He is always keen for a yarn and never short of something to say. We have enjoyed having Dridyn's cheeky smile and witty humour.

Aboriginal Studies and History

This semester has been extremely exciting in Aboriginal Studies and History. We have certainly crossed many different excerpts of time and cultures.

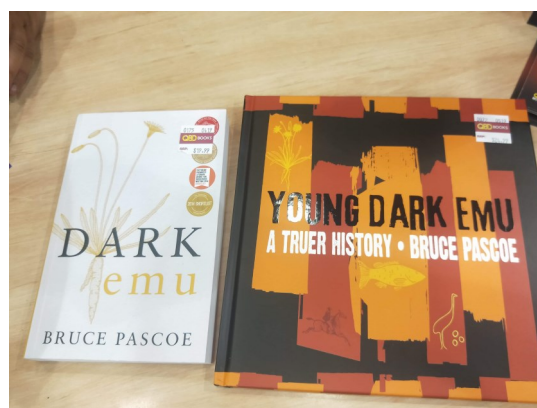
Aboriginal Studies has seen us investigate the Dharawal language, research totems and aboriginal identity as well as traditional artefact making (weaving).

In History we have crossed the globe to Europe where in Term 1 we immersed ourselves in 'The Italian Renaissance' looking at how customs arose and revolutionised over time, artworks and artist and influential families during the Renaissance and Baroque eras.

Term 2 we metaphorically swam across the Atlantic and explored United Kingdom's The Industrial Revolution and into the Victorian Age.

Music

Music this Semester has been electrifying (grease pun). We have examined 2 units of work; 'Music Theory and the Orchestra' and 'Australian Music' from folk to rock. Students had the opportunity to holistically understand this Key Learning Area in terms of theory, notation, practical and practice. There are definitely some budding musicians.



Rachael & Linda

Class 5

Pizza Program

This semester the Pizza program was a huge success with Class 8 kicking it off and Class 4 taking over in Term 2. With extending our orders to our fellow neighbours, Glenfield Park School, Ajuga School and Glenfield District Office. Every Thursday saw us continually have orders up to 30 and above. Both Class 8 and 4 rose up to this challenge every pizza day and continuously displayed strengths of teamwork, love of learning and leadership. I would like to acknowledge and extend my gratitude to the hard work, dedication and initiative each student of Class 8 and 4 have shown to create the perfect pizza each and every single time. I look forward to continue running the Pizza program with classes 7 and 5 throughout Semester 2.

Food Technology



Students have been given the opportunity to engage in the unit 'Food and Fibre' this semester. Students investigated managed environments, such as farms and plantations. Students learnt about the processes of food and fibre production and investigated the innovative and sustainable supply of agriculturally produced raw materials. Students developed their knowledge and understanding of managed systems that produce food and fibre through designing their own herb garden. Students learnt about the characteristics and properties of food. Students were provided with opportunities to develop knowledge and understanding about food selection and preparation, food safety and how to make informed choices when experimenting with and preparing nutritious food

Textile Technology

Students have been given the opportunity to engage in the unit 'Decoration and Colouration Techniques' this semester. Students focused on the application of specialist textiles skills, as well as techniques in the design and production of decorated textile items. Students were provided the opportunity to develop knowledge and understanding of the characteristics and properties of a range of textile decoration techniques through research, experimentation and practical investigation. Students have taken part in a design project of that will assess the skill that have been taught and apply it to their own pillow.



Ursula & Michelle

Class 6

Throughout semester one Class 6 have engaged with their curriculum in all KLA subjects. Student have worked toward building their strengths of social intelligence, gratitude, leadership, perspective, perseverance, forgiveness and self regulation. In doing so, students have built stronger and more extensive rapports both with peers and staff.

Visual Art

This semester students have studied the elements of design throughout term one exploring the importance of line, shape, colour, texture and pattern in creating artworks. Students have also studied the methods of shading in black and white to create depth and solidity.



Leonardo Da Vinci has been explored as an artist in theory lessons with students applying this knowledge to complete sketching exercises that depict objects or a scene in the third dimension. Chiaroscuro and cross hatching have been explored and employed by students in their drawings and painted artworks. Throughout term 2 students have studied the cubist art movement which took place in the early twentieth century. The artist Picasso has been studied and discussed with the influence of African masks in his artworks noted. Colour theory have also been studied by students who have started to apply knowledge of complementary and contrasting colour schemes when creating paintings in the cubist style. Students have also applied previous knowledge of the elements of design through their art making. Ceramics as a media has also been studied and will be extended upon throughout term three.

Horticulture

In horticulture students have maintained large garden beds and have propagated, harvested and planted seasonal vegetable and herb crops. The produce from our schools vegetable gardens has supplied the Food Technology program and school Café with fresh organically grown produce. This produce has been used in the preparation of healthy meals that have taught students the importance of health nutrition and its lasting impact upon wellbeing. Students have learnt the

specific temperature, light, water, spacing and nutrient requirements of both summer and cool weather crops and have applied this knowledge in their practical applications. Using organic and sustainable practices the who school is now engaged in composting food waste, creating safe nutrient rich mulch and soil which is used to regularly top dress our school food gardens.



Students have learnt in theory lessons the impact of the water, carbon, and nitrogen cycle upon horticultural enterprises. The scientific workings of these cycles have been discussed in class with their knowledge then being applied practically in the gardens. Students have planted lettuce, snow peas, bok choy, beetroot, silverbeet, cauliflower, kale, taro and broccolini throughout the semester and have harvested these craps upon their maturing.



Geography

Throughout semester one student have studied the biomes of the tropical, temperate and sub tropical rainforests as well as that of desert throughout term two. Students have explored the unique flora and fauna of each biome, the weather conditions that have created them and the impact of man upon these biomes. Students have accessed ICT to view and record information as well as conduct some simple practical experiments to demonstrate knowledge and understanding. Work booklets have been undertaken by students who have gained knowledge through visual prompts, closed passage, class discussions targeted questions and short extension exercises.

Have a safe holiday.

Ian & Adrian



Class 7

English/Mathematics

This term Class 7 have been working studiously on their Mathematics and English. Montanna has demonstrated her strength of perseverance to complete all set tasks in English. She has enjoyed learning how teenagers are stereotyped by the media and sometimes by members of the older generations. Tom shows perseverance and patience when completing his Ninja maths and is achieving some great results. Ashton has worked continuously well to understand the concept of percentages in relation to wages and salaries. Antonio has enjoyed the discussions on the stereotypes teenagers are often labelled with and has contributed some thoughtful answers. Michael has demonstrated great concentration during English and has learnt about the strict rules applied to teenagers prior to the 1950's. All students are to be congratulated on the composure and confidence they displayed when presenting our assembly in Week 6. A fantastic demonstration of self regulation. Good on you all!



PD/H/PE Report

This semester has been a particularly busy one in PD/H/PE. In Personal Development and Health lessons we have been focusing on students identities and what has shaped them to be the person they are today. Students engaged in lessons and activities designed to build positive self-esteem. A big focus this semester has been communication and it's impact on relationships and a persons overall well-being. In PE lessons, we were lucky enough to have Michelle F on staff who is a qualified swim instructor. This allowed us to run our Water Safety and Swimming unit at the Hill Top schools pool. Students had an amazing time and really engaged in the program gaining great benefit from Michelle's instruction. In term 2 students engaged in lessons preparing them for the school athletics carnival. It was great to see the improvement in technique over the term, which also resulted in record numbers of our students qualifying for zone.

I look forward to engaging in PD/H/PE lessons next semester.

Kelly, Kate, Jo & Di



Class 8



This semester has seen the girls growing and maturing as they progress towards the senior years. It has been enjoyable spending quality time with the class discovering their personalities and entering into some

thoughtful conversations. I am looking forward to this continuing in semester two.

Science

This semester students have covered word on cells – both plant and animal, discoursing: the main parts that a cell is made of, the different types of cells in our body and how our body functions. We conducted an interesting experiment on the best and worst living conditions of seedlings.

In Term 2 we looked at 'The Dynamic Earth' learning about the layers of the Earth, tectonic plates, weathering, phases of the moon and the progression of Astronomy throughout the ages.

Work Studies

Work studies is a subject that is relevant to many students as they begin looking for part time jobs and eventually full time work. This semester the students were introduced to the culture and history of work in Australia. They discovered 12 employability characteristics that are helpful in a work setting, the qualities and traits good workers possess, where to find job advertisements, and how to write a cover letter and resume.



Grant & Chris

White Ribbon

Rachael

This semester Campbell House has continued to be a leader in sharing and education students about the White Ribbon message. Students have had opportunities to engage in lessons and discussions about domestic violence and the importance of speaking up about violence against women. During term 1, we held a White Ribbon soiree where we raised money for the cheese for change movement. Students and staff dressed in black and white attire and were treated to a whole school sit day lunch where the menu was black and white themed.

In addition, the SRC made black and white bracelets for the event and ran a photo booth. Community leaders from white ribbon and guests from the hilltop schools joined us during the soiree.



Girls Group



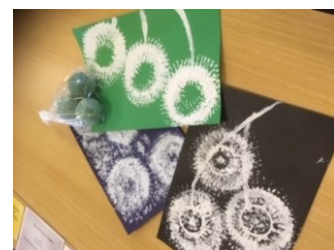
The Girls Group commenced again this Term on the 29th of May.

Workshops held have been on self-esteem and body image, with a video of how Photoshop techniques that are used can portray unhealthy and unrealistic images of women. The young women also had discussions on healthy relationships and on what a healthy relationship should look like.

During group discussions, the young women also had the opportunity to participate in craft activities including making bath bombs and beaded window sun catchers.

Next semester Girls Group will be discussing hygiene, dealing with cliques, peer pressure, cyber bullying and living skills as well as participating in more craft activities.

It has been great receiving positive feedback from the young women so far.



Karen

Anzac Day

This year Rachael and Ian embarked us on a journey of the Aboriginal and Torres Strait Islander Soldiers during World War I, World War II, Korea and Vietnam. We learnt of the mistreatment of Aboriginal and Torres Strait Islander soldiers, not only during battle, but upon their arrival home (if allowed back home) and there after. Students were able to employ their strength of empathy and fairness during the assembly and asked many insightful and intriguing questions throughout the event. **LEST WE FORGET!**

Rachael & Ian



Hilltop Aboriginal Group

Hilltop Aboriginal Group and AECG

Yaama Yaama!

This semester has seen the Aboriginal Representative Council merge with our Community of Schools (Glenfield Park School and Ajuga School) in forming a connected Aboriginal Groups and AECG. Bi-weekly the Aboriginal and Torres Strait Islander students from each school get together and engage in cultural discussion and making connections with each other. This term we have collaborated with Leela from Opportunity Hub in support of our union and have worked on project based learning; weaving, understanding Nations Flags, Country, languages and important dates on 'OUR' calendar. We are currently working on hosting a joint Hilltop Schools NAIDOC event in August. **YAWUU!**

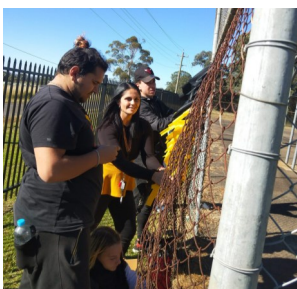


Sorry Day & Reconciliation Week



This year Campbell House School paid homage to Sorry Day and Reconciliation Week with a respectful splash of colour that can be seen from the drive; Aboriginal and Torres Strait Islander Flags that have been artistically made with support of the students. The rationale behind the whole school assistance of making of the flags was to raise awareness to staff and students (and passers by) through traditional yarning and storytelling with Rach.

We also conducted an emotive assembly that evoked the students to understand more about why Sorry Day and Reconciliation is important in the Australian fabric and how we can now work together as one to heal traumas of the past.



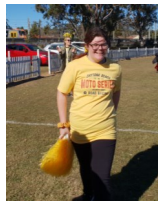
Rachael Roberts

School Athletics Carnival

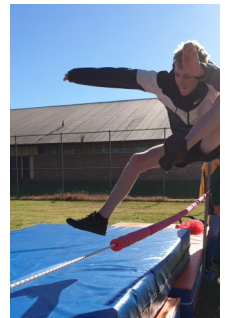
This year Campbell House school Athletics Carnival was a tremendous success for all the students that participated. Students were able to action their strengths of teamwork, perseverance and zest and showed tremendous sportsmanship towards competing athletes and encouraging each other to finish their event. The three house teams were Dharug—Black Crested Cockatoo (yellow), Wiradjuri—Goanna (green) and Dharawal—Lyrebird (red).

This years House winner was Dharawal. Awards and medals were give to 1st place competitors and sportsmanship trophies for stu-

dents who excelled in their event. The Junior Sportsmanship Award went to Adam and Dryden for boys and Montanna and Tatiana for the girls. Senior Sportsmanship Award went to Tyrese for boys and Rachel, Rose and Juliana for the girls. Sportsperson Award went to William F. for Junior Boys and Abrona for the girls. Senior Sportsperson went to Nic for Senior Boys and Jess for Senior Girls. Also this year SRC voted to have our very first Cheerleading Competition which Dharawal were the clear winners with an entertaining dance that represented the lyrebird.



It was a great effort by all the students. Well done!



Zone Athletics Carnival

This se-

School Sport



Following some strong performances in the school athletics carnival, selected students had the opportunity to represent Campbell House at the zone athletics carnival this term. On day 1 of the carnival William F. competed in the

long jump, high jump and 200m events while Adam competed in long jump and 200m. Up against some strong competition the boys gave their all throughout the day competing hard in each event. On day 2 of the carnival Mohamed competed in the 100m and high jump, Will competed in the discus and 100m and Nic ran the 100m. Again, the boys represented the school admirably, with Will missing the final of his 100m by 0.17s and Nic also narrowly missing a spot in the final.

This is the second year Campbell House has had representation at zone level and it is fantastic to see them integrating positively with other schools and being proud to represent Campbell House.



mester students have had the opportunity to engage in whole school sport activities on a Wednesday. Throughout term 1, students played striking games including cricket, tennis and Tball. During these games, they developed confidence in striking a stationary and moving target, as well as improving throwing techniques. During term 2, students played invasion games such as soccer, oztag and basketball. During these games students developed social awareness as well as attacking and defensive strategies. An alternative to outdoor sporting activities has seen some students participate in dance lessons during sport time. This has involved students learning about different types of dancing and has included Latin vibe, line dancing, zumba and indigenous dances.



Hill Top Parent Group

connect:ed has had a wonderful semester focusing on wellbeing, strengthening relationships and engaging in new learning.

Throughout term 1 the connect:ed group engaged in art therapy sessions with Hayley Froggatt, meditation and goal setting activities with Vijay (school counsellor from Lawrence Hargraves), learnt ways to budget and save through a spending program, visited Mt Annan to engage in the wellbeing practice of physical exercise, used our hands and creativity to build serving trays at Bunnings, and participated in new learning in regarding to the '4 T's of Anger and the Zones of Regulation!

In term 2 connect:ed relocated to a new home in Clarke House at Hurlstone Agricultural High School. In this space we explored the benefits and practices of occupational therapy, practiced self-care by treating ourselves to face masks and hand massages, explored elements of self-regulation with Mark, created beautiful jewellery stands at Bunnings and learnt about corruption, fraud and scams.

It has been wonderful working with the Community Liaison Officers, Jo, Laura, and Susan to host and run the workshops over the past semester. Next semester we look forward to exploring and learning new strategies for working with children with Autism, mindfulness practices with Vijay, understanding diagnosis and strategies for support with Mark and building a stronger understanding healthy relationships with Wilma. Our connect:ed group welcomes all school families to join us on a weekly basis to engage in learning and build a strong school community.



If you would like more information about the group please contact Chris on 9827 6150.



Chris

Student Representative Council



Rose, Sarah, Rachel, Elise, Mohamed, Angel and Amie form the 2019 Student Representative Council. SRC students are working collaboratively to implement progressive programs and

positive influences on the whole school community, such as informing peers during school assemblies about the effects of littering on our environment and introducing a compost bucket to be used during breaks. SRC members have been committed and responsible collecting the compost bin every day and emptying it into our larger compost bin in our garden area. SRC members have taken the initiative to attend anti-bullying meetings with executive staff and police representatives, discussing vital issues that affect teenagers and have contributed with constructive concepts and ideas that can be implemented to help eliminate bullying.

SRC members have to whole school programs and events such as Harmony Day and White Ribbon Day through consistent involvement in preparation, set up and assistance on the day. The SRC have designed and created a poster with world flags and the Harmony Day motto in support of inclusion and belonging. The team collaboratively created props for the photo booth lead by the SRC and black and white bracelets made from wool to give out on White Ribbon Day in support of this important cause.

This year the SRC have connected with the wider community, volunteering their time fortnightly to visit Whiddon Easton Park Aged Care Facility. Students organised activities to lead during our visits and have also taken the time to sit and chat with the residents, creating an atmosphere of happiness and hope. In return students gained and built

on the strengths of gratitude, kindness, love, humour and perspective. This program has been a great experience for both the students and residents of the facility and the staff at Whiddon Easton Park have expressed their gratitude and observation of how happy the residents are when we visit.

The SRC have taken the time to fundraise for Year 12 jackets by organising a sausage sizzle during term 2. The fundraiser was successful raising \$150 which is almost half of the whole amount. They are to be commended for all their hard work and the team spirit that they demonstrate weekly during SRC meetings.

The SRC will continue to contribute to and positively influence the school community. They hope to increase environmental awareness and implement further environmental suitability programs at Campbell House School, so watch this space!



Bear Therapy Program

Another highlight of this semester has been seeing the Bear Program enter the senior spaces with the support of Class 1. Bear has been enjoying his third year at Campbell House as he continues to build positive connections and support students in building positive mental health strategies. Bear has been a part of many exciting events this semester. He has joined in class circles, played at lunch times, engaged in assemblies and celebration days, run at the athletics carnival,

celebrated special occasions with students and tried very hard to be a part of pizza days.



A big thank you to all the students for continuing to be respectful, kind and safe when engaging with the Bear Program.



Anti-Bullying Day & Forum

Our school dedicated Week 7 to the build up of Anti-Bullying Day that happened on Friday in week 8. Throughout classes, teachers and students watched videos and engaged in activities based on bullying, such as decorating hands with instructions of what to do if someone is being bullied. The SRC and Ursula constructed a personal contract that stated we would stand against bullying and help others, which everyone in the school signed in unison. To continue pushing for change within our school and the community, a committee of staff, students and a police officer have been meeting monthly to discuss laws to prevent bullying and how to resolve issues such as lying within the victim, bully and bystanders,.



So This Happened! By Rose

HARMONY DAY

Harmony Day is celebrated yearly on March 21st from school to school, and it's been commemorated again at Campbell House School! On Thursday, the 21st of March all the students and staff had an exciting day. There was



a rotation of activities (Such as skipping & blowing bubbles) and a lovely lunch meal served by the school. Everyone

had been asked to wear something orange because it's the trademark color of the occasion. This year will mark the 20th anniversary of Harmony Day in Australia – But it also marks another year of cherishing the diverse background of this multicultural country.



2019 WHITE RIBBON DAY LAUNCH

On Wednesday the 10th of April, Campbell House School hosted the White Ribbon Day Launch with an energetic day of festivities & entertainment. On the day we had guests including Daryl, the School's Education Director, and a spokesman for the White Ribbon organization! Alongside the many beautiful parents who came to support and the school. The day started with class rotations around the front courtyard with an activity run by CHS staff, assembly presentation, lunch and a game of Newcombe Ball to end the day.



FOCUS ON STRENGTHS

This year our assemblies and PERMA lessons are focusing on the importance of individual strengths! The reason for focusing on multiple strengths helps



us to introduce positive approaches to student's wellbeing and how we utilise it in our daily lives. To start off this year's launch, the CHS teachers and SLSO's dressed up how they believed a strength could be showcased. The sight of them caused an uproar

but they still represented with pride that made the whole assembly better.

From now until the end of the year, CHS looks to tackle and have in-depth lessons based on the many strengths.



MOTHER'S DAY CELEBRATION



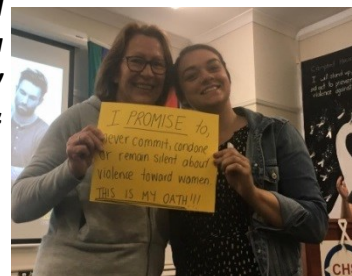
Mother's Day is a special occasion that arrives every year. This year on the 12th of May, it's significant because this is when we give thanks. Giving thanks not only to our own and every beautiful mother out in the

world but every woman who has and does care for us.

Here at Campbell House School, a large percentage of our staff consist of hard-working women, who do their best to help us succeed. We appreciate all our female teachers, who re-introduce school in a new light and are patient with us no matter our faults. Our SLSO's, who handle mini tasks for our classes and wait on us to see if we're ever in need of something. The busy office ladies, who remind us when we're in lockdown and handle the boring paperwork. Our executives, assistant principals and

principal, who keep a grip on the school to make sure it doesn't falter and that not a single student is left behind in any aspect. The school counselors, who make themselves available to speak to in private and vent even about the pettiest things.

Wishing a Happy Mother's Day to even the men, who step in to take the role of a mother figure and showing us the best of both worlds. So, to whoever you think Mother's Day should be about celebrating, spoil them the way you know best and show how much you love & appreciate them.



KNITTING CLUB

Monday and Tuesday at lunchtime, Marisa and students have launched a knitting group! Come join to learn tricks & tips on knitting away by yourself.



STUDENT & STAFF OF THE WEEK

This year SRC have taken the initiative in presenting weekly awards to student and staff of the week. Its recognizing their kindness and respect in the playground and helping others. Congratulations to all staff and students for showing their strengths and showing leadership.



SEMESTER 1 Photos

