

Campbell House School

Semester 1 Newsletter, 2020



UPCOMING DATES...

Term 3 Resumes

Staff Development Day
Mon 20th July

Students
Tuesday 21st July

Term 3 Ends
25th September

Term 4 Resumes

Mon 12th October

Term 4 Ends
Wed 16th December

Staff Development Days
17th & 18th Dec

Mark Hankin

Student Support Officer
Ph: 0438 597 874

Pizza Day

Fortnightly every
Tuesday on
even weeks.

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...

Congratulations to everyone for managing the challenges in our world and making it to the end of semester 1. The staff at CHS have worked tirelessly to ensure learning and growth has continued for all students during COVID-19. I thank and congratulate them for their dedication and commitment to providing safe learning opportunities. Collectively we have kept everyone safe and happy! This term marked an important time in the school's growth and acknowledgement as we undertook External Validation. This process required that we provide a body of evidence which was prepared, reviewed and annotated by the executive team in consultation with school staff. The school was validated across three areas: Learning, Teaching and Leading and 15 elements. The external validation is a process by which a Principal Support Leader and another Principal review the evidence provided under each element and then either support or review the determination made by the school. CHS was shown to be excelling across the areas of learning culture, wellbeing, effective classroom practice and educational leadership while all other areas were seen as sustaining and growing and delivering. The end of the process involves planning for improvements and future directions which will then inform our new Strategic Improvement Plan for 2021-2024. I am very proud of the achievements that our school community has worked towards and am always happy to hear that we continue to be so well regarded and respected in our educational community. On a personal note I would like to extend my heartfelt gratitude to students, staff and parents for the compassion, love, care and support that I have received following my personal circumstances on my return to work this term.



I would also like to thank Kendell for stepping into the Relieving Principal role over the last two years and my school staff team for leading and learning that has seen remarkable growth in our students.

Marisa

Attendance

Please note that school hours are from 8:30am to 1:40pm unless students are on an alternate education plan. Arriving to school late or leaving early is counted as a partial absence and needs to be officially recorded. Students who are away for either part of the school day or the full school day require a note from their parent/carers. As attendance is of concern at the moment we have begun working closely with our Home School Liaison Officer in order to see an improvement in this area. It is every parent's responsibility to ensure that their child attends school daily.

Supervision

Supervision commences at 8:15am and it is our expectation that students do not arrive prior to this time.



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Executive Reports...



I would like to take this opportunity to thank the staff, students, parent/carers and school community in their understanding and supportive response to COVID-19. During these unprecedented times it is wonderful to see the school pull together to ensure the continuity of learning for all students. I would like to firstly thank the school staff who went above and beyond in their role to ensure all students learning and wellbeing needs were taken care of. The staff engaged in professional learning to build and implement newly acquired skills in a short period of time to ensure our students still had access to a high quality of education. I would secondly like to thank the students for their ability to be flexible and adaptive to new learning environments and respond quickly to the daily challenges and changes we were dealt. The resilience and perseverance of all students demonstrated through navigating a new world of learning speaks to their tremendous skills and attitudes towards learning. Finally, thank you to all parent/carers for embracing this new journey with their children as they supported the engagement in either paper based or online learning. Our parent/carer community exceeded our expectations to support access through purchasing or loaning IT equipment and ensuring our students accessed learning throughout all hours of the day and night. As we move into the second semester it is encouraging to hear that we can restart nearly all of the programs offered here at the school and can continue to learn and grow together as a school community.

Throughout COVID-19 the school established a Campbell House School Learning Hub to support the wellbeing and curriculum needs of our students. Here students can explore online educational websites in all KLA areas as well as engage in training around mindfulness strategies. I would like to encourage all students to continue to access this wonderful resource. The school is currently building a Networks section that contains links to community organisations that can support students and families. There are a range of support categories including information from networks such as Aboriginal and Torres Strait Islander community centres, refugee support agencies, mental health facilities, domestic violence support agencies, and financial services.

As we move into semester 2 and resume even more school based practices I am excited to see our students continue to flourish and thrive through engaging in all programs offered to them.

TVET Report

I would like to congratulate all the students who thrived at TAFE this semester even through the difficulties presented by COVID-19. It is pleasing to obtain feedback and reports from TAFE that indicate a majority of students engaged in online learning.

A congratulations to the following students for attending and engaging in TAFE all semester;

**Mohamed in Baking,
Antonio in Screen and Media,
Amie in Automotive,
Ryan in Screen and Media,
Elise in Retail Services,
Sarah in Animal Studies.**

Kendell

This semester, students of Campbell House School have explored strengths, mindfulness and positive wellbeing in many new and creative ways. With the start of term 1, came the introduction of wellbeing lessons shaped from the Berry St Educational Model. This meant a very exciting term of learning begun, with each student immersing themselves in a world of brain breaks, morning circle games and deep connective discussions. With a focus on forming positive and well connected relationships, each class spent time spotting strengths and setting strength goals. Each Friday students school wide, engaged in lessons that focused specifically on understanding the body. With a consideration of how wellbeing can be used to help students better engage in learning, the focus of these lessons was on building self-regulation abilities within their bodies. This meant learning about the stress response, de-escalation and focus. Each student created a 'ready to learn chart' and 'focus plan', which soon became the tool they used to help communicate when they needed help focusing before learning started. With the start of term 2 and the introduction of remote learning, wellbeing and strengths have never been so important at Campbell House. To support students in this time, we launched a brand new learning hub which brought together the very best mental health, mindfulness and wellbeing supports carefully curated on one site. From online mindful colouring, meditation talks, body scans, strengths quizzes, mental health compasses to photography challenges, the learning hub is a place to support the learning of self-regulation abilities that started in term 1. With the coming semester, we are very excited to see our online wellbeing platform grow and connect with the wellbeing learning occurring in class.



We hope that during the holidays all of our school community can log on and share in the incredible strength of wellbeing and mindfulness activities.

Rhianna

Reconciliation Week

Reconciliation Week was celebrated throughout individual classes as COVID-19 interrupted the schools plans to connect with the Hilltop Aboriginal Education Group.

National Reconciliation Week is a time for all Australians to learn about our shared histories, cultures, and achievements, and to explore how each of us can contribute to achieving reconciliation in Australia.

The dates for NRW remain the same each year; 27 May to 3 June. These dates commemorate two significant milestones in the reconciliation journey— the successful 1967 referendum, and the High Court Mabo decision respectively. 2020 also marks the twentieth anniversary of the reconciliation walks of 2000, when people came together to walk on bridges and roads across the nation and show their support for a more reconciled Australia.

Reconciliation must live in the hearts, minds and actions of all Australians as we move forward, creating a nation strengthened by respectful relationships between the wider Australian community, and Aboriginal and Torres Strait Islander peoples.

Classes were given a number of resources to explore the themes of reconciliation. The senior programs included resources from the SBS on the program "We Don't Need a Map" and "Teacher Note Connection to Country". The junior program including "The Final Quarter" and "Blue Water Empire".

Executive Report cont'...



What a crazy semester! We began way back in January; the weather was hot and the bush was burning. We were learning at school whilst managing our health through the thick smoke that covered our school most days. Then we were graced with much needed rain. But this led to flooding in a lot of areas and some of our staff were flooded in and couldn't come to school. However, the love of learning by our students flourished, and you continued to attend school. During the first 7 weeks of term 1, teachers were working hard to challenge our students in achieving lesson goals with a success criteria to measure this achievement. Well done to all of our students who demonstrated perseverance and progressed through these lessons with success. Then, all of a sudden, we were hit with COVID-19, and learning changed! Learning at school was deemed 'high risk' and students began learning from home. Staff quickly adapted and collated paper-based learning for the last few weeks of term 1. Congratulations to the students who completed this work and returned it to their teachers for marking. Finally, it was time for a break, and the school holidays arrived. But Not for your teachers! They were busy preparing for yet another change to your learning. They trained in many professional learning forums to get ready for 'on-line' teaching. This was scary for us! However, your teachers are amazing people, and drew on their strength of bravery to have all of your lessons ready for the beginning of term 2. It was pleasing to see a new excitement from the teachers in the way they were teaching you. And it was even more pleasing to see the excitement and engagement from the students who used Google Classrooms. Well done everyone! Initially, we all thought that on-line learning would last for at least the duration of term 2. However, we were thrown into more change and adjustment, when students would return to school, full-time, from week 5. Staff were super excited to see you all again after such a long time apart. Teachers modified their teaching again, and you all continued to learn and make progress toward academic success. Students from grades 7-10 have been working on a project over the last few weeks, where they are documenting their learning experiences throughout the Covid pandemic, including work samples, thoughts and feelings. The work they are producing will be presented in a booklet to keep and share with family and friends. Senior students are continuing their studies across all learning areas. Seniors are focusing on the use of literacy in sharing human experiences and its use in different forms of media. They are developing skills to critically analyse language conventions in extended responses used throughout all subject content. We look forward to next semester, and the continued success of students and staff at CHS. Fingers crossed, that it is a more settled term with fewer changes and adjustments, although, we have now proven our extraordinary ability to be flexible in times of adversity.

A final congratulations to each and every one of you for showing your resilience and achieving great success. Enjoy a well-deserved break

Kathryn

Student Support Officer



Mark

Teen Getting on Track in Time! – Teen Got it!

Two students and their parents have participated in this 5 week program, attending weekly online sessions independently. Justice Health and Forensic Mental Health are running a coping program for both teens and their caregivers called "Teen Got It". It is a voluntary program for teens and their caregivers. The program targets teens (between 11 – 17 years of age) experiencing early violence towards their family and peer relationships. The earlier we address a problem the easier it is to "get on track in time" and to improve outcomes for teens.

Teens learn ways to:

- Identify aggression triggers
- Practice aggression reduction and emotional regulation techniques,
- Problem solve conflicts.

Executive Report

What a start to the year we have had... I would like to congratulate everyone on their ability to adapt in such difficult times. A massive congratulations to all students who were smashing online learning or returning their paper based learning packages, as this counted as your attendance. An even bigger congratulations to those students who have returned with such a fantastic attitude towards school and their learning. 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. This year, the Department have raised their attendance expectations and any student falling below 90% attendance for the year is deemed as 'at risk' For this reason we are putting a real focus on attendance and we have some exciting plans to encourage students to be here and maintain their attendance. I am more than pleased to announce that since we have returned to school full time after COVID in week 5, we have almost 30 students qualifying for reward. I look forward to sharing even more impressive numbers in terms 3 and 4.

Keep up the good work.

Kelly



Cert II Hospitality Food & Beverage

What a very big semester it has been for the Year 12 students completing their units of competency in Hospitality Certificate II Food and Beverage. This semester the class has engaged in units on preparing and serving non-alcoholic beverages including mocktails, sourcing and presenting information, and most recently, coffee school. What became very apparent this term, is that the school had some very competent young barista's excelling in the field of coffee. Beautiful latte art, quality espresso extraction, and silky milk texturing skills were some highlights just to name a few. A final highlight of this semester occurred early in term 1, where all students pushed themselves outside their comfort zones to engage in work placement, where they worked in café's and clubs to learn skills and engage within industry.

Well done on a fantastic semester Year 12 VET students.

Rhianna



This year the Cert II Hospitality- Food and Beverage subject saw a new cohort of Year 11 students undergoing the study of 'Getting ready for Work (as a sandwich artist)'. Mohamed, Joshua, Rose and Amie developed new skills that would take them from students to chefs. Each student learnt the safety and hygiene requirements in a commercial kitchen, how to prepare and present dishes in a stylish manner and various sandwiches that they prepared. Each student is congratulated on their theory and practical assessment tasks and achieving competency in all areas.

Well done for all your efforts and I cannot wait to delve into learning more skills with you.

Ursula

Class 1

This year in Class 1 it has been wonderful to see how the students have grown and learnt to accept each other's individual differences and personal strengths. The preliminary students Rose and Amie have had a positive start to their senior studies, while HSC students Roberta, Elise, Sarah, Juliana and Alannah have taken on the academic challenges of studying for their HSC with dedication and maturity.

English Studies—This semester Preliminary students explored “English and the World of Work” exploring the ways in which literacy is used within education and the workplace. HSC students explored “Text and the Human Experience” exploring the ways in which people use literacy to share their life experiences, adversity and successes. In the second term of the semester all students explored “English and the Media” identifying techniques used in various media forms to communicate news and events. They then applied these techniques to their own writing.

Community and Family Studies - Preliminary Students—Students were introduced to the Community and Family Studies course through the module “Resource Management.” In this module students explore factors and services which support or hinder overall individual and group wellbeing. In the second module “Individuals and Groups” students explored types of groups, the roles people play in groups and the ways in which leaders influence and impact group dynamics and individual wellbeing.

Community and Family Studies - HSC Students—Students worked on the elective module “Social Impact of Technology” here students explored the role of technology in redefining society and the impact it has on families, communities and the workplace. Students tracked changes throughout the digital revolution and information age before analysing how access and acceptance of technology may be different for particular groups in society. In their second module “Groups in Context” students completed case studies exploring the specific needs and supports available for people in marginalised groups within our community.

Luisa and Michelle

Class 2

Class 2 have had a great start to the year in the senior space. Students who were attending school, engaged in learning with a focused and mature approach in all their subject areas.

Exploring Early Childhood

As part of the preliminary Exploring Early Childhood course, students had the opportunity to learn about the growth of young children with a focus on the 5 developmental stages. In term 2, students learnt about realistic expectations of a child while exploring the influences and development of gender identity in young children.

As part of the HSC course, students learnt about childhood stress and the management in young children. Students studied a trained teacher, registered psychologist and Phillip Slee and his theory on managing stress in young children to complete a PowerPoint presentation. In term 2, students learn about Aboriginal Children and Communities, exploring Aboriginal identity, kinships, ceremonies and the roles of the extended family and community in child rearing of Aboriginal traditions.

Visual Design

As part of the preliminary Visual Design course, students had the opportunity to create an advertising campaign for a famous person/group of their choice, designing a body of work using the elements and principles of design. In term 2, students learnt about installations and environmental art, focusing on the subject matter ‘man made vs. nature’. Through creating 2D, 3D or 4D designs of different mediums students were able to communicate their opinions, thoughts and statements on the topic through their body of work.

As part of the HSC course, students had the opportunity to learn about brand logos and by using the elements and principles of design, students created an original logo that represents them based on strengths including a modified version of their logo.

In term 2, students learnt about jewellery of the African culture, exploring African identity, ceremonies and the use of jewellery in African traditions and tribes. Students analysed the meaning of colour and symbolism to design and fashion their own jewellery using clay, beads, wire and string incorporating African patterns and symbolism. Through Google classroom interactions, students engaged in the subjects during the period of learning from home. Teacher guidance and explicit instructions were provided through Google classroom and/or Microsoft teams for face to face conferencing when necessary.

Pamila & Wayne

Class 3

Whilst it has been a challenging semester with lots of change as a result of the COVID-19 situation we have seen some positive growth and behaviours from students in Class 3.

Mohamed has consistently engaged in lots of school programs this semester. He has continued to demonstrate leadership at school as an active member of the SRC. He has commenced his TVET Hospitality course as well as VET Baking course and gained practical experience by cooking during the school café days.

Mohamed has consistently joined in for whole school sport and it has been great to see his basketball skills improve with regular practice at recess and lunch. Mohamed has brought lots of humour to our class and it has been great to have a laugh with him during morning circle. During the isolation period Mohamed logged in and completed some lessons online and has continued to engage in lessons this semester. Well done for having a great semester. Awesome work Mohamed.

Antonio has also enjoyed some highlights this semester. He successfully applied for a position with the SRC and has enjoyed embarking on a leadership role within the school. Antonio has successfully engaged in his media TVET course and it has been exciting to hear him talk passionately about his learning at TAFE. During isolation Antonio engaged in lessons and continued to work hard during a difficult time. Antonio regularly shared his strength of humour during morning circle and we hope to see more of this next semester.

As always I would like to thank the wonderful support I receive from Linda and Maddie each week in the classroom. Have a great break and I will see you next semester.

Craig & Linda



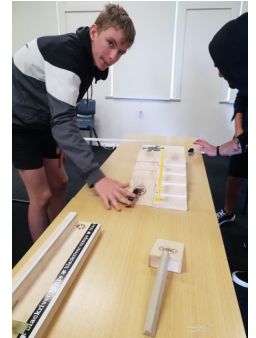
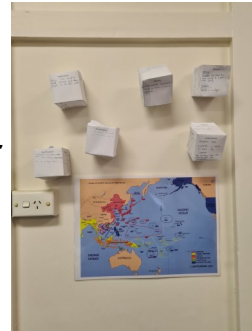
Class 4

What a fantastic semester we have had in Class 4! From day one this year, our class has grown significantly. Kenny and Age started the year off and graciously welcomed me (Sam) into the team in week 4 of term 1. From there, we welcomed Jibril and Cameron as awesome new members of our squad. Since then, Zara and Noah have joined us. Well done to each and every one of these awesome people, together we have created a culture of teamwork and growth in our shared space.

Keep up the excellent work! In History this semester, we focussed on the solemn topic of the involvement of Australia in World Wars One and Two. I was impressed by the creative and well thought-out propaganda posters submitted by Montanna, Kenny and Cooper, which now adorn our walls here in Classroom 4. Jakob, Nathan and Sarah submitted emotive and empathetic diary-entries from the perspective of soldiers who fought for Australia in these terrible wars. For each of the class groups who have visited classroom 4 for History, I'd like to thank you for coming into this learning space with a mind that is ready to learn, engage in fantastic conversations, and work together towards our learning goals.

Well done to all my students and let's make semester 2 an even greater success!

Sam & Adrian



Class 5

With COVID creating an uncertainty to what our classroom learning would look like. Class 5 have taken these changes in their stride and were able to overcome the challenges of online learning. With a slow return back to school, Class 5 were eager and ready to pick up where their learning left off. Their engagement in English and Maths saw us learning new skills and content, students can list the many formulas for areas of shapes; and recall the definitions of a simile, metaphor, idiom and a onomatopoeia. We welcomed a new student Brandon, whose personality compliments our class discussions on every day affairs. Congratulations to Montanna, Jordan, Michael, Tye and Tatiana on a fantastic semester and I can not wait to continue it next semester.

Textiles and Design

Students did Weaving Wonders in which they learnt about how fabric is formed from yarn and the difference between natural and filament fibres. Students were able to create, using wool, a plain weave and basket weave on a cardboard loom. Students also extended their creativity and produced bracelets, animals, cup, and bowls out of wool weaving.

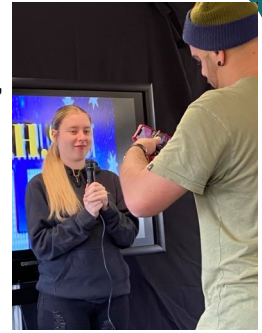


Ursula & Di

Class 6



Throughout this semester Class 6 have been actively engaged in all subjects within their curriculum. Both Karen and I would like to commend Ilesha, Abrona and Bayley for their excellent attendance, commitment to learning and for actioning their strengths to overcome challenges and achieve their goals. Both Whitney and Jacob who joined our class in term 2 have also identified and actioned their personal strengths to engage in their learning and initiate friendships.



Visual Art-This semester students engaged in water colour painting, studying still life and colour theory. Students also practice perspective and shading technics using lead pencil .



Horticulture—This semester students and staff managed to cultivate and plant many vegetables in our garden. These included bok choy, cabbage, beetroot, celery, chives, spring onions and lettuce.



Ian and Karen

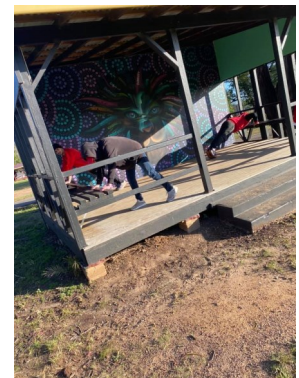
Class 7

This semester I had the honour of meeting, greeting and working with my first class here at Campbell House. It has been greatly successful in helping these young people strive to meet personal goals and developing a positive outlook for the future. This semester saw us focus a lot on the importance of understanding financial mathematics with application to real world scenarios. The class also worked effortlessly hard during the Health unit, which was successfully completed with maturity, focus and proactive engagement. I personally enjoyed our Wednesday breakfast cooking for the school as it allowed me to engage in a grateful manner with all the students.

I would like to congratulate the following students; Nathan , Jesse and Cooper on their amazing attendance achievement of over 70% which reflects the dedication and commitment to learning from these students. I would also like to congratulate Faith , who has achieved some amazing results in the pacific women's darts competitions throughout the year and Rhys on his steady re-application to his education.

I would also like to personally extend my gratitude to my SLSO Grace, who has helped me from my first minute here at the school.

I look forward to working with everyone in Class 7 again throughout the year and beyond as we strive to achieve our positive purpose.

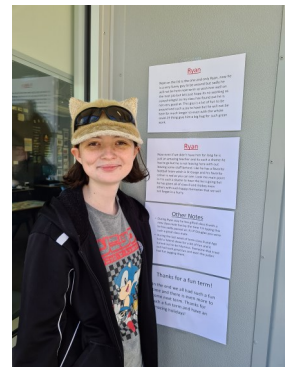


Anthony & Grace

Class 8

Learning during this semester presented many challenges both with the online learning, issues with computers, uncertainty with school due to COVID as well as a change of teacher after term 1; all of which Class 8 were able to rise to and meet head on. During this term Class 8 were able to produce some fantastic work in science on forces showing their ability to show their knowledge of all things forces. For English we learnt about how to use fantastic descriptive language and were able to use this in their end of term Learning Journal. In maths we had a look at Area and Surface Area as well as learning about all things money with our financial maths lessons. During Week 9 we were also able to bust the mystery surrounding "Kendell". As well as discovering who had the most minimal talent at Campbell House. During the first semester of learning this year we've dealt with the challenges that COVID has raised as well as enjoying each other's company and doing our best learning as soon as we returned to the class.

Ryan & Chris



Student Representative Council



The SRC have an increased number of students and supporting staff this year. Rose Pinomi, Sarah Shapter, Elise Hoy, Mohamed Ali, Ryan Petersen, Antonio Malgioglio, Nathan Howarth, Jordan Ilencik and Abrona form the 2020 Student Representative Council.

Anthony and Adrian joined the team as supporting staff. SRC students have been meeting weekly to discuss many issues that will improve the school community and the environment. During the meetings students agreed on implementing and utilising a compost

bin for the whole school with SRC students facilitating the program, bus clean up and building on school community through participation in school assemblies via virtual channels. They voted and decided on student and staff of the week, discussing strengths they observed utilised by the people they vote for. SRC committee have been strong participants in the development of the eco project 'Living Classroom and Aboriginal Yarning Circle' with their efforts being an asset to the team. In the interest and safety of all involved, due to the COVID-19, unfortunately our volunteer program to Whiddon Easton Park aged care facility did not go ahead this semester. We look forward to the return of this program next semester if circumstances allow. The SRC will continue to contribute to positively influence the school community and hope to increase environmental awareness whilst implementing further environmental suitability programs at Campbell House School.

Pam, Anthony and Adrian



Coping with COVID

I found working at home during COVID easier, Because I could take my time with the work."

Marilyn Class 8



Roberta, Year 12, Campbell House

Due to all the sudden changes happening around the world, isolation has been a big part of all our daily lives. For me, it hasn't been too much of a struggle considering I have been kept busy with school work as well as working with my parents after hours. I have had more time to relax since I don't have to worry about getting ready to go anywhere. When I returned to school, nothing felt that much different. I settled into the class environment as I normally would as if nothing had changed. The only difference was instead of doing work on paper or rotating classrooms, we stayed in the same classroom and did our work online as we would at home. The best thing about returning to school was seeing how excited the staff were when I arrived. Saying hi to them and talking about what we've been up to was refreshing.

"During covid I did nothing exciting. My life was basically the same except I got to stay home more and that's really all that happened."-Sarah Class 8



"Being stuck inside sucks but at least I can watch all my favourite movies and shows. I ate a lot of food but we also ran out very quickly and couldn't restock because of panic buying but it was okay in the end."- Jakob Class 8



The smiles and laughter highlighted the extraordinary connections and strong positive relationships between staff and students that can turn challenging times into a brilliant end of term celebration! Possibly the BEST assembly EVER at Campbell House! Amazing minimal talent quest taken away by The Masked Clicker and Moh who won as he got through on his remarkable dance skills at the audition ! We cannot wait to see what Take Two will look like next term!



Staff had prepared student packs ready to be sent to our students so we can ensure that learning continues during this time of change! We thank our staff as they embrace change and challenge.

Anti-Bullying Day and Forum

Congratulations to the SRC for presenting an exceptional video on bullying on this National Day of Action. Thank you to the team that starred in the video which poignantly addressed personal views and one story of bullying that enabled growth and triumph whilst highlighting the impact of bullying.



Term 1



Week 1 we welcomed new and existing parents and carers back to Parent Group during our meet and greet session. It was lovely to reconnect again after our summer break. Week 2 saw parents attend the Autism Advisory & Support Service (AASS) Carers morning tea which was held at Moorebank Sports Club. AASS is an organisation facilitated by a mum of a child with Autism and allows for parents and carers to meet and share experiences in a safe, non-judgemental environment.

Week 3 was an introduction on "Worry Warriors" This is a program that helps children understand anxiety and worry, how it affects the body, and teaches important skills to manage both. Week 4 saw Rob from Lawrence Hargrave High deliver interactive activities for our group. He also showed the parents '10 Cheap/Free Activities to do During the Holidays'. One parent also won a lucky door prize!

Week 5 Susan led an informative session on 'Does your child rule the roost?' We discussed how and why this can happen within the family unit and, as a group, we worked out strategies to help reset the balance at home.

Week 6 was our second AASS Parent/Carer morning tea. It was a lovely opportunity to connect with parents in the wider community and learn something new from each other. Week 7 Jo read the 'Have You Filled a Bucket Today' book, which is a guide to daily happiness for kids, but also applies to adults. As a group we discussed ways to be a "Bucket Filler" verses a "Bucket Dipper" Due to COVID-19 no other parent group meetings were held this term. Staff from Campbell House, Lawrence Hargrave and Glenfield Park utilised the time to organise our new look Parent Zoom Group for Term 2.



Term 2

Week 1 of our parent group was via Zoom! It was encouraging to see parents giving the new setup a go.

All 3 Principals also attended, welcoming and chatting to parents.

Week 2 was spent helping the parents navigate Zoom and we discussed our program for the next term.

Week 3 began with a session on '24 Character Strengths'. Marisa attended this session and explained the 24 Character Strengths. Marisa also shared a video, 'The Science of Character' and set some homework for us to be aware of one of our strengths and share this the following week.

Week 4 we looked at the strengths of CREATIVITY and GRATITUDE. We also discussed how parents can find their own character strengths by doing the VIA questionnaire at www.viacharacter.org.

Week 5 was a focus on the strengths of ZEST, LOVE and APPRECIATION of BEAUTY and EXCELLENCE. It was great hearing the parents talking about how they appreciate the small, simple things in their lives. While some parents and staff found Zest easy to come by, others described how in these strange times this was one strength they were struggling with.

Week 6- Strengths of BRAVERY and CURIOSITY were explored. This was an interesting session as some parents had never thought of themselves as brave until it was unpacked and explored in detail.

Week 7- Strengths of FAIRNESS and FORGIVENESS. Forgiveness was another topic which really got people thinking. Some had the attitude of 'let bygones be bygones' while others talked about not being able to let go.



Week 8 was our last meeting and was held at the Spot Pea café. Following social distancing rules we could only have 10 people there but it was lovely having the face to face contact.

It's been an interesting term 2 for Parent Group! We'd like to thank all the parents/carers for stepping out of their comfort zone!

Chris

Sport

Sport this semester saw the students at Campbell House successfully complete swim school while the students in class 7 progressively worked to build on their strength and physical fitness through daily morning routines consisting of stretching, weights, cardio-respiratory endurance activities and a variety of games. These games were successfully translated to Wednesday afternoon school sport where the student body enjoyed basketball, soccer, modified handball and dodge ball.

I would like to extend my gratitude and thanks to the executives and all of the staff and students at Campbell House for making me feel welcome and like I really belong here.



Wow! What an amazing introduction to life at Campbell House I was blessed with in 2020. Never did I think when I walked into this school for a visit at the end of 2019 that my heart wouldn't leave the front gate.

This semester at Campbell House I have had the honour and the privilege of working closely with the students of class 7, and also familiarising the entire student body of the school with health and physical education.

Anthony

Living Classroom & Aboriginal Yarning Circle

Campbell House School have been successful in the application for a grant from the Environment, Energy & Science| Department of Planning, Industry and Environment NSW.

Granting the school with funds to build an outdoor classroom and Aboriginal yarning circle. The project 'Living Classroom and Aboriginal Yarning Circle' will increase the quality of the school environment. Providing an outdoor space for the whole school to engage in learning and mindfulness sessions while connecting with nature and the environment and improving student and staff wellbeing. It will be a space to educate students on environmental sustainability and provide the opportunity for the Aboriginal Representative Council (which includes the neighbouring schools) to gather. The location will incorporate Aboriginal paintings, educating students on Dharawal traditions and culture.

The team (comprised of Marisa, Kendell, Wayne, Jeff, Grace, Maddie, Mark, Ian and Pam) have been meeting regularly to plan and ensure the project timeline is being fulfilled.

It has been a great start to the construction of the project with both staff and student volunteering their time and efforts. We look forward to continuing to work on the project and hope to complete it before the end of this year.



SEMESTER 1 Photos

