Reminders

- **Week of Wellbeing** is Week 5 of term, August 15th -19th with special guest speaker Randa Abdel-Fattah on Tuesday, Motivational Media on Tuesday, and Elevate Education study skills presentations and Young Australian drama performances for all Years across the week. See further information on page 3.
- **SRC & Prefect Elections** are in weeks 3 & 4 and the Annual School Leaders Investiture Assembly is on August 23rd (invites will be sent to families of Prefect and SRC members).
- **Year 11 Preliminary Exams** are in weeks 8 & 9 of this term - students should be revising from now on in preparation! See the item on ‘Teaching Good Study Habits’ on page 13.

Congratulations

- **Grace Rached, Year 12**, who has been selected as a finalist in the Wests Ashfield Community Awards, in the category of individual student from a secondary school. Grace will be interviewed by a panel and an Awards Ceremony will announce the winners.
- **Staff and students for our NAIDOC Week Assembly** in the last week of Term 2, and students who performed at Canterbury Public School’s NAIDOC celebrations on the last day of Term 2. See photos and the article on page 4.
- The VET team is proud to announce that the following nominations from our school won Vocational education and Training awards for this year: **Alesha Lafaitele** for Business Services and **Caitlin Pua** for Hospitality.
- **Year 12** for getting through the trials and now focusing on revision and completion of practical subjects. A letter outlining all remaining commitments has been emailed to all parents and is on the website.
- **Well done to the School band** who won best in section award at the Inner West Band Competition. The commitment of Band members is fantastic, with many hours of rehearsal behind each performance. Well done.
- **All students** who performed in the **HSC Dance showcase** evening on Friday July 22nd, such polished and professional work from all concerned. See photos on page 8.
- **Dance Ensemble** who performed so brilliantly on the Friday night program at the Regional Dance Festival, lots of proud families were there on the night, a huge well done to the dedicated Ms Reed.
- **Isobelle Cooper, Year 11**, selected to accompany the Canterbury Principals Network School Education
Our talented Volleyball Knockout team, under the direction of Coach Strachan who finished 6th in the State at the CHS competition in week 1 of Term 3. An amazing effort. See item on page 5.

Students who took part in Junior State Music Camp, Antonina Scheer, Kico Imai-Arnold and Helena Williams of Year 7 and Zoe Vney, Year 11, for Senior State Music Camp.

Year 8 Mathematicians who performed so well at the Maths Olympiad: Sarah Veitch, Hannah Veitch, Emma-Cate Lynn, Michaela Carter, Michelle Lee and Kelly Lu, (pictured above).

Year 7 and staff for hosting a visit from Ashfield Boys on the second last day of term, for the White Ribbon Program. We will welcome Year 9 Ashfield Boys on September 8th for R U OK Day activities.

Year 11 Drama students who ended their 2 week fabulous performance of their work in the last part of the last day, with the whole Year as audience.

Our dancers and musicians who performed for Education Week at Ashfield Mall on Tuesday August 2nd. You were fantastic! See a photo from rehearsals and some wonderful community feedback on page 6.

Stage 6 Debaters for their efforts on Thursday July 28th, making CGHS Zone Champions: Ella Hosty-Snellgrove, Stella Conlon, Matilda Grimm and Bella Bauer.

Students who took part in the National Mathematics Competition last week - we look forward to your results! Thank you Ms Kaur for the organisation. See photo on page 9.

Thank You to:

- Canterbury Hurstle Park RSL for the recent welcome donation of $8000. This money is to go towards subsidising support for Indigenous students and to support the ongoing employment of our Youth Worker.
- Local resident who recently donated 500 novels to the school library.
- Staff members Mr Mullin, Ms Conroy, Ms Roberts and Ms Gifford who delivered 4 days of our annual Enrichment Program to local Year 5. Also a big thank you to Georgina Nohra, Support Staff who does all the background organisation for this program. Now in its 10th year, a hugely successful program. See photos on page 5.
- Year 12 class teachers who are currently working very hard to mark HSC Trial exams and in particular thanks to those involved in preparing students for major performances and works in Dance, Drama, Music, Society and Culture, Textiles and Design, Visual Arts, and English. Also thank you to the staff who met students at school for pre-Trials revision and study in the holidays.
- Ms Flannery and Ms Wilson, Music teachers who keep giving up out of school hours for a myriad of performance opportunities we have had in recent weeks. The 3 day Bandfest August 10-12 is also due to their hard work.
- Ms Manton for delivery of the Library Study Skills Program to Year 11 in Personal Best time - an important part of our senior student support strategies to ensure all students are equipped to perform to their personal best (above).

Welcome back to Mr Anderson who has been on leave in weeks 1-3. A full report for the term will be in the next edition. Thank you to Ms Andrews for filling the relieving Deputy role weeks 1-3. For the remainder of 2016 Mr Anderson will continue to supervise Years 7, 9 and 11. Ms Ronayne will be the second Deputy looking after Years 8, 10 and 12.

Welcome to:

- Exchange students Nastasja, from Germany and Sirin from Finland. Both students are in Year 10. An introduction to both students follows.
- Miss Nohra, Support Staff who does all the background organisation for this program. Now in its 10th year, a hugely successful program. See photos on page 5.
- Year 12 class teachers who are currently working very hard to mark HSC Trial exams and in particular thanks to those involved in preparing students for major performances and works in Dance, Drama, Music, Society and Culture, Textiles and Design, Visual Arts, and English. Also thank you to the staff who met students at school for pre-Trials revision and study in the holidays.
- Ms Flannery and Ms Wilson, Music teachers who keep giving up out of school hours for a myriad of performance opportunities we have had in recent weeks. The 3 day Bandfest August 10-12 is also due to their hard work.
- Ms Manton for delivery of the Library Study Skills Program to Year 11 in

Hello from Nastasja from Germany:
Hi, my name is Nastasja and I am a 17 year old exchange student from Finland. I will be attending CGHS in Year 10.

Finland is a small country in northern Europe with a population of 5.5 million people. I live in a small town in southern Finland called Eleinas, 1 hour from the capital, Helsinki. Finland has two official languages, Finnish and Swedish. Swedish is my mother tongue.

In Finland we begin school at the age of 7. The school year begins in August and ends at the beginning of June and has two terms (= semesters). After the school year is finished we have our long awaited two and a half months summer holiday.

The days in summer are very long. Actually one day is two weeks long as the sun never sets for 14 days. However during a winter day you get only 5 hours of sunlight. It is dark, cold and snowy and can get as cold as -30 degrees.

In summer I enjoy spending time with my family at our summer cottage in the archipelago. Some of my favourite things to do are sail with my two brothers and catching up with my friends.

In December-January, our winter months, I enjoy snowboarding, downhill skiing and getting "cozied up" in the living room by the fire with a good book.

In Finland there are only co-ed schools which means that it will be a new and very exciting experience for me to be a part of an only girls school. If you see me around you’re more than welcome to come and say hello!

Hello from Sirin from Finland:
Hi, my name is Sirin and I am a 17 year old exchange student from Finland. I will be attending CGHS in Year 10.

Finland is a small country in northern Europe with a population of 5.5 million people. I live in a small town in southern Finland called Eleinas, 1 hour from the capital, Helsinki. Finland has two official languages, Finnish and Swedish. Swedish is my mother tongue.

In Finland we begin school at the age of 7. The school year begins in August and ends at the beginning of June and has two terms (= semesters). After the school year is finished we have our long awaited two and a half months summer holiday.

The days in summer are very long. Actually one day is two weeks long as the sun never sets for 14 days. However during a winter day you get only 5 hours of sunlight. It is dark, cold and snowy and can get as cold as -30 degrees.

In summer I enjoy spending time with my family at our summer cottage in the archipelago. Some of my favourite things to do are sail with my two brothers and catching up with my friends.

In December-January, our winter months, I enjoy snowboarding, downhill skiing and getting "cozied up" in the living room by the fire with a good book.

In Finland there are only co-ed schools which means that it will be a new and very exciting experience for me to be a part of an only girls school. If you see me around you’re more than welcome to come and say hello!

Does My Head Look Big in This?

Randa Abdel-Fattah.

Contact the School Office

If any of your personal contact details have changed, please email us: canterbury-h.School@det.nsw.edu.au or phone 9718 1805

2016 Week of Wellbeing

Every year Canterbury Girls High School conducts a Week of Wellbeing where student participate in workshops, watch theatrical productions and listen to special guest speakers that guide them through the difficulties of study, school, relationships and building resilience and self-esteem. The theme for 2016 is “Everyday Heroes”.

This year we are honoured and excited to welcome Randa Abdel-Fattah as our special guest speaker for during our Week of Wellbeing. Randa is a celebrated author, lawyer, human rights advocate and community volunteer with different human rights and migrant and refugee resource organisations.

Randa is a regular guest speaker at schools where she addresses issues such as multiculturalism, human rights and asylum seekers. She has also written novels, such as, Does My Head Look Big in This?

Students will also participate in study skills workshops where they will work through activities to help them plan and organise their schedules and develop skills to help them cope with the demands of school and beyond.

The theatrical performances explore issues that range from anti-bullying, resilience and self-esteem.

We are looking forward to the Week of Wellbeing as a positive approach to supporting the wellbeing of our students and school community.
This year the school celebrated NAIDOC Week with a special assembly. After the “Acknowledgement of Country” a number of our students of Aboriginal and Torres Strait Islander (ATSI) background sang the National Anthem in the Dharawal language and the Canterbury Girls High School Choir, conducted by Louise Flannery and Kate Wilson led the school singing the Anthem in English. We were fortunate to have a local elder, Joan Tranter, who also works with the University of Sydney, address the school on the history and significance of NAIDOC Week. She has also had a number of her family members attend our school including a granddaughter in Year 8. This was followed by several traditional musical and dance performances and the students outlined a number of special programs and projects they are involved in. The assembly was inspiring and vibrant and showcased this rich and varied culture and the achievements of our students.

Several faculties designed activities for Year 8 with a special focus on NAIDOC: English explored biographies of great indigenous women, PDHPE designed a number of Aboriginal games played during lunchtime and CAPA teachers examined and produced dot-point paintings for display.

At the end of the week, our school was invited to participate in an evening event with Canterbury Public School students, parents and teachers. After a barbeque dinner, a smoking ceremony cleansed the air and welcomed an address by the Principal and a vocal item performed by Jessie Simon-Fitzpatrick and Shamee Dingwall.

NAIDOC assembly.

NAIDOC Week – Share, Participate and discover.

NAIDOC week gives us all the opportunity to celebrate the history, culture and achievements of Aboriginal and Torres Strait Islander peoples. In support of the schools initiative the PDHPE staff offered indigenous games at lunch. Games like Buroinjin, Gorri, Keetan, Wara, Weme and Wulijini were played at lunch during NAIDOC week. Next year these games will be used in our physical education programs. Pictured below are student’s playing Weme which is played by the Walbrri people of central Australia.

Volleyball NEWS

Our Knockout Volleyball team once again defeated teams across the region to make it through to the NSW CHSSA State Volleyball Knockout Competition held at Olympic Park, July 20th and 21st. The students were from Years 8 through to 12 and trained hard to ensure they were at their peak for the competition.

The girls made it through the first round on Day One of the competition. However, they bowed out in the second round but continued playing for a place, eventually placing 6th out of 16 teams overall.

Congratulations on another incredible effort in Volleyball girls. You’ve made us all very proud!

Suliveta Tala  Sela Moala  Louisa Taukeiaho
Alison Anae  Jennifer Palusa  Ametisi Tupe
Trina Taura  Easter Taukeiaho  Maggie Pirangi

Ms Strachan, Coach

Canterbury Girls VS Ashfield Boys

Our Sydney East regional championship girls open Volleyball team played a friendly game against Ashfield Boys. Despite losing three sets to two, the girls went on to finish in 6th place at the state Open Girls Championships. Well done girls and their coach Ms Strachan.

A huge congratulations to our Year 7/8 cricket team. On 30th May they competed in the Region’s T20 Blast competition at Bankstown Memorial Garden. After a very successful day, the girls have made it through the State Finals later in the year. A fantastic achievement for a very talented team.
slightly more confident in their maths ability than girls in co-educational schools. It found that, in year four, boys were far more confident than the female students, even if their ability was on a par.

The paper’s author, Dr Chris Ryan, said the trend reversed at single-sex schools, proving that a negative attitude to maths was not “intrinsic” to female students, but was rather a product of the co-ed school environment.

And he said it was possible that teachers at co-ed schools were unconsciously favouring boys in maths classes.

“I think it’s still the case that high-achieving boys in maths tend to get told to pursue STEM-related (science, technology, engineering and maths) subjects, and high achieving girls in maths are less encouraged in that direction at co-ed environments,” Dr Ryan said.

President of the Alliance of Girls’ Schools Australasia, Fran Reddan, said the all-girls schools offered “an environment where girls are more confident and willing to take risks, make mistakes, ask questions and compete”.

While other studies showed that girls in single-sex schools performed better in STEM subjects, critics suggest that single-sex students are generally more affluent, which might skew the results.

Director of the Australian Mathematical Sciences Institute Professor Geoff Prince is driving a $22 million initiative funded by the BHP Billiton Foundation to boost female student participation in maths at 120 mostly co-ed schools.

Professor Prince said he was also lobbyng the national curriculum authority to broaden the maths curriculum to include biology, which is a subject popular among girls and increasingly relevant to the maths field.

But the confidence gap increased significantly by the time the students hit year eight, with the top male students proving far more confident than the female students, even if their ability was on a par.

The boys were more dominant and asked most of the questions in her co-ed primary school class, and she feared that she would be mocked if she asked a “dumb question”.

“Now, I ask every time I’m uncertain about something,” she said. “Because the boys dominated, they were always louder, so it really felt like they were better”.

The Melbourne University study compared the attitude and achievement of girls and boys at both single-sex and co-educational schools. It found that, in year four, boys were slightly more confident in their maths ability than girls in a co-ed environment.
Year 11 Hospitality

Year 11 Hospitality had their first week of work placement for their Cert II Kitchen Operations course, in Week 9 of Term 2. They had the wonderful opportunity to work in the industry that they are studying towards. These included different restaurants, clubs, hotels, café and catering venues. A few students performed in an outstanding manner that I would like to further compliment.

Alice Tonge went to Cargo Bar at King Street Wharf and represented the school in such a professional manner that the chef offered to assist her in obtaining an apprenticeship as a chef. Thankfully Alice wants to stay and finish her HSC and then will pursue her moves towards her career.

Jenny Bang and Natalie Chan went to China Lane Restaurant in the city and both received excellent feedback for their presentation, punctuality and initiative.

Congratulations ladies and well done class.

Janet Kastanias & Maria Stephenson, VET Hospitality Teachers

Maths Faculty

Students completing maths competition under the watchful eyes of coordinator Ms Kaur.

Maria Stephenson

MasterChef

MasterChef may be over for 2016 and Channel 10 BUT not for Canterbury Girls.
The students have been researching, planning and preparing a dinner menu for a Special Occasions to end Semester 1 topic.

Khadija Baksi, Dasha Lopes and Kashaf Fatima had produced a spicy chilli chicken entree dish (below right).

Liana Borja and Candy Chen made a creamy mushroom and beef pasta main meal dish made to al dente (above).

Kelly Lu and Kimmy Han produced a delicious dessert, (below right). These are just some of the wonderful dishes the students produced. Well done class.

Maria Stephenson

Feedback from the public below, an email received by the school following our Education Week performances at Ashfield Mall:

"Dear Canterbury Girls High School community,
I joined family to watch my little grand-daughter sing with the Summer Hill Year 1 choir. I stayed on to see Canterbury Girls and want to tell them, and their teachers, how wonderful the dancers from Year 8, the Year 10 elective music students (especially the girl who sang the first two songs) and the choir group were. It was full of verve and spirit. Thank you for your excellent performances."

Janet Kastanias & Maria Stephenson, VET Hospitality Teachers
knowing that by sacrificing he was able to provide for his family. Everyday he would come home with a smile plastered across his face; sitting by the fire he would tell stories, cracking funny jokes as he went along. His laughter would reverberate through every dilapidated floorboard.

Now he was gone. No more bear hugs as he cradled me in his arms or sloppy kisses as he put me to bed, no more riding our bikes to the corner shop, no more thorn and rose discussions at the dinner table. Silence permeates the room. As my mother sits knitting on dad’s old chair she rocks back and forth aimlessly. An empty shell, a brick wall staring into the distance.

From ok sure by Christina Nguyen, Year 9
I stood at what I assumed was his house. I double-checked the address he sent, then the nameplate screwed against the wall. That’s definitely his house.

The doorbell gave a cheerful little jingle and immediately I could hear the rustling of feet. He was the one to open the door. For someone so flashy he sure dresses plainly.

His face immediately brightens – even more so than usual – and he calls back into the house, “Mal! Ren’s here!”

A shorter lady came into view, “Ah! Renlia? Jun’s told us so much about you!”

I glance in his direction: his head turned, hand scratching at his neck.

She begins to circle me, getting different angles of my being. “Hmmm, but you’re quite a cute one, aren’t you?”

“I’m not really…” I give a weak laugh.

“Hoooo, and she’s modest too! Jun, you got lucky with this one!”

Her grin was as bright as Jun’s, you could tell they were family.

From Night life by Olivia Scouller, Year 8
It’s empty and lonely out here. Just the way I like it. Whenever I see someone cross the road or a car drive by, it no longer feels like it’s just my place, but like I share it with the rest of the world. Which may be the case during the day, but at night I want it all to myself. I head down the street, first on the road, then along the footpath, looking into empty, dark shop windows and wondering how easy they would be to break into. Not that I would ever do that, but it is something you wonder when your whole life is walking through the city in the middle of the night. When I say it like that it sounds really sad and kind of depressing, but it’s not really. I do have a life during the day. In a way. Instead of going to “normal” school as my little sister calls it, I do online school. At least that’s what I tell my parents I’m doing in my room, and a lot of the time it is, but I also like to sleep off the previous night’s wandering.

Jane Slattery HT English
CGHS Student leadership

SEA in JULY
This term has started very busily for our environmental students. Yes, we have installed our bees and they are loving these beautiful warm sunny days of July and laying low on the cold rainy evenings we have been getting in between. The students are actively planting and upgrading our garden beds with winter vegetables and salad greens, keeping our bees busy in their pollinating.

SEA welcome back the Year 7’s in our SEA group. They have been away from our club for Term 2, as they were involved in the ‘White Ribbon’ program. They have returned with enthusiasm and motivation, and are working on a project ‘Walk-a-Thon’ to help raise support the ‘Quokka’s’. Watch out for more news in the coming months about this project and look out for posters they are developing.

Year 8 are continuing their GoMAD project to produce a 3 minute YouTube clip. They are working on various scenes coming up with some creative ideas for their filming.

Year 9 are working on a funding opportunity for our gardens. Here we are lassing over some idea for the funding design.

What Can You Do At Home To Help?

- Donate any sprouting potatoes, onions and garlic. We are happy to replant these in our school gardens.
- Any old things you have to offer us to plant but not parsley or rosemary.
- Encourage your children to purchase herbs and produce once it has gone to maturity.

SEA (School’s Environmental Ambassadors)
Maria Stephenson (SEA Coordinator)

Student Leadership

Year 11 student Isobelle Cooper was selected to take part in the annual Education Week leadership program offered by the Department of Education. Isobelle completed an application to shadow a member of the Department’s corporate team, successfully attaining the role of shadowing the Education Director of the Canterbury area schools, Mr Chris Charles. Mr Charles sent this feedback to our Principal at the end of the day: “I had the pleasure of spending today with your wonderful student as part of Education Week and the Secretary for a day program. Isobelle was a credit to your school and public education as she shadowed me in my Directorial duties today.”

The photos above were taken at the Strathfield office and Canterbury South Public School.


Nobody said that raising an adolescent was easy, and schooling one is even more of a challenge! Parents are taking on a lot of school responsibility, and let’s face it – things are different than they used to be. How are parents supposed to know how to handle the homework load without some guidance?

Take studying, for example. If you parent a struggling or resistant learner, you’ve probably heard more than one person suggest, “She just needs to study more.” Most kids think this means filling in a study guide or rereading a chapter. But many don’t learn by writing or reading. Their strengths lie in the visual, kinesthetic, musical, or social realm. How, then, are we to help our children develop their studying skills?

The task does not have to be daunting. In fact, it can actually be simple and effective!

Getting Started
Determine when tests will happen. Use school websites, email, planners, etc. to help you and your adolescent pinpoint an effective way to get tests on the calendar.

Set a goal. Work with your student to determine how many days of studying he needs, and make a session-minute goal (one minute per grade level) and a target for him to study twice daily. An eighth-grade student will set the timer for eight minutes each session, a tenth-grade student for ten minutes, and so on.

Determine the study material. Notes, study guides, worksheets, or quizzes from the chapter or unit are all good choices. Textbooks are easily accessible, but study material from them may be difficult to identify.

Ask and answer. Have your adolescent ask and answer her own questions, or for those of you with social students, you can join in and ask the questions. If she gets through the material before the time is up, start over!

Do it again. Set aside the same time increment before bed, and repeat the entire exercise.

If you do the math, a sixth-grade student will study twelve minutes every day for five days, and will have put 60 minutes of no-tears studying into his pocket!

Minute-by-Minute Study Strategies
But is the question-answer strategy really the best way to study? No single way works for everybody, as each child has a different set of strengths and preferences when it comes to internalizing information. Here are some other ways to use this time (also provided as a downloadable PDF to print for your student):

1. Flashcards. Turn those questions and answers into flashcards and have your adolescent quiz herself. The simple act of flipping the cards around and putting them into piles of “mastered” and “needs practice” may be enough to keep an active kid moving. Some kids are motivated by timing themselves. Flip those flashcards around, have her read the answer, and try to reproduce the question for a bigger challenge.

2. Categorizing. Use the flashcards to organize the information by categories, put them in some kind of order, or match them up in pairs. The idea is to organize them differently each time so that your student can see one connection in his brain for the information.

3. Word combining. Language lovers won’t mind creating sentences with vocabulary. If the test is vocabulary-heavy, start by either writing or speaking the sentences with one word in each and then moving to two words, then three, etc.

4. Song lyrics. Ask a musical or rhythmic adolescent to take the lyrics of her favourite song and rewrite it to include as much of the required information she can. This may take multiple sessions to accomplish, but once it’s done, she can sing it over and over again.

5. Picture notes. During the study session, have a more visual adolescent draw pictures of his notes on flashcards, papers, or a whiteboard, and then describe them.

6. Talk-through. Many adolescents are highly social. If yours is, too, have her go through flashcards or a study guide and explain each aspect in as much detail as possible without reading from the printed information.

7. Picture walk. Have him use the visuals provided in the textbook, online text, worksheets, notes, etc. to explain information either out loud or in writing, depending on his preference.

8. Mnemonic devices. Have her rhyme or create sayings to help her remember information. Creating acronyms or sentences with the first letters of words can also be fun for students who like to play with language.

9. Oral visualization. Read a portion of the notes or worksheet and have your student describe what comes to mind visually.

10. Perspective talk. Talk or write about the material, pretending to be somebody or something else.

11. Superhero letter. Have a word-smart adolescent write a letter to a superhero explaining the material and why the information should be important.

Ultimately, studying comes in dozens of forms, and it’s important to help your adolescent figure out what’s going to work for him or her. Whatever her strengths, whatever his level of comfort, start there. Keep it short. Keep it simple. Keep it painless. And watch what happens when studying becomes a familiar routine — and when students see the fruits of their efforts.
How to praise kids: It’s a hot topic for many parents and educators. Carol Dweck, professor of psychology at Stanford, has been researching this topic for many years.

“My research shows that praise for intelligence or ability backfires,” said Dweck, who co-authored a seminal research paper on the effects of praise on motivation and performance. “What we’ve shown is that when you praise someone, say, ‘You’re smart at this,’ the next time they struggle, they think they’re not. It’s really about praising the process they engage in, not how smart they are or how good they are at it, but taking on difficulty, trying many different strategies, sticking to it and achieving over time.”

But what some might not know is that this paradox is strongest for girls.

Dweck’s research, which focuses on what makes people seek challenging tasks, persists through difficulty and do well over time, has shown that many girls believe their abilities are fixed, that individuals are born with gifts and can’t change. Her research finds gifts and can’t change. Her research finds girls believe their abilities are fixed, that individuals are born with gifts and can’t change. Her research finds that when girls think this way, they often give up, rather than persisting through difficulties. They don’t think they possess the ability to improve, and nowhere is the phenomenon stronger than in math.

This attitude presents an especially sticky problem to educators working to boost girls’ interest and passion for science, technology, engineering and math. For many boys, believing math is a fixed ability doesn’t hamper achievement—they just assume they have it, Dweck said. But girls don’t seem to possess that same confidence, and in their efforts to achieve perfection, Dweck’s research shows they shy away from subjects where they might fail.

“We have research showing that women who believe math is an acquired set of skills, not a gift you have or don’t have, fare very well,” Dweck said. “Even when they have a period of difficulty and even when they’re in an environment that they say is full of negative stereotyping.” This research suggests parents and educators should rethink what implicit and explicit messages are being sent to young girls about achievement.

If adults emphasize that all skills are learned through a process of engagement, value challenge and praise efforts to supersede frustration rather than only showing excitement over the right answer, girls will show resilience. It also might help to provide a roadmap to correct the gender imbalance that already exists in fields requiring math and science, jobs that often involve setbacks, “failing,” and overcoming challenges.

“The kids who are getting this process praise, those are the kids who want the challenge,” Dweck has found that socialization and beliefs about learning ability are developed at early ages. “Mother’s praise to their babies, one to three years of age, predicts that child’s mindset and desire for challenge five years later.”

Kids like direct praise, but to Dweck lauding intellectual ability over the right answer, girls will show resilience. It also might help to provide a roadmap to correct the gender imbalance that already exists in fields requiring math and science, jobs that often involve setbacks, “failing,” and overcoming challenges. The kids who are getting this process praise, those are the kids who want the challenge,” Dweck has found that socialization and beliefs about learning ability are developed at early ages. “Mother’s praise to their babies, one to three years of age, predicts that child’s mindset and desire for challenge five years later.” Kids like direct praise, but to Dweck lauding intellectual ability over the right answer, girls will show resilience. It also might help to provide a roadmap to correct the gender imbalance that already exists in fields requiring math and science, jobs that often involve setbacks, “failing,” and overcoming challenges.

An implicit argument here is that failure in small doses is good. Dweck’s not the first person to make that argument; advocates of game-based learning say one of its strongest attributes lies in a player’s ability to fail and start over without being stigmatized. Students learn as they go, getting better each time they attempt a task in the game. But the current education system leaves little room for failure, and consequently anxious parents often don’t tolerate small setbacks either.

This excerpt is from:

Fun sessions are offered to our young people (6-16 year olds) wanting to engage in a social lifestyle, get active and make new friends in a community based program that offer a range of sporting programs.

Monday: 
Homework Club | 4 pm – 7 pm | Free

Tuesday: 
Badminton | 4 pm – 5:30 pm | $3

Wednesday: 
Oztag | 4 pm – 5:30 pm | $3

Thursday: 
Soccer | 4 pm – 5:30 pm | $3

Friday: 
Learn to Play Basketball | 4 pm – 6 pm | $9

Saturday: 
Community Drop In | 8:30 am – 9:30 am | $7
About the Young Carer Bursary Programme
The young carer bursary programme aims to assist young carers in greatest need, to continue to study and to relieve the financial pressure on them to undertake part-time work whilst also studying and providing care.

Who is eligible for a bursary in 2017?
A young carer aged 12-25 years (born in 1992 or later for the 2017 Bursary year); who is studying an approved course either full-time or part-time at:
• secondary school; or
• home schooling approved by the relevant state educational authority; or
• vocational and educational training such as apprenticeships or TAFE; or
• an undergraduate course at university; or
• not currently enrolled but will prove enrolment if granted the bursary; and
• will not be in receipt of another bursary or scholarship in 2017; and
• is an Australian citizen or Australian permanent resident.

What does it provide?
The young carer bursary programme will grant 333 bursaries @ $3,000 in 2017, paid in quarterly instalments in February, April, August and October 2017. Bursaries are granted for 12 months with a brand new application process each year.

When will applications open?
Applications for 2017 bursaries will open on Tuesday 2 August and close on Wednesday 14 September 2016.

An on-line application form will be available from 2 August 2016 which is linked to the Young Carer website. If you do not have access to a computer or the internet, contact Carers Australia and we will post a hard copy form to you.

An independent selection panel will make the final decisions about the granting of bursaries. Short listed applicants will be contacted in November/December 2016.

FURTHER INFORMATION:
Website: www.youngcarers.net.au
Email: ycibursaries@carersaustralia.com.au
Phone: 1800 756 238

Finding challenges in raising 12–18 year olds?
Good Shepherd is offering FREE Parenting Workshops for parents and carers of adolescents.

Come and learn about:
• The stages of adolescence;
• Parenting styles and communication techniques that work; and
• How to keep a positive approach to discipline.

When: 9am to 11am Friday Mornings, one session per week for 6 weeks from the 5th of August to the 9th of September 2016
Where: Good Shepherd, 440 Marrickville Road, Marrickville
Registration is essential please contact:
Anne-Marie Taylor or Julia Jacobs by phone: 8571 7800 or email: AnneMarie.Taylor@goodshep.org.au or Julia.Jacobs@goodshep.org.au

Also now available, THE AUSTRALIAN PARENTING APP FREE from iTunes App Store or Android Market.
www.goodshep.org.au
NEW PERMANENT LOCATION
Campsie Centre

Free Breast Screening at Campsie Centre
Level 1, Opposite Big W
14-28 Amy Street, Campsie
8.30am – 4.00pm weekdays

Chinese speaking interpreter available every Tuesday from 9.30am to 4.00pm

Appointments:
13 20 50
Telephone Interpreter Service:
13 14 50

FREE MAMMOGRAMS AVAILABLE – CALL 13 20 50,

CAMPSIE CENTRE
The new BreastScreen NSW permanent centre is open at Campsie, offering free screening mammograms for the early detection of breast cancer:

Campsie Centre
Level 1, Opposite Big W
14-28 Amy Street, Campsie

Appointments are available from 8.45am to 4.10pm, Monday to Friday. Three hours free underground parking is also available at the Campsie Centre, enter via either Amy St or Evaline St.

The BreastScreen NSW program offers free screening mammograms to women over 40 years of age. However women aged 50 to 74 years are especially invited as they are more at risk.

Regular Interpreters Available
A free Cantonese and Mandarin speaking interpreter will be available every Tuesday from 9.30am to 4.00pm to assist women with their forms and answer any questions about the mammography process. Bookings are recommended, however women can drop-in for assistance to make an appointment.

Australia’s First SensorySuite
Australia’s first SensorySuite is now available at the new Campsie Centre. The SensorySuite utilises distractive techniques such as sound, sight and smell to distract women from their perceived discomfort and to minimise the anxiety associated with the mammogram process. The SensorySuite aims to provide women with a positive experience and therefore encourage them to return for their subsequent mammogram.

APPOINTMENTS:
Call 13 20 50 or 13 14 50 for interpreter assistance

It is Homeless Persons’ Week this week!

Our CGHS musicians performed at a Canterbury Council event in Anzac Park to support efforts to address youth homelessness on Friday August 2nd.
The message below is from Youth Off The Streets’ Fr Chris Riley:

And I’m asking you to please join me to Lace It Up for Homeless Youth!

Because right now, 47,000 Australians aged 15-24 are homeless, making up 44% of the homeless population in Australia.

Lace It Up is an awareness campaign for youth homelessness in Australia. The idea is to swap your normal laces for a pair of bright blue laces to show your support to get young people off our streets.

So, how can you get involved?
• Buy a pair of laces now to join the campaign. You can wear them throughout the month!
• Share your #laceitup moments on our Facebook page or Instagram page and join the conversation about youth homelessness.

I hope that you can get involved to help me promote the campaign and spread the word about the number of young people living on our streets. Please join the movement now to help homeless youth and #laceitup with me!

To learn more about Lace It Up, please view our website www.laceitup.com.au

Thank you for your support.
Father Chris

P.S. Please share the #laceitup campaign on Facebook now during Homeless Persons’ Week to spread the word that NO young person should be living on our streets!
Community use of our commercial hospitality kitchens - Cheesemaking!

Dates for the Fridge

- **August 10-12**: Bandfest: Years 7-10
  - Music Camp
- **August 11-12**: HSC Dance Practical Exams
  - all day in MPC
- **August 11**: SRC Election Day Years 7-10
- **August 11**: Year 10 Meeting - Cantabrian Scholarships
- **August 12**: HSC Drama Showcase in Cantabrian Hall from 6.30pm
- **August 15-19**: Week of Wellbeing
- **August 18**: Year 10 to BStreetSmart excursions Allphones Arena Homebush
- **August 18**: HSC Music Showcase Evening in Music Rooms
- **August 19**: Co-captains 2017 interviews
- **August 22**: Year 9 LEAPS excursion
- **August 22**: HSC Drama performance exams all day in Cantabrian Hall
- **August 23**: Prefects & SRC Investiture Assembly
- **August 24**: P&C Meeting in Cantabrian Hall 7.30pm
- **August 25**: Year 9 English Poetry Slam
- **August 26**: Year 8 Battle of the Minds at Auburn GHS
- **August 26**: AIM excursion for Drama students Years 8-10
- **August 29-Sept 2**: Year 11 Variation Free Week prior to Preliminary exams in weeks 8 & 9
- **August 30-Sept 2**: Art Exhibition in Cantabrian Hall
- **Sept 2**: Legacy Badges sale by CGHS SRC students at Burwood
- **Sept 5**: Year 9 LEAPS excursion
- **Sept 5-Sept 9**: National Literacy & Numeracy Week
- **Sept 7**: Indigenous Literacy Day
- **Sept 8**: R U OK Day?

**REMINDERS for families**

Please ensure that if your address or phone number has been changed the school administration is informed. A Change of Contact Details Form can be collected from Office A.

**Excursions**: The school is more than happy for students to pay overnight excursions off across the year as long as a $50 deposit is paid prior to departure. One day excursions must be paid in full before departure.

**Newsletter by email**: All families will receive an SMS when the newsletter is available on the webpage. This comes out each month and issue dates are on the calendar on the website. The newsletter is emailed to all students as well. If you wish to have a hard copy your daughter must collect this from Office A.

**School Calendar**: Remember to check the student calendar on the CGHS website for excursion dates, upcoming events, rehearsal times and assessment items.

www.canterburg-h.schools.nsw.edu.au

**Parents and Citizens Association**

**2016 P&C EXECUTIVE**

Co-President: Evan Shapiro & Jennifer Childs

Vice President: Cheryl McCarthy & Patrick Walsh

Secretary: Lynne Scouller

Treasurer: Stephen Gallagher

Find us on @Canterbury Girls High School P&C

Meetings: 4th Wednesday of the month

Term 3: 24th August

Term 4: 26th October, 23rd November

Cantabrian Hall, entry via Church Street.

**Follow**

@GirlsCanterbury on TWITTER for daily updates on what’s happening.