Reminders

- **Wednesday May 25:**
  6.30pm Elevate Education Parent Study Skills Evening in Cantabrian Hall followed by P&C meeting.

- **Thursday May 26:** 2016 school drama production FAMILY MATTERS in MPC, see details on page 6.

- **Each Monday in period 5:**
  ASK After School Homework and Study Support Centre, coordinated by student support officer / youth worker Mr Safi in the library until 4.30pm. ALL years 7-10 welcome.

- **Wednesday afternoons:** Year 12 Study Support in Library with Mrs McLelland - increase ATAR points with extra effort and expert advice.

- **Uniform:** New sports shirt now available at Campsie Lowes in store and online.

Congratulations

- **Co-Captains Ellie Cott and Fonzelina Falesita** who attended NSW Parliament Schools Leaders Day on May 4.

- **Year 11 leaders Jill Micla and Nabilama Namira** who attended the Young Women in Leadership Seminar at NSW Parliament on May 12.

- **Students** who will represent the school at Zone Cross Country this week.

- **All students** who competed in last week’s Athletics Carnival.

- **Zoe Morris** for performing at the Music Ensembles Concert at the Sydney Conservatorium of Music, and for touring May 1-6 to north west NSW with the NSW Public Schools Symphonic Wind Orchestra.

- **Giovanna Penitani, Jocelyn Taura and Jennifer Palusa of Year 11** for being accepted to Pacific Test Youth Summit to “empower culturally responsible youth leaders” and attended over 3 days including in school holiday time and on a weekend, receiving glowing feedback from the organisers.

- **Arame Nicolls**, chosen in the NSW Basketball U/14 Talented Athlete Program (TAP). This is the first step of the development pathway in Basketball. She will be in a camp at the Sydney Academy of Sport Narrabeen from the 16th to 18th May. At this camp, she will be coached by the best coaches in NSW, well done Arame.

- **Debaters** in the senior team who defeated Fort St HS on May 2, Eliza Goslett, Matilda Goslett, Billie Cole-Doyle, Stella Conlon, Ella Hosty-Snelgrove.

- **Naomi Agius** for her performance in the Combined Schools’ Secondary Choral Concert held at Sydney Town Hall May 16-17.
Aboriginal Education Programs

Mrs McLelland continues to work Tuesdays in Week B this semester to mentor our Aboriginal students and provide learning support. Mrs McLelland has liaised with families in the completion of each student’s Personal Learning Plan.

Norta Norta tuition is currently underway to support Aboriginal students in Years 8, 11 and 12. Parents of Aboriginal students are asked to please contact Mrs McLelland if they require any support.

Jesse Simon-Fitzpatrick Year 11 is to be congratulated for making it through to the second round of School Spectacular solo performance auditions.

A NAADOC Week Assembly is being planned for Monday 27 June at school, and a morning tea for Aboriginal students and their parents after the Assembly.

Reports

Half-yearly reports will be issued to Years 8, 9 and 10 at the end of Term 2 just prior to Parent Teacher Night 2.

Half-yearly reports for Years 7 and 11 will be start of Term 3 on the day of Parent Teacher Night 3. Parents and carers should contact me if they have any issues regarding Reports.

Parent Teacher Nights

Parent Teacher Night for 2016 are:

Years 8, 9 & 10 – Tuesday 28 June, 3.30pm to 6.30pm
Years 7, 11 & 12 – Tuesday 19 July, 3.30pm to 6.30pm.

Year Ten Subject Selection Night for parents is Wednesday 22 June, 6.00pm to 7.30pm.

I hope all parents can attend these important events!

Personal Best

The Personal Best program was introduced into the school in 2015 to build student knowledge and resilience about age-appropriate issues, and to promote positive mental health. For example, Year 7 examines issues related to bullying and friendship; Year 8 examines cyber-safety and Personal Relationships; Year 9 examines resilience and decision-making, and Year 10 examines planning for the future and mental health.

Would all parents and carers please encourage your daughter to complete her Personal Best work in 2016 and to understand the issues examined in the hope that this promotes resilience and engagement with schooling. Successfully completing this program will lead to a positive entry being made onto a student’s record and her yearly report.

White Ribbon

The White Ribbon program has commenced for 2016. On Thursdays and Fridays throughout Term 2, small groups of Year 7 students work with three Year 9 mentors on a range of activities on the concept of Respect. At the end of the program students will achieve a Respect Password. I would like to thank the awesome Year 9 students who are serving as Respect Leaders:

Year 9 White Ribbon Respect Leaders 2016

Brianna Liman
Emilia Andriamialare
Blair Best-Mills
Lindsay Barry-Bynes
Loan Phan
Estella Dang
Anatoliya Kang
Mild Hanghui
Clara Le
Denise Le
Victoria Skinner
Emily Phu
Vicky Zhao
Briana Rosendale
Emma Lemonjain
Taylor Whereat
Sammya Shamin
Nadia Putri
Janelle Pescasio
Juanita Takapo
Francesca Di Gennusa-Angrissi
Patricia Kapellos
Mahnoon Khan
Mia (Tian) Nguyen
Lisa Kieu Vo
Patricia Katarzyn
Nadia Ramdad
Kalya Htoo
Khadijah Safat
Mikayla Sobie
Emily Moutardis
Amber Broughton
Eleanor Dunstan
Nell Byson-Smith
Isabella Begetis
Dilara Ercan
Aleeya Elchabi
Paige Spilstead
Fiona Dinh
Natalie Mesaros
Sadia Mahmud
Rosie Martens
Lucy Fitzpatrick
Mikel McNamara
Evie Muir
Maddison Whereat

Subject Selection

I will be working closely with Years 7, 8 and 10 in the coming weeks on Subject Selection for 2017. Year 7 will choose 1 subject, Year 8 will choose 2 subjects and Year 10 will choose English and an additional 5 subjects for study next year. Parents will receive information about subject selection shortly.

Faculty and School Evaluations

The school will be undertaking two evaluations in 2016: the faculty to be evaluated this year will be the Languages faculty; the whole school program to be evaluated will be Curriculum and Learning. I will be involving both students and their parents in these evaluations as the school welcomes your input as part of our continuous commitment to improve teaching and learning for our wonderful students!

Andrew Anderson, Deputy Principal
Joint Social Inclusion Day with ABHS

A great afternoon was spent with ABHS late last term, forging a link with the Year 7 cohort through a Social Inclusion afternoon which consisted of a BBQ lunch, challenge team activities and sports. CGHS will reciprocate later this term with the boys attending to participate in lunch and a White Ribbon program activity.

Social Inclusion afternoon at Ashfield Boys High School

Last Friday most of the Year 7’s attended a social inclusion afternoon at Ashfield Boys High school. We participated in a range of team building, communication and decision making activities. I really enjoyed the storytelling activity. We were each given a picture and the group had to create a story based on the picture. It was a great way to develop our creativity.

We were also able to test our sporting skills in a mixed game of volleyball. Both the girls and boys were extremely competitive but we had lots of fun.

They also spoilt us with a catered lunch that consisted of a sizzling sausage roll and lots of laughter.

Mieke van Wel, Class: 7A

Cricket Pink Stumps Day

Well done to all involved on the day. Special thanks to Ms Naisbett who organised the day. The school raised $1,000 for Breast Cancer Campaign. Thanks to the parents who came on the day.

Link for donations

SCHOOL DIARY 2016: Do you have your copy?

As always our ANZAC Assembly to commemorate those fallen in war was led by History students in Year 9 whose research and study enabled them to design an informative and moving assembly. Sale of ANZAC biscuits and poppies raised funds for the Walking Wounded charity organisation.

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Link for donations

SCHOOL DIARY 2016: Do you have your copy?

At CGHS we have a school diary which all students are expected to own and have in every lesson at school for recording homework and important dates.

Your teachers will ask you to use your diary to write down your homework, test dates, assessment task dates due etc.

A number of students still have not purchased the 2016 diary. Please do so ASAP. Available at Office C. Still only $10. It contains pages of CGHS information for easy reference.

Also, much study skills and learning advice is in each weekly double page spread, plus checklists and exercises to help you maximise your results by being great at time management, revision and exam skills, etc.

Lots of wellbeing information and guidance are also provided, to support you to cope, be resilient, safe and happy.

Additionally, the diary can be a communication tool from school to home, supporting families to assist you achieve your personal best.

Remember, all students 7-12 are expected to use the CGHS diary, so purchase yours quickly.

There will be a check done in Personal Best time before the end of term to make sure you own a diary and have it with you. Please be prepared.

“Congratulations to the three students who won the school diary raffle as a result of having their diary with them when their Year Advisers did their checks in Personal Best time:
- Mele Teapa Year 9,
- Honey Spence Year 10,
- Jayda Yilmaz Year 11.

Years 7 & 8 raffle coming up!”
Does your Family Matter?

Of course it does and that’s why you need to come and watch this year’s Drama Production FAMILY MATTERS and see all our Drama Ensembles in action on Thursday 26th May at 7pm in the MPC. It is an evening of laughter, reflection and insight upon family and even a few excruciating moments.

Watch the Junior Ensembles reflect on what family means for them and see moments from your own life presented. Join the Senior Production Ensemble as they present the Tate family and the Campbell family as they negotiate life’s ups and downs. Hopefully by the end of the evening you will be thinking your own family is pretty good by comparison.

All the action takes place from 7pm in the MPC. Tickets are on sale through Office C and on the door. Ticket Prices are $35 for a family two adults, two children adults are $5 and Adults are $10.
Year 11 & 12 to Art Express

On Friday 29th of April, the senior art students of Canterbury Girls visited the Art Gallery of NSW to view Art Express. This provided us with an opportunity to personally experience and analyse the best Body of Works by the previous Year 12 group. As always, it was an extremely beneficial experience for both Years 11 and 12 as we were able to explore different perspectives whilst being inspired by the endless possibilities of art making practices. I was able to find that students are always able to walk out of Art Express with new insights, ideas and concepts for their own artworks.

To end the day, we also visited the 20th Biennale of Sydney – Australia’s largest contemporary arts festival. The diverse themes expressed were interesting as the simplistic but loud visual language of the artworks engaged the audience on a more personal and interactive level. The different expressive forms presented throughout the exhibition and the personal approach of each artist allowed for us to develop a deeper connection with the artworks. The Biennale was by far, one of the best exhibitions I have ever visited and will inspire many. I strongly encourage everyone to visit before it ends! I hope Canterbury Girls will forever keep this annual tradition of the Art Express excursion as it is definitely a beneficial experience for senior Art students.

Year 10 students demonstrated their grasp of team sports and their coaching skills through teaching the games to junior students in the PDHPE practical classes.

Term 2 PDHPE Activities

Clockwise from right:
• Year 8 Gymnastics;
• Year 7 Gymnastics;
• Year 10 Community Action;
• Year 9 fitness.

Important Music Dates TERM 2&3

Variety Night - Thursday 16th June 7pm MPC. This will include performances from all Music Ensembles and Elective classes + some audition only items.

Band Fest: Wednesday 10th – Friday 12th August. This will include students attending a performance of ‘Singin in the Rain’ at the Lyric Theatre, Performance Workshops, Composition and Arranging Workshops as well as an end of ‘Fest’ performance.

Please contact the School office if any personal contact details have changed, see our email below: canterbury-h.School@det.nsw.edu.au or phone 9718 1805

This is your last chance to secure tickets to see Aladdin The Musical at the Capitol Theatre, Haymarket on Wednesday 14th December. If you would like to reserve a seat please fill in the note accessible online or outside the CAPA staffroom.

Year 9 Child Studies - Class Activities

The Year 9 Child Studies elective class are undertaking a unit of work that allows them to learn about the needs of newborn babies and just how much care and responsibility being a parent takes. This week they enjoyed learning how to change a nappy, bath and wrap/swaddle a newborn and realise that even on a doll it can be tricky! Their next activity will be to provide round-the-clock care to a precious little egg and document the process. Good luck girls!
TAS Elective Field Day – Year 10 IST and TEXTILES Excursion

On Thursday March 17th 2016 the Year 10 Textiles and Year 10 Information and Systems Technology elective classes travelled to the city on an exciting excursion to the Powerhouse Museum for the Year 10 Field Study Day. The exhibits showing at the Powerhouse museum were ideal for each class in supporting their curriculum and providing a greater understanding and appreciation of the course content that is being taught in class. The Textiles Elective class had the privilege to attend the fashion exhibition by the famous Australian fashion designer Collette Dinnigan. The students were able to observe the process that fashion designers follow to realise their designs, observe their concepts, and also engage in some hands-on workshops that were both fun and educational. Students also had the opportunity to see Band 6 Textiles and Design HSC projects from the previous year displayed as part of the HSC schools exhibition. This was a fantastic opportunity for the students to observe and develop their knowledge to help prepare those students considering taking on the stage 6 Textiles and Design elective class in Years 11 and 12.

The Information and Systems Technology elective class had the privilege to observe the “Interface” exhibition that explored the history of technology and design. From typewriters to tablets, Interface presented the best information technology designs of the past century and how this has affected future generations of technology users. Students were provided with an in-depth look at how technology has developed through the decades in both size and functionality and this helped them to develop a greater understanding of how technology continues to affect our everyday life. Students from the IST class were also able to visit the “Good Design Awards”, “Engineering excellence” and “Ecologic” exhibitions which provided them with a well-rounded view of how Technology and IT can be applied in our lives, and linked this with their course outcomes, creating a greater meaning for what they are learning in the IST course.

The TAS Year 10 field study day excursion to the Powerhouse museum was a resounding success! Both classes took advantage of the exhibits on display, engaged with the professional community to develop their knowledge and understanding in both subject areas, and most importantly had fun doing it!

A very positive and beneficial excursion, well done to Year 10 and thank you to Ms Jenkins & Ms Ormanci who accompanied the Textiles students on the day!

By Mr D. Luzinsky, Head Teacher – TAS, Year 10 IST Teacher

Open Girls Touch Football Knockout Comp – Term 1

On the 15th of March 2016, the Canterbury Girls Opens Touch Football knockout team travelled to Lucas Heights Community School to compete in their first knockout competition game. It was a very dreary day at the grounds, due to the poor weather. It resulted in a poor and wet condition of the field which made the game quite difficult to play for both sides. Despite the weather, the Canterbury Girls Team persevered and played hard.

The first half of the game had ended with the other team a few points ahead, however in the second half our team continued steadily and worked hard to close the gap in the score. We managed to equal the score and for the majority of the second half it could have gone either way. We actually had a few opportunities to lead the game and there were some great attempts to score some tries. Two such attempts would have brought us ahead and could have won the game, but unfortunately were dismissed. At the end of the game the other team had won, but only marginally. It was definitely a thrilling game and despite the marginal loss, I was very impressed and happy with the team’s efforts. All the girls played their hearts out and they are to be commended on their efforts.

The team was a majority of senior students from Year 11 and 12 and also a promising young junior student from Year 7. I look forward to coaching them again in the next sports competition that may come up during the 2016 year. Well done Canterbury Girls!!

The Open Girls Touch Team:
Ina Williams
Valeria Salas
Chaitu Shrochan
Louisa Taateahu
Ametisi Tupu
Sela Moala

Coach: Mr D. Luzinsky HT-TAS
Cross Country Carnival 2016

The Cross Country Carnival was held on Wednesday 6th April on the last week of Term 1 at our new venue - Peace Park, Ashbury. After the four seasons we experienced last year, the weather challenged us again with the hottest April day in 30 years! The hills in the park provided realistic cross country conditions and thankfully the teachers on the course were on hand to spray competitors with water to cool them down! Thank you to all students and staff involved at the carnival. Events ran to time and it was great to see students participate despite the hot weather.

The results for the carnival this year were very close:
4th place on 220 points – DARWIN
3rd place on 251 points – ADELAIDE
2nd place on 256 points – CANBERRA
1st place on 258 points – BRISBANE

Age Champions
12 yrs  Edie Harris
13 yrs  Ada Kelly
14 yrs  Erica Beattie
15 yrs  Maya Wood-Thomson
16 yrs (tie)  Lisa Goslett, Tilly Goslett
17 yrs +  Jahnavi Renaud

Congratulations to those students qualifying for the Zone Cross Country Carnival which will be held on Tuesday 17th May at Scarborough Park, Ramsgate. Parents are most welcome to attend. CGHS competitors are listed by age group below:

17 Years: Phrea Mae David, Remi Graf, Nasra Ibrahim, Curnang (Tracey) Liu, Beisi Lu, Qian (Kay) Ma, Jahnavi Renaud, Puja Sedin, Rebecca Walsh, Jayda Yilmaz
16 Years: Naomi Agius, Ariana Costas, Lisa Goslett, Tilly Goslett, Xanthis Marinelli, Madalyn Miritza, Stephanie Phu, Michelle Trembath, Sun Yuan (Grace) Wei, Ina Williams
15 Years: Olivia Gonzalez, Karen Han, Duangkamon (Mild) Hangphi, Kaneshia Joseph, Georgia Kirkwood, Kunhui (Amy) Lin, Xiaotang (Coco) Liu, Yanny (Emily) Qiu, Victoria Wang, Maya Wood-Thomson
14 Years: Erica Beattie, Michelle Carter, Kalya Hitto, Ruba Hussein, Marie Ikonomou, Puraskar Sedin, Chaltu Strachan, Thea Swinfield, Hannah Vetch, Shazmae Vincent
13 Years: Fanta Aruna, Hallie Brown, Chiara Costore Hill, Elena Costas, Ada Kelly, Dasha Lopes, Emiru-Cate, Lynn, Sophie Magers, Jorje McDaniel, Zara Ottaway, Aushika Pana,
12 Years: Doha Al-Hasan, Edie Harris, Jessica Holt, Kico Imra-Arnold, Sophia Koulis, Hannah Noun, Antonina, Scheer, Aziza Soro, Meke van Wel, Maria Zaccaro

Good luck everyone,
Mrs Cooper, PD/HPE
LEAPS Parent Evening

The thirteenth year of Lawyers Encouraging Promising Students is underway with Ms Naibzett again coordinating this workplace mentoring project for students with potential for academic success. Parental trust in our judgement to nominate their daughters is always a key element for the success of this program and we thank the families, as well as the law firms who continue to volunteer.

World’s Greatest Shave

A fantastic last day of term activity lead by our student leaders in SRC and Prefects. Anmol, Elle and Lucinda (above) went from waist to shoulder length hair with a few snips of Leanne Joseph’s scissors, while Mr Anderson, Ms Jenkins, Ms Moody and Ms Ronayne were auctioned off for spray hair colouring.

Ashfield headspace School Breakfast

Staff and SRC representatives attended the Ashfield headspace School Breakfast. Presentations on Family Therapy, the online assessment being researched and developed in collaboration with Sydney University and the work of the Youth Participation and Engagement officers. The SRC representatives then addressed our assembly on the vital work of this centre. See the ReachOut fact sheet on cyberbullying, page 20.

Break Thru Workshops

Our connection with this local counselling agency enables us to run small group sessions on Fridays to develop positive social and relationship skills for adolescent girls in an informal setting with expert facilitators. The girls laugh and get involved in a variety of discussion topics, games and challenge activities in the sequence of workshops over two terms.

World Autism Awareness Day

World Autism Awareness Day is an internationally recognised day on the 2nd of April every year, encouraging Member States of the United Nations to take measures to raise awareness about children with autism throughout the world. Pearl Joseph (above) addressed our assembly to raise awareness and acceptance for people with Autism Spectrum Disorder.

The article “Autistic Not Weird” (reprinted below) was brought along to be read and discussed at the student ASD support group which runs in lunchtimes once a month.

Beth Hiatt, 13, is the co-editor of her school’s magazine, and she recently wrote an article called “Let’s Talk About Autism” for the publication explaining how autism affects her daily life — and how she hopes to change the public’s perception of people on the spectrum.

Let’s Talk About Autism

I have autism. And I’m not ashamed to admit that.

It may come as a bit of a surprise to you, as the only autism you may know of being exposed to have is the low-functioning, severe, non-verbal kind.

I do not have low-functioning autism. I am a high-functioning autistic.

There’s a whole spectrum of autism, (that’s why its full name is autism spectrum disorder) and no two people with autism are the same. Those with high-functioning autism/mild autism/Asperger’s syndrome do indeed face extremely different issues to those with low functioning autism, but there are similar issues affecting the majority of the spectrum that most people do not know.

Imagine having all five senses multiplied by one hundred. Many people with autism, myself included, have never experienced complete silence. We always hear the humming of the lights, or a bird outside, or even the sound of our own breath. We always hear this loud and clear, even in noise-filled crowded room. We feel labels in our clothes for the entirety of the day if they are not cut out, some smells and tastes make us literally unable to breathe. After this all gets too much (trust me, this usually doesn’t take too long for most) we can experience something called sensory overload. If visible to others, it probably looks like a tantrum (If you were wondering, I haven’t experienced full-blown sensory overload in years, but it still stands. You just learn how to repress it). However, we are not waiting to see if others respond. We want to get out of there as quick as possible, and we certainly don’t need judgement from others. I know our behaviours may seem self-injurious to those around us and it may seem funny to see a child who is not two kicking off and screaming, but who are you to judge? You have absolutely no idea what it is like.

Imagine being seen as rude when you do not get the gist of social norms. Most people are born with a general understanding but just need to be reminded to mind their P’s and Q’s from time to time. Usually, they are well-mannered by the age of four or so. Well… we are all still learning, whether we are eight or eighty. We do try our hardest to think before we speak, but we slip up quite a lot. Sure, it’s funny and cute when a three year old says something they shouldn’t, but when a nine year old accidentally starts an argument between their family after they repeat something their parents mumbled under their breath (Guess who did that, kids!), you’re seen as rude and inconsiderate…

Imagine struggling to catch a ball, hold a pen or do anything that involves fine or gross motor skills. We are the children that run with a gait, who are always picked last for the team, whose handwriting ranges from scrawly to illegible. The worst thing is, we are not often given help for this. As autism is known as an invisible disability, people think we are not trying hard enough, children laugh at our mishaps, we feel left out and like a failure on many occasions.

Although after reading this article autism may seem like a terrible thing to have that will ruin your entire life, don’t be fooled! All of the best scientists (Einstein, Edison, etc.) that changed our world and way of thinking drastically were rumored to have autism, along with such famous faces as Daryl Hannah, Tim Burton and the legendary Temple Grandin. We can go on to do the most amazing things if our self-esteem isn’t shattered.

It’s you. Autism Awareness Day is coming up on April 2nd, and you will probably be told to wear blue to make people more aware, but I want you to do more than that. Make every day autism awareness day. Try to make a safe space if somebody with autism is on edge at a party. Gently nudge them if they say something wrong. Pick them for your team if playing sports. Even smiling and saying hello in the corridor. Small gestures matter. Often, they can speak louder than words ever could.

Please, be autism aware.

Thank you.

GIRLS SCHOOL HIGH
Canterbury Girls continues a tradition of environmental excellence – teaching and learning for sustainable futures

A new playground mural by the SEA (School Environmental Ambassador) group has been erected in the main quadrangle, drawing attention to the importance of not polluting our waterways.

GoMAD – Go Make A Difference

On Monday the 21st March our SEA students attended a forum at Taronga Zoo called GoMAD. The students were inspired through a variety of speakers that have made a difference and impacted our world today. One of their speakers was Ben Eisen who has fought against the illegal deforestation of Borneo and helped rescue Orangutans that have become homeless because of this. Borneo is fighting against capitalists that have illegally destroyed the natural environment of Orangutans by logging the forest to harvest ‘Palm Oil’.

Another inspiring speaker that has made a difference is ‘Shark Girl’ Madison Steward; who started at the age of 14 to fight against the unnecessary killing of sharks to make ‘Shark Fin Soup’. Madison has produced short documentary-like films to change the stigma of fear around sharks.

There were a variety of workshops for students and teachers to attend, which had inspiring talks on the need to save our world’s resources for the future generations and helped participants to develop skills and ideas for their communities. One of the workshops that we attended was about sustainable ways to recycle in our school communities, where we were able to explore our own and each other’s ideas. We also attended a workshop that taught us several methods on how to test the water quality and sustainability of rivers and creeks.

Saving Our Environment Saves Our Future.

Our SEA students were greeted by a ringtail possum and an Australian spotted python.

From SEA, Schools Environmental Ambassadors, SEA our photos to the right...

Year 8 SEA representatives are participating in the Taronga Zoo GoMAD Challenge

GoMAD is an environmental youth leadership program to help students MAKE A DIFFERENCE in their schools and communities by targeting a student-identified environmental issue.

Container Deposit Scheme to combat litter in NSW

The NSW Government will introduce a 10 cent refund container deposit scheme that will significantly reduce litter across the state, NSW Premier Mike Baird and Environment Minister Mark Speakman announced today.

The scheme will apply to most drink containers between 150ml and three litres, which will display NSW CDS labelling.

“The scheme we are announcing today is the single largest initiative ever undertaken to reduce litter in NSW,” Mr Baird said.

“Giving people a financial incentive to do the right thing and recycle drink containers will help to significantly reduce the estimated 160 million drink containers littered every year,”

Mr Speakman said a container deposit scheme targeting drink containers will deliver a key election commitment.

“We’re moving ahead with a container deposit scheme that will get bottles and cans off our streets and beaches and out of our waterways,” Mr Speakman said.

This scheme will make a major contribution to achieving one of the Premier’s 12 priorities, namely to reduce the volume of litter by 40 per cent by 2020. Deputy Premier Troy Grant said NSW’s regions, with some of the highest volunteering participation rates in the state, could benefit from this scheme.

“This scheme will allow volunteer and sporting groups to raise much-needed funds to continue their great work in our communities,” Mr Grant said.

Some of the scheme’s features include:
- A 10 cent refund for anybody who returns an eligible container
- Collection depots will range from large-scale depots through to stand-alone reverse-vending-machines and pop-up sites
- Funding of the 10 cent refund as well as the associated handling and administration fees will be provided by beverage suppliers.

Mr Speakman will appoint an implementation working group and bring forward the draft legislation to establish the scheme.

Did you know that if you want your children to succeed at school, simply telling them about your high expectations can have a positive impact on their academic achievement? This article is taken from the GENERATION NEXT blog:


Students who achieve highly generally come from homes where parents expect that their children will “get off their butts, work hard, and do well at school.” In fact, this idea is nearly beyond question. When it comes to our children’s school results, our expectations are critical. So will harassing our 9 year-old about his NAPLAN score, or our 17 year-old about her HSC preparation get the job done?

Will high expectations translate into high academic outcomes? Is “tiger-parenting” the way to go?

Too high expectations lead to poor results

A recent study involving over 3,500 students in grades 5-10 found that parents who had high aspirations for their children’s maths achievement usually had high-performing children. But when parental aspiration was higher than the children’s expectations for performance, things went pear-shaped.

In short, the results indicated that once we become unrealistic (or once our children feel that they can’t perform to the standards we expect), those high aspirations become lead-weights that actually pull achievement lower.

How do we get the balance right?

Ellen Amatea, a leading education researcher, argues that families with the following four qualities seem to balance the expectations they have with a well-rounded approach to promoting positive academic achievement:

I. Family Beliefs and Expectations

Children who do well academically tend to come from homes where parents believe their children can do well, and share those expectations clearly but kindly.

They focus on setting goals with their children, building on successes and learning from failures. And they promote the idea that life is about more than doing well at school. It’s about purposeful living, and education can be important to help us live purposeful lives.

II. Family Emotional Connectedness

One of the most crucial contributors to children’s school success is the quality of our relationships with them. Children from emotionally warm and caring homes perform better academically than those from homes that are cold, harsh, or indifferent. In families where individuals enjoy being together, feel respected, and share a sense of belonging, children flourish academically as well as emotionally.

III. Family Organisational Patterns

When children do well at school, they seem to come from homes where there is strong leadership and clear expectations. In the home there are expectations around who will do what and when – responsibilities. Parents have clear expectations for how their children will behave.

IV. Family Learning Opportunities

The final group of behaviors that parents focus on in homes where children do well at school are relating to having routines and get excited about their children’s progress.

In short, if we want our children to do well at school, we should focus on these nine tips:

- Let them know what we expect – and why
- Invite their input into their goals and expectations
- Provide a positive and optimistic environment
- Be interested in their learning, mastery and development and build on their strengths
- Give them enriching extra-curricular activities
- Develop their social networks and supports
- Establish flexible but clear routines
- Provide solid leadership in the home
- Create a STRONG relationship with the school. Too often parents and teachers are on different pages, or parents blame school teachers rather than working with them
- And most importantly, develop strong, living, trusting relationships with them.

Will these ten things solve all of our educational challenges and ensure great academic outcomes? No. Not always. But the research suggests that when we do these ten things, outcomes will typically be far better than they might be if we do nothing instead.
Cyberbullying

Cyberbullying is any kind of bullying or harassment done using technology. It really sucks because it can be public, hard to take down, or affect you at home. There are a lot of things it could be, and it can affect people in a lot of different ways. Take 5 minutes to skill up on how to protect yourself.

Cyberbullying - what it is and why it sucks

Cyberbullying is bullying that is done through the use of technology. For example, using the internet, a mobile phone or a camera to hurt or embarrass someone. It can be shared widely with a lot of people quickly, which is why it is so dangerous and hurtful.

Why is cyberbullying so bad?

- A lot of people can view or take part in it
- It is often done in secret with the bully hiding who they are by creating false profiles or names, or sending anonymous messages
- It is difficult to remove as it is shared online so it can be recorded and saved in different places
- It is hard for the person being bullied to escape if they use technology often
- The content (photos, texts, videos) can be shared with a lot of people
- This content may also be easy to find by searching online or on a web browser like Google

What does cyberbullying look like?

- Being sent mean or hurtful text messages from someone you know or even someone you don’t know
- Getting nasty, threatening or hurtful messages through social networking sites like Facebook and Twitter, or through sites where people can ask / answer questions like Formspring or internet forums
- People sending photos and videos of you to others to try and embarrass or hurt you
- People spreading rumours about you via emails or social networking sites or text messages
- People trying to stop you from communicating with others
- People stealing your passwords or getting into your accounts and changing the information there

Signs this might be a problem...

- Someone has posted embarrassing photos of you online
- You get harassing, calls, texts or emails
- People use Twitter, Facebook or another social network to exclude or be mean to you
- People set up false profiles and pretend to be you

Take action...

- Keep a record of what’s been said
- Find out more about your legal rights
- Talk to someone you trust

People setting up fake profiles pretending to be you, or posting messages or status updates from your accounts

How can it affect people?

- Feeling guilty like it is your fault
- Feeling hopeless and stuck like you can’t get out of the situation
- Feeling alone, like there is no one to help you
- Feeling like you don’t fit in with the cool group
- Feeling depressed and rejected by your friends and other groups of people
- Feeling unsafe and afraid
- Stressed out wondering what to do and why this is happening to you

How to protect yourself

- Don’t share your private information like passwords, name and address, phone numbers with people you don’t know. Be cautious about sharing photos of yourself, your friends and your family
- Don’t respond to messages when you are angry or hurt - either to strangers or people you know. This will often encourage them to continue or increase their harassment of you
- Log out and stop messaging if you feel you are being harassed
- Remember you have the option to block, delete and report anyone who is harassing you online and on your mobile
- Find out how to report bullying and harassment on each of the different social networks that you use
- Keep a record of calls, messages, posts and emails that may be hurtful or harmful to you
- Remember to set up the privacy options on your social networking sites like Facebook in a way you are comfortable with.

For legal stuff, check out the legal rights fact sheet on ReachOut.com.

The Australian Human Rights Commission (1300 626 419) has a complaint handling service that may investigate complaints of discrimination, harassment and bullying.
How to Grab and Keep Girls’ Interest in Computer Coding

Katrina Schwartz

There’s growing and well-founded concern about the gender gap in science, technology, engineering and math fields, particularly when it comes to women of color. Women’s participation in computer science careers has actually decreased since the 1980s. Right now, about 20 percent of all programmers are women and while women make up 57 percent of undergraduates they represent only 18 percent of the computer science majors.

Meanwhile, a STEM Connector report from 2012-2013 predicts that 8.65 million jobs in 2018 will be in STEM fields. That growth makes the gender disparity numbers especially troubling.

Why is there a gender gap in computer science? There are a lot of reasons, but EJ Jung, associate professor of computer science at the University of San Francisco says two of the biggest are social pressure and a misconception about what computer science jobs are like. “Girls are not very cool if they want to program — if they are interested in computer games — and that social pressure definitely affects their major choices,” Jung said on KQED’s Forum program.

“By high school it’s almost impossible for us to recruit girls of color into computer coding.”

Girls often hold the misconception that programming jobs aren’t social or collaborative and that they will be stuck in front of a computer alone if they go into computer science. There are especially few women programmers of color, a fact Kimberly Bryant, founder of Black Girls Code, partially attributes to the high costs of extracurricular coding camps. “Over half of our students don’t have laptops or computers at home,” Bryant said. Her work illustrates the very real digital divide that still exists in the U.S. and which prevents less affluent families from taking advantage of free online coding resources as well. “There is still a very real barrier that we are working against.” She added that many girls of color don’t have clear role models or mentors within their community to encourage them along the computer science path.

[RELATED READING: Coding, Making and the Arts: Essential Tools for Students]

Yet another problem is the “elbowing out” that boys do in computer science classes. Jung said that because boys are often exposed to computers and coding earlier than girls, they like to show off what they know in college computer science classes. That can make girls in the class feel like they are so far behind it isn’t worth trying to catch up, but Jung said that’s almost never true.

HOW TO GRAB GIRLS’ INTEREST

Introduce girls to coding in middle school or grade school. “By high school it’s almost impossible for us to recruit girls of color into computer coding,” said Bryant. Social pressures on girls increase in high school and they have often already made up their minds about their interests and direction. Many organizations working with youth on middle school aged girls.

It’s also important to begin creating a community of women coders. “What I’ve realized in doing Girl Develop It is we’re creating a community of people,” said Pamela Fox, co-organizer of the San Francisco Chapter of Girl Develop It, a series of workshops to teach women about web development. She says the workshops offer education, but also a community of people to continue collaborating with, to draw inspiration and support from and to have as friends. She even recommended that women already working as programmers might seek out such a community to help provide support if they have no other female mentors.

[RELATED READING: Should Kids Learn to Code in Grade School?]

Girls should understand that coding is creative. Fox likes to emphasis the incredible power of creation that coding can put in the hands of young women. “All you need is a computer and your head and in two hours you can come up with something that no one has ever thought of and post it to the internet,” she said. She and other coding mentors have also found that girls often like story-based games and role play, which can all be incorporated into the gaming and coding world.

Women programmers become mentors for girls. Girls need to see that there are cool, smart women in these jobs and they’re enjoying them. Women of color especially have power to inspire girls who might not otherwise see someone that looks like them in STEM fields. “In the back tech community we joke about the unicorn effect, something that’s very rare,” Bryant said. “A black programmer becomes the unicorn because it’s something you don’t see often.”

Women can start to feel isolated in the workplace fairly easily and without a mentor to talk with they might leave the field. “We need women throughout the whole pipeline, to mentor back for young women today,” Bryant said. Women should also recognize that programming can be a very flexible job, making it ideal for driven intellectuals who want families too.

KEEPING WOMEN IN COMPUTER SCIENCE

A lot of energy is going into recruiting girls to become coders because of the expected growth in the industry going forward. But women already working in computer science are leaving. “We call it leaky pipe,” Jung said. She said in academia, 20 percent of associate computer science professors are women, but only 10 percent make it to become full professors. A woman programmer who called into the talk show explained that she gave up working at a start-up because she wanted to have a family and couldn’t sustain the hours. Another said she left because she had no support dealing with issues that arose around gender in the workplace.

Women can start to feel isolated in the workplace fairly easily and without a mentor to talk with, they might leave the field. “We need women throughout the whole pipeline, to mentor back for young women today,” Bryant said. Women should also recognize that programming can be a very flexible job since programmers only need their computers. That can make it ideal for driven intellectuals who want families too.
What is it?
Young Carers are people under the age of 25 who care for someone with a disability, illness, mental illness or drug or alcohol addiction.

The Young Carer Group is a fun group for Young Carers from Grades 3-7.

We will be doing activities such as:
‣ cooking
‣ craft and games
‣ discussions about Young Carer issues and ways of dealing with the various issues that Young Carers face

Lead by Mary, a NSW Young Carer Leader who is in Year 11. Mary cares for her Dad who has Motor Neurone Disease and her younger brother who has Autism and an Intellectual Disability.

When: Every second Monday (Term 2 & 3, 2016)
Where: L’arche Sydney Office 51 Burlington Rd, Homebush NSW 2140
Time: 5.00pm - 6.30pm

If you are interested in joining the group, or just want to learn more, contact Mary:

youngcarergroup@gmail.com

Pathways Program

ARE YOU 12 - 18 YEARS OLD?
DO YOU HAVE QUESTIONS ABOUT ALCOHOL AND OTHER DRUG USE?

Join our SIX week interactive workshop on how AOD use influences your wellbeing.

We will:
- Explore latest information about AOD’s
- Provide a safe place for you to consider your own relationship with AOD’s.
- Help you in developing strategies to make change with your AOD use.
- Try out new and creative ways to express yourself.

When
Tuesdays starting 7th June 2016
4pm—6pm

Where
headspace Ashfield, Basement Level, Ashfield Civic Centre, 260 Liverpool Road, Ashfield, NSW, 2131.

Contact
Sally (CatholicCare’s Holyoake program - Tuesday to Thursday)
(02) 9509 1255
TWEENS
STEPPING UP

Tweens, Teens & Technology
TWO-PART WORKSHOP FOR PARENTS/CARERS

Feeling concerned about your child’s use of social media?
Understand the role of technology in young people’s lives.

Time: 6:00pm - 8:00pm
Date: Tuesday 24 May 2016 & Tuesday 31 May 2016
Venue: Leichhardt Council - 7-15 Wetherill St, Leichhardt
Cost: Free


Contact
T: 9367 9271
E: matthewb@lmc.nsw.gov.au

A monthly group for young people 12-25yo who identify as LGBTIQA and culturally and linguistically diverse to explore issues of identity and culture.
3-5pm @ Youthblock, 288 Abercrombie st Redfern.
Next group dates: 18th May
15th June
20th July
For more information, contact Kristian: Youthblock@sswahs.nsw.gov.au

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Before or after the cruise, you'll be in a prime position to stroll around and immerse yourself in the amazing interactive displays, and enjoy the music and street performances.

A must-see event for the whole family.

Refreshments and drinks are available from our on-board bar on this unforgettable 2.5 hour cruise.

DATES

DEPARTS

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MAN O’WAR STEPS

TICKET PRICES

Children $25
Adults $35
Family* $85

* Includes: 2 adults and 2 children

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TO SECURE YOUR BOOKING:

VISIT: www.tribalwarrior.org
EMAIL: info@tribalwarrior.org
PHONE: (02) 9699 3491

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A location to suit you:

Campbelltown Catholic Club, The Cube: 14/06/2016- 7:00-8:30 pm
Norths Club, Auditorium: 15/06/2016- 7:00-8:30 pm
Blacktown Workers Club, Ballroom: 21/06/2016- 7:00-8:30 pm
Wenty Leagues Club, Starlight Room: 23/06/2016- 7:00-8:30 pm
Penrith Panthers Club, EVAN Theatre: 04/07/2016- 7:00pm- 8:30pm

Sign up below:
“A++++”

“Amazing lecturer, fantastic ideas, good anecdotes, thoroughly convinced I can do well in my exams.”

Remember to check the student calendar on the CGHS website for more information, including major assessment items and excursion notes.

canterburg-h.schools.nsw.edu.au

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Then enter the R U OK? Poster Design Competition and be in the running to see your work pinned up in schools and youth organisations nation-wide.

Come up with a design that explores the question – “How can meaningful conversations change our world?”

The top 10 designers will win a limited edition R U OK? t-shirt designed by The Upside, and the winning 3 designers will also nab an R U OK? event kit for their school or uni to the value of $200.

The winning designs will have:
• Creative flair
• Effective, vibrant, clear designs
• A4 portrait format
• No R U OK? logos and no border please!

Send your design with your name, age, and school or organisation to hello@ruok.org.au by Friday June 3rd, 2016.

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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- Presidents: Evan Shapiro & Jennifer Childs
Vice Presidents: 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 2: 25th May, 22nd June.
Term 3: 27th July, 24th August.
Term 4: 26th October, 23rd November.
Cantabrian Hall, entry via Church Street.

Follow @Girls Canterbury on TWITTER for daily updates on what’s happening.