

CHARLES CAMPBELL COLLEGE
NEWS

Charles Campbell College News: June 2019



CHARLES
CAMPBELL
COLLEGE

CONTENTS

Our Newsletter will be published to our website twice per Term.

Principal's Desk.....	2
Governing Council	3
Parents and Friends	3
CCC Bridge Program.....	3
Social Entrepreneurship Group	4
Feature: I Am Eleven.....	4
Go For 2 & 5.....	5
Sports.....	5
Performing Arts	6
Feature: All Kids Should Play Sport....	7
Student Pathways.....	8
Year 9 Italian.....	8

IMPORTANT DATES

Every Tuesday: Academic Support

Wed 12 to Fri 14 June: Year 10-11 Exams

Wed 19 June: Wonderland Evening Performance

Thu 20 June: Wonderland School Matinee and Evening Performance

Mon 1 July to Fri 5 July: VET Auto Placement

Fri 5 July: End of Term 2 (2:20pm)

Mon 20 Jul: Term 3 commences

Tue 6 Aug: College Tour

Mon 12 Aug: Science Week

Mon 12 Aug: Ski Trip Week

Mon 19 Aug: Book Week

Fri 23 Aug: Year 10-11 Immunisations

Mon 2 Sep: School Closure Day

Tue 3 Sep: Pupil Free Day

Mon 9 Sep: Governing Council Meeting

Thu 12 Sep: College Tour

Mon 23 Sep: Automotive structured work placement

Fri 27 Sep: End of Term 3 (2:20pm)

SA TERM DATES

Your child's school attendance is important; if possible, please book holidays outside of these Term Dates:

2019 Term Dates

Term 3: Mon 22 Jul to Fri 27 Sept

Term 4: Mon 14 Oct to Fri 13 Dec

2020 Term Dates

Term 1: Tue 28 Jan to Thu 9 Apr

Term 2: Mon 27 Apr to Fri 3 Jul

Term 3: Mon 20 Jul to Fri 25 Sep

Term 4: Mon 12 Oct to Fri 11 Dec

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PRINCIPAL'S DESK



WONDERLAND

I have been very impressed with the commitment and dedication with which our students have embraced the College's 2019 production of *Wonderland*. I know that students have spent many hours, including weekends, rehearsing for the performances on Wednesday 19 and Thursday 20 June. I would also like to acknowledge all of the hard work that has gone in to support our students - from parent volunteers and our staff - School Support Officers (SSOs) and teachers. I encourage all members of our community to attend the shows to see the incredible talents of our young people. It looks like being an amazing show!

COUNCIL OF INTERNATIONAL SCHOOLS

I am proud to report that the College received positive news in relation to our Council of International Schools (CIS) Preparatory Visit held at the beginning of Term 2. I am pleased to report that we have been granted *candidate status* for CIS Re-Accreditation. I'd like to thank parents, students, staff and members of our Governing Council for their contributions to the visit; I'd particularly like to thank Laura Coonan, Assistant Principal, for her outstanding work in organising the Team Visit.

Now that we have received the CIS Report, we have begun planning for the review of key documentation and undertaking a rigorous self-study into all aspects of school operations. We are committed to actively engaging with all stakeholder groups within our school community in order to emerge from the self-study process in 2020, with a clear whole school improvement focus.

ETHNIC SCHOOLS

Since the beginning of Term 2, 2019, we have been pleased to be hosting two Ethnic Schools, whose roles include

promoting the languages and cultures of particular community groups. Our B Building hosts one group on Wednesday evenings and the other group uses the B Building on Saturday afternoons. Whilst Ethnic Schools pay a small fee for the use of our facilities, we view this initiative as an opportunity to support the broader community to retain their languages and cultures, in line with our CIS commitments.

STUDENT-FREE DAY: TUESDAY 11 JUNE

On Tuesday 11 June, teachers from a number of Eastern Adelaide schools met to discuss assessment of students' work through a process called moderation. In addition to Charles Campbell College, schools involved included Norwood Morialta High School, Adelaide High School, Glenunga International High School, Open Access, Marryatville High School and Marden Senior College. This work is critical to ensuring that students are assessed consistently within and across schools against the Australian Curriculum Standards and SACE assessment criteria. In addition to moderating students' work, teachers discussed how to design assessment tasks to ensure that they are sufficiently challenging for a broad range of student abilities.

School Support Officers from Marryatville High School and Unley High School joined our staff to undertake team building activities and explore opportunities to improve customer service. I'd like to thank Laura Coonan, Marisa Camilos and Ibi Kanellos (Unley HS) for their work in making the day such a huge success. I know that Student Free Days present many families additional care arrangements for their children, and I'd like to thank families and our Governing Council allowing staff to undertake these important professional learning opportunities.

PARENTS AND FRIENDS COMMUNITY

I'd like to acknowledge the outstanding work being undertaken by a large group of parents, ably led by Georgie Warren, in support of the College, our staff, students and parents. Levels of parent participation in the life of the College have improved greatly this year and we are very well placed to positively impact students' engagement and their connectedness to our school. We look forward to developing closer relationships with parents and volunteers with the aim of improving the outcomes for all of our students.

PARKING IN CAMPBELL ROAD

Traffic around schools is always busy at drop off and pick up times and I'd like to thank drivers for being mindful of the safety of our students. Parents who drop their children to and from the College will have noticed that additional 2 *minute parking bays* have been established by the Campbelltown City Council following a request from our Governing Council; I'd like to thank Cr Anna Leombruno for her ongoing support of the College community.

GOVERNING COUNCIL



Chair: Georgie Warren

Once again, time has marched on and we find ourselves in June. Next it will be Christmas! The Governing Council moves right along with it.

Council meetings have consisted of, listening to budget reports, talking about how the school is travelling, discussing news of community use of our facilities and general other business in relation to the governance of the school.

We welcomed news of the formation of the Parents and Friends community and its move towards affiliation. We can't wait to hear more as they progress.

We also heard about the move of OSCH into a newly renovated space with new carpet, paint, and lighting. This is a bright and fresh space for Sally and her team.

Sometimes we just talk and share opinions but at our last meeting, we participated in a 'think pair share' as a way of teasing apart what it means to be a global citizen and what that looked like as a picture. It was interesting to see as small groups what we came up with. Most of us drew the world with people in or around it. A lot of holding of hands. We shared what was important to us which is connection and being a part of a wider community.

Global citizenship is a significant part of CCC's learning vision. We expect our

children and students to be global citizens but how do we see that vision?

Part of our ongoing task this year is to consider and evaluate the College's vision and purpose to make sure it truly represents the school and most importantly, our children and our students. – *Georgie Warren*

PARENTS AND FRIENDS



The first Parents and Friends (P&F) Community meeting was held on 15 May, with an overwhelming attendance. It was delightful to see so many people come together from many different backgrounds, bringing a vast range of skillsets, with one goal in mind our children!

During this meeting the roles of the P&F community were determined;
Chairperson: Georgie Warren
Vice-chairperson: Sally Kuzniecowa
Secretary: Rebecca Hartwell
Treasurer: Rebecca Jordan
Members: Karen Leckie, Peter Lanyon, Linda Lanyon, Vanessa Garcia, Janette Ouston, Kayla Petrovansky, Emma Calvert, Shila Perlina, Debbie Simmonds, Angela Booth, Mimma Plateroti, Kyung Cook and Sophie Kavoukis.

There are certainly exciting times ahead for the P&F as we work together with the school, students, parents and the wider community to ensure that we are offering the best possible opportunities to our children, and creating a culture that is inclusive, positive and engaging to all. Watch this space!



18 May was Election Day, and this saw the very first (of many) fundraising events

organised by the P&F Community ...the CCC Election Day BBQ and Bake Sale.

Thank you to all who supported this occasion by donating baked goods and BBQ supplies, turning up to help on the day, or by simply buying a sausage or two. A special callout goes to Dylan and Hayley at Nova 91.9 and Slape & Sons who donated 500 delicious chicken parmy 'democracy' sausages.



The success of this fundraising opportunity would not have been possible without the support from Lions of Rostrevor; we would like to acknowledge the wonderful efforts of Trevor, Ross, the Pat's, Bernie, Cameron, Beth and friends, and we look forward to collaborating with you again in the near future.

All monies raised from this event and all future P&F Community events will go back into the school community (at the discretion of the P&F) and spread across many not-for-profit organisations and community programs.

So, come and introduce yourself; we would love to meet you and remember the P&F is a *community* and everyone is welcome. Please join us at our next meeting on 12 June 2019 at 7:00pm, Paradise Hotel.

"Alone we can do so little; together we can do so much" – Helen Keller

CCC BRIDGE PROGRAM

ENGAGING ASIA: CCC BRIDGE PROGRAM

We have been fortunate in being accepted as a BRIDGE (Building Relationships through Intercultural Dialogue and Growing Engagement) school. This program, sponsored by DFAT and coordinated by the Asia Education

Foundation, aims to develop international connections with Pacific and Asian countries. Over the last fortnight, the College has hosted Priyanka Barara, Principal, Delhi International School in India, and Avinesh Nand, Teacher, Namosau Methodist School, from Ba in Fiji.



As a BRIDGE school, we opened up our classrooms for our visiting educators, sharing the platforms we use for student and teacher management and the policies and procedures that guide us in our work.



Through their experience visiting with staff from R-12, both Priyanka and Avinesh were able to witness student voice, differentiation and inclusion.

Another aspect of the BRIDGE program is our intent to work with both international schools to address aspects of the UN's 2030 Sustainable Development goals (formally the Millennium Development Goals):

<https://www.youtube.com/watch?v=HW76IQ7qVQ>

This opportunity will be presented to the College's staff soon with programs to be collaboratively designed by students and schools. Why not look into the Sustainable Development goals and see what you can do at home or in your community to

inform, educate and work towards a better world for all? – *Andrew Glasson*

SOCIAL ENTREPRENEURSHIP GROUP

A small group of students have volunteered to be a part of the Social Entrepreneurship group at CCC. They are trying to change the way our school thinks about a problem in our school. Students chose *sustainability* as the problem they saw value to solving.

As part of this program students were invited to a Student Summit to share ideas with other schools. They presented what they thought made our school special. – *Rikki Martin*

WHAT MAKES OUR SCHOOL SPECIAL?

Charles Campbell College is a Reception to Year 12 College located in the North Eastern suburbs of Adelaide. Being an R to 12 school, this allows us to have insights into other year levels and connect with each other over the different campuses.

At CCC We have a large international focus. Many of our students come from other countries, such as China and Japan. Having a large variety of cultures at our school, allows us to connect and share our differences with each other and celebrate occasions for different cultures.

STEM plays a large part of our learning at CCC. We run lots of STEM programs and extra-curriculum activities which we consider ourselves lucky to have. Some of these activities include flying drones, designing and creating F1 cars and working with motorized LEGO. STEM is offered as a subject for most year levels.

For many years at CCC, the arts has been a huge part of our school. CCC offers a Selective Entry Program for people in the arts who wish to dance, act or sing. CCC has taken part in many different performances, such as the Fringe Festival, Candance and hosts a whole school production every two years.

CCC also runs sports programs for the sporty type. We offer an AFL program that helps students succeed in this area. The program is run for both girls and boys and we are very competitive with our sport.

CCC creates an overall culture that is embraced by our students. We are able to all connect and communicate with each other while having fun doing so. There is a great mix of staff and SSOs that are willing

to help us when needed. CCC offers numerous programs and subjects that cater to almost every one! - *Jackson K*

I AM ELEVEN

Students watched the documentary *When I was 11*, by Genevieve Bailey, who travelled through 15 countries to explore the lives of 11-year-olds in different environments. The class then used this as a basis for an oral presentation. Students were asked to discuss what they were like at 11, what they were doing and how their life has changed. They also explained which 11 year old from the series they felt the most connection with.

- *Herbert Schwarz*

I AM ELEVEN

Eleven is a significant point of transition, a milestone which defines the shift from the innocent and carefree days of childhood to pre-adolescence. It is a time of change, where physical, intellectual and emotional changes are inevitable. I was eleven, five years ago, which means that over the years, I have encountered changes and events that have moulded me into the person that I am today. Upon viewing the documentary, 'I Am Eleven', I have had the opportunity to reminisce on those days where my experiences from my successes and failures have resulted in a much better version of the person who I was five years ago.

I vividly remember that even at the tender age of 11, I perceived myself as inferior to everyone, for unknown reasons. I was highly critical of myself and let my personal insecurities prevent me from freely expressing myself and disclosing my thoughts. Comparing myself to everyone else was a sport that I seemed to excel in. I had grown to become extremely self-conscious while confidence was an unfamiliar feeling. Even public speaking seemed to be a frightening task, as opposed to now. There were countless times when I wished that I would have viewed myself through the eyes of my family and friends. However, despite these negative traits that resided within me, I believe the eleven-year-old me was still a very content child. During afterschool hours or holidays, playing with my collection of eleven Barbie dolls was a priority. I also found solace in collecting kitchen sets and educating a class of stuffed toys as I used to settle them in front of me with pencils and books. Those afternoons delivered a strange sense of tranquillity as I was surrounded by my inanimate companions.

There is a saying that goes: *In everyone's life, at some time, our inner fire goes out. It is then burst into flame by an encounter with another human being. We should all be thankful for those people who rekindle the inner spirit.* This quote reminds me of my eleven-year-old self, whose insecurities grew louder, when her confidence became silent but found that individual who rekindled her inner spirit. This individual for me was my best friend, who I have miraculously tolerated for a staggering seven years. My best friend is undoubtedly a whimsical one. We used to be polar opposites, her being confident and outspoken, meanwhile I lacked in these areas. Our meeting is an unforgettable event. She brought me out of my shell, pushed me out of my comfort zone and challenged me to transcend my limits, by solely being my friend. Her mom became my second mom and her family became my family. Regardless of not being of the same blood, she is no less than my sister. It is sufficient to infer that she played a significant role in building the person who is in your presence today.

I also recognize eleven to be an age when I first confronted the pain of losing a loved one. My grandmother's passing was an agonizing event and for a child of my age, the pain inflicted was far greater. This event prompted a newfound sense of maturity and responsibility within me. I had started to put my goals and ambitions in perspective, as that was something that my grandmother would have wanted. Health, contentment and faith in the source above us, were becoming my priorities and I began to be grateful for the littlest aspects of life, knowing that life could take an unexpected turn any day.

The child who I resonated the most with, was Billy, from England. I believe I do not share a connection with him to any extent however I was highly intrigued by him due to his child-like innocence and personality. From what I observed, Billy is a very exuberant and optimistic child. He does not seem to guard his views and delivers his opinions untrammelled with pure honesty. This is shown when he declares "If I was a girl my life would be horrid. I do like girls, but I don't like the girlish stuff they do." However, when Genevieve, the director of this documentary, revisited him a few years later, Billy is found to have a girlfriend. This portrays that Billy has truly entered his teens where he has evolved different opinions and has begun to guard his thoughts. This was observed when he was asked a question and replied with "That's embarrassing.", defending his thoughts.

Billy is shown to have a strong sense of attachment to his country as he is seen to talk about England passionately and about other countries like China, India and Australia. Unlike the 11-year-old me, Billy is very articulate with his thoughts and has expressed his logical and straightforward attitudes towards growing up. He believes that "When you get older your voice changes, you marry the woman you love, get children and grandchildren and boom. It all ends." He has also shown to have thoughts about bullies and how vulnerable one feels while standing up to them.

The age of 11, was an exhilarating roller coaster ride filled with constant twists and turns and unavoidable obstacles. There were times when I was at my peak, at times when I just wanted to crawl into a dark hole. However, despite the challenges thrown my way, I have come to terms with myself and have acknowledged and accepted who I am as an individual.

Mannat B – Stage 1 EAL

GO FOR 2 & 5

Year 9 Food Core class raised awareness on the importance of consuming fruit and vegetables in our daily diets.



The Year 9 Food Core Course focuses on health and nutrition in the community. The major assessment task undertaken focused on project based learning and promoting the 'Go for 2&5' fruit and vegetable health campaign. Research was conducted by the Year 9 class and they discovered that only 50% of Australians are consuming the required amount of fruit daily and about 90% of the population are not eating the required amount of vegetables. This is concerning as 63% of Australian adults and 25% of children are overweight or obese and many are suffering from lifestyle diseases such as diabetes, heart disease and high blood pressure. The class decided to educate a primary class in the school community and promote the consumption of fruit and vegetables by presenting creative displays aimed at

encouraging young children to eat more fruit and vegetables. The students who were invited to the presentation found the displays interesting and were keen to sample the fruit and vegetables presented by the Year 9 class. - *Kat Czerwinski*



SPORTS

The first half of Term 2 has been very busy with the commencement of weekly and knockout sporting competitions.

Students of the Australian Rules Football Academy Program have participated in various knockout AFL competitions against schools across the zone. Unfortunately, both our girls and boys teams did not progress any further in their respective competitions however, they showed great potential for years to come with many Year 9 and 10 students featuring. There is no doubt these players will become extremely competitive in the near future once they have gelled as a complete team.

The Junior Boys weekly AFL tri-series competition is locked away with 1 win each for Banksia Park, Modbury and Charles Campbell. The boys are now working together as a team and are playing exciting and competitive football. The Senior Girls 16 a-side team had a brilliant first game win against St Ignatius 2 winning by a massive 71 points. They unfortunately lost to Gleeson in their second game by 35 points. The Junior Girls 9-a-side team won their first game against Loreto 1 by 27 points, predominantly due to their fierce tackling skills.

The Senior Girls netball team placed second in their division and fourth overall at a knockout carnival which was played at Argana Park in Elizabeth. The girls are to be congratulated for their efforts on what was a very cold, wet and wintery day.

A big congratulations go to our Senior Boys basketball team who won the

division 2 premiership in the one day Vista Carnival which was held at the ARC. The boys were undefeated throughout the carnival and won the grand final by 3 points against Parafield Gardens who were the 2018 reigning premiers. They are to be commended for their teamwork and for displaying true school values.



The Year 8/9 boys soccer team played in a knockout competition at home against Blackfriars and Mercedes. The boys played well all day and had many scoring opportunities but unfortunately could not put the ball in the back of the net as much as we needed and narrowly missed out on progressing any further in the competition.

Our Year 6 students have been involved in a four week Sporting Schools program run by representatives from Volleyball SA. The students have been learning various skills such as digging, setting and spiking. They have now learnt how to serve the ball and have progressed into playing games against each other. They have all thoroughly enjoyed the experience and look forward to implementing their newly learned skills.

A group of students in Reception, Year 2 and Year 4 have commenced a three week sporting schools program run by representatives from Gymnastics Australia. The Activ8 program provides opportunities for participants to create and perform choreographed aerobics routines to music. The students are extremely enthusiastic during the sessions and are thoroughly enjoying it.

Finally, congratulations to our Year 8/9 Boys 5-a-side soccer team who have advanced to the finals and will play off at Barrett Reserve, West Beach on Thursday 13th June. Good luck to Mr. Moffat and the team!

PERFORMING ARTS

AFRICAN BEAT
'Sharing the Spirit of Africa' at Charles Campbell College

Every student was lucky enough to have a turn on a drum with the 'African Beat' troupe who visited our College on Wednesday, 5th of June in the Arts Theatre.



They presented a well-structured, informative and highly interactive drumming performance and are known as one of West Africa's top cultural troupes, *The Salaka Ensemble*. "Salaka" means "Sharing" in the Ga language of Ghana. The performance by visiting artists from Ghana immersed our Selective Entry Performing Arts Academy and the Years 4-6 students in their rich culture and rhythms of Africa, in an entertaining and educational way. Best of all – it was hands on!



They brought a lot of drums so that every student learnt to play an authentic African Rhythm whilst learning about their rich musical and dance traditions and culture.



"Really engaging and so interesting and fun" *Natalia C 906E*

"It was a great cultural experience at our school" *Kaiswi P 906E*

"Not only was there a very in depth cultural lesson, it was entertaining and engaging. I wish it went for longer!" *Miel A 906E*

"The whole performance was absolutely stunning. Not only was it fun, but it was engaging. The performers managed to hook the audience and include them. Their skills in both drumming and teaching was wonderful. The only problem was it could have gone longer!" *Ethan R 906E*
 "They were very funny and good using their instruments!" *Kriti S 502*
 "It was really great to learn about their different instruments" *Eknoor S 502*



Thanks to all students for your wonderful engagement in the performance.
 - *Chris Frahn*

HEADSPACE

Stage 2 Drama students performed 'Headspace' at the Charles Campbell Arts Theatre to an audience of family and friends. The play, by Bradley Jennings, deals with the themes of family, grief and mental health. The performance accounts for 30% of Drama student's SACE assessment, as well as giving them a wonderful opportunity to showcase a term of learning and hard work to the community. -*Tanya Kaploon*

I was very fortunate to be cast in two roles in Headspace as the Chorus and Leviosa.



Having two roles allowed me to showcase contrasting acting and performance skills.

Developing the character of Leviosa was challenging as I had never played an ethereal, calm character before. In rehearsals I created a base for my characters by beginning with how they held themselves and moved through the space. Being part of the Year 12 Performance provided me with memories I will treasure for the rest of my life and I am so grateful for the guidance and support from Miss Kaploon and the cast. - Jessica M

Being able to play 'Queenie' was such an honour as the presence of this character is so powerful and empowering to play.



Finding the character within myself was really enjoyable. The script was really fun to play around with. This is one of my favourite experiences I've had in the Arts at school and I will never forget it. -Ted S



Marisa Camilos is our Business Leader and joined the team in January 2018. She began working for the Department for Education in 2009, working in finance at various schools within the local partnership. Previous work experience includes 13 years as a Credit Manager in Adelaide and Sydney.

Marisa is a member of the Executive Team and leads the financial and operational aspects of our College to ensure the students and staff have the best facilities available. She is passionate about improvement at Charles Campbell College and is excited to project manage the Building Better Schools program. She works closely with Governing Council, Finance Advisory, Out of School Hours Care and the newly formed Parents and Friends Community to provide guidance for the effective governance of the College.

Marisa is happily married, has four children and recently adopted a lanky greyhound named Alice through the Greyhound Adoption Program. She enjoys walking Alice, cooking and reading and recently completed post graduate studies in accounting in her spare time!



Helen Nichol coordinates the many requirements of Student Services for the Year 7 to 12 students. Commencing as a volunteer in 2006, Helen has witnessed significant changes within the College including the transition to an R-12 College and major refurbishments of buildings.

Her responsibilities are wide-ranging and consist of assisting students with daily welfare, general enquiries, reporting and following up of absences and supporting Leadership Staff and Teachers. When students are sick or injured it is Helen who cares for them and ensures they receive treatment to ease their anxiety or pain.

Helen takes great pride in maintaining a high-functioning, efficient and cheerful service area. Her greatest satisfaction comes from supporting our students and watching them flourish over the course of their school years.

MIDDLE SCHOOL

Thank you to Christine Falco who was the 7-9 Middle School Coordinator in Term 1. Christine was a highly valued and passionate member of our team and I would like to acknowledge her commitment and significant contribution to the Middle School. She has now joined

the R-6 team at Charles Campbell College in a new Coordinator role and whilst we will miss her on this side of the road, we are assured she's not too far away and doing remarkably well.

In Term 2 we are now joined by two newly appointed coordinators. I would like to welcome and congratulate both Kristen Burden and Melanie Laws on their new roles and we look forward to their strong leadership across the 7-9 Middle School. They've already made a great impression implementing our current policies and procedures that encapsulates our College values: Learning, Excellence and Respect.

WHAT TO EXPECT IN THE MIDDLE YEARS

Beginning high school is an exciting and challenging time in all young people's lives. Whilst the beginning of the year will seem somewhat hectic with the change in environment, different routines and increased demand on personal organisation, it won't take long before the students settle into secondary school life.

As the first Semester progresses and the initial 'transition' phase is over, the students will need to settle into a stronger focus on their learning and develop a healthy work ethic and habits for success. Throughout the year, our students will be reminded to challenge themselves socially, emotionally, physically and academically through their classes and the PGL program.

There are also many extra-curricular activities available for students in the areas of Sport, Music, Dance and Drama as well as leadership opportunities. We encourage students to become involved in areas of interest that will bring a fullness to school life. - The Middle School Team

ALL KIDS SHOULD PLAY SPORT

Year 9 students completed a persuasive writing task on a topic of their choice. They had to plan, draft and edit their work. Caleb's writing shows that it is a good idea to write about something you know well and feel strongly about. He is definitely persuasive in his advice to parents! - Robyn Fairlie

ALL KIDS SHOULD PLAY SPORT
Getting kids off the sofa and onto the sports pitch brings a wide variety of physical, mental and social benefits which will bode well for them as they reach adulthood and beyond. When children play sports, they can make new friends

during their sporting career. Parents who don't like their children playing a lot of video games can use sport to encourage their children to be active.

Physical fitness will help develop coordination as well as mental health. Children who play sport will have better balance, core strength, posture, and overall mental alertness than a child who sits and plays video games and watches TV all day long. University research tells us that lack of exercise, rather than diet is the major cause of increasing obesity in children. When parents allow their children to become obese, they are setting them up for failure. The solution is to switch the video game off and take them out to a sports shop. Get them equipment of their choice and teach them how to play that sport. And make sure they have fun.

Developing social skills is another huge part of parenting, and one that again needs to be developed at a young age if the benefits are to be reaped in the future. One of the best ways to develop a child's social skills is through getting involved in sport, particularly team-based activities. Communicating new ideas, listening to others as part of a group, and using communication to solve problems by working as a team are just a few of the benefits for children who are involved in sport. On top of that, a child can grow into the first leadership role of their lives by taking a captain's role in a sports team. In addition, exposing children to environments where communication is key, pays off big time in the future. Business leaders of industry look for these qualities in their employees. Conversational skills and ability to play a role in a team or as a leader will come in handy as an adult in the future.

As an extension of those social skills, getting children out into new environments is a great way to help them make new friends. Engaging your child in sport and joining a club can then lead to healthy social-life benefits and meeting new people could develop life-long friendships. For children it's also great to feel involved, contribute to a team atmosphere and be a part of something good.

Nobody likes to see their children locked away in their room when they could be out socialising with friends. Often children just need a nudge and some encouragement to come out of their skin. Sport for youngsters is as enjoyable in its social aspects as it is for its physical and mental benefits. They can only do that by getting off the sofa, going out and playing sport. – *Caleb B*

STUDENT PATHWAYS

Australian School Based Apprenticeships (ASBA's)

We are very pleased to note that the following students have successfully signed into ASBA's or full apprenticeships in 2019:

Sameul M
Certificate III Automotive Servicing
- *Maughan Thiem*

Antony T
Certificate III Automotive Refinishing Technology
- *MTA*

Nick W
Certificate III Horticulture (SBAT)
- *Tea Tree Gully Council*

Erica E
Certificate III Commercial Cookery (SBAT)
- *Alma Hotel*

Kaylee H
Certificate III Hairdressing (SBAT)
- *Cemon's Magill*

Aaron H
Certificate III Retail Operations (SBAT)
- *KFC*

We are fortunate to have Bart Lacey (Apprenticeship Officer - Future Education Pathways, Department for Education) at Charles Campbell College. Students are welcome to make an appointment to meet with Bart to discuss apprenticeship options, through Ms Savage or directly to Bart in the B Building office. The College and all staff are excited to continue offering the many pathways available to our students, to ensure their success as they enter their post-school lives.
- *Rachael Savage*

YEAR 9 ITALIAN

LA CASA DI RICCHEZZA

On Thursday June 6, my Year 9 Italian class put together their restaurant, *La Casa di Ricchezza* (meaning the house of richness).

In the weeks leading up to this event, the class worked collaboratively to design, sketch and plan out the restaurant's fine details. Together, the students decided on a classical and elegant look and created aspects ranging from the décor to the menu.

Each group took a city from Italy (Naples, Rome and Milan) and chose an Antipasto (entrée), Primo (first course), Secondo (second course) and Dolce (dessert) from their chosen city. Once their dish had been picked, each student wrote down their recipe in English and with the help of the teacher, translated their whole recipe into Italian.



Students then went on a trip to Norwood Parade to gather further inspiration for their own restaurant. The trip allowed the students to see first-hand the look of Italian restaurants, learn the language found on the menus and taste authentic Italian food.

One of the focuses for the class was to be able to see how other subjects are incorporated into the learning of Italian and vice-versa. This project required a lot of STEAM-based learning for the students and allowed them to think using Science, Technology, English, Art and Maths. Aspects of STEAM could be found in this work through the cooking of the meals, the use of technology when creating the menu, the invitations and designing the room, drawing connections to the English language and exploring the world around us. Critical and creative thinking was also a common theme in this project. The students had to problem-solve and workout the layout of the room, the quantities of cutlery, décor and food and they had to think outside the box, when coming up with the theme, name and layout of the restaurant.

When the day finally arrived, the students brought their dishes to class and spent their double lesson working collaboratively to produce their restaurant. They transformed the once simple classroom into an elegant restaurant and were very proud of their final product. At lunch time, teachers as well as invited guests joined in to enjoy the culinary delights of the hard work the students had put into their project. Creating *La Casa di Ricchezza* was a wonderful experience and a true success!
– *Isabella Fischetti*