

**Principal: Rosina Fotia   Assistant Principals: Isabella Phillips/Tim Wright**

**Issue: 7   Volume: 20**

**Date: August 2020**

## PRINCIPAL'S REPORT

### Learning Focus

Whilst in the remote environment, the College has continued its improvement journey by undertaking professional learning sessions focussed on Literacy and Numeracy. This term the priorities have included building teacher confidence with the use of numeracy skills and understanding, as well as introducing strategies which expand students' exposure and grasp of Vocabulary. Students continue to engage in remote learning and teachers have indicated that the standard of completion of Remote Learning Tasks remains high.

### Progress Reports and Parent Teacher Conferences

Term 3 Progress Reports are now available on Compass. These reports will be supplemented with Parent Teacher Conferences. Conferences will be undertaken remotely using the WebEx platform. Bookings are available via the Compass Portal and will occur on Monday September 14. This day will be a screen free day and no classes will be scheduled online.



Webex Meetings

### Remote Learning Tasks (RLTs) Assessment

A reminder that all Remote Learning Tasks will have been assessed under the following criteria as of the beginning of RLT 3.

#### ***Meets expectations***

The student has completed all requirements of the task. The required knowledge and/or skills for this task have been demonstrated OR it is evident that every effort has been made to demonstrate this.

#### ***Partially meets expectations***

The student has completed some of the requirements of the task, and has demonstrated some of the required knowledge and/or skills.

**Absence Hotline: 9735 7040**

**Email: [lilydale.heights.co@edumail.vic.gov.au](mailto:lilydale.heights.co@edumail.vic.gov.au)**

**Visit: [www.lilydaleheights.vic.edu.au](http://www.lilydaleheights.vic.edu.au)**

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## ***Principal's Report (continued)....***

### ***Does not meet expectations***

A student has not met the expectations when:

- They have not submitted the task at all
- They have submitted a blank or entirely unrelated document as the learning task
- They have completed minimal requirements of the task



When a teacher has formed the view that the student has submitted work beyond the expectations of the task or has demonstrated effort beyond the expected standard, they will receive a 'Green Chronicle' acknowledging this.

Please note that the word 'expectations' in this grading system is specific to the individual student. Teachers may base their grading of students in this work on prior knowledge of the student and literacy and numeracy data.

### **2021 School Year**

A thank you to all students and families that participated in the recent subject selection process. This process is a pivotal step towards the determination of the timetable for the 2021 school year. Student choice directs the College's decision-making process and the College is currently beginning to make decisions about staffing and resourcing the 2021 school year.

### **Building Update**

Although trade access to our building site has been limited, progress continues on our new Gymnasium, Town Centre and Sustainability Hub.



The Victorian Schools Building Authority has also secured an architect for Stage 2 of our rebuild. Initial meetings will soon take place as the first step in the design process for this next exciting building stage.

## *Principal's Report (continued)....*

### **Wellbeing**

A reminder of the importance of looking after ourselves and those around us during these challenging times. The following link includes many resources, numbers and links designed to support everyone during the coronavirus pandemic.

[https://coronavirus.beyondblue.org.au/?utm\\_campaign=hp\\_banner](https://coronavirus.beyondblue.org.au/?utm_campaign=hp_banner)

Please do not hesitate to contact the College on 9735 1133 if you require any support.

Stay well.

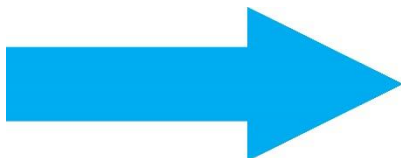


***Rosina Fotia,  
Principal***



### **SCHOOL BEANIES**

These are now on sale from PSW, at the cost of \$15.



***Lilydale Heights College would like to thank Bendigo Bank Mooroolbark Community Branch,  
for their support and sponsorship of the Duke of Edinburgh Program and our  
Automated External Defibrillator Device (AED).***

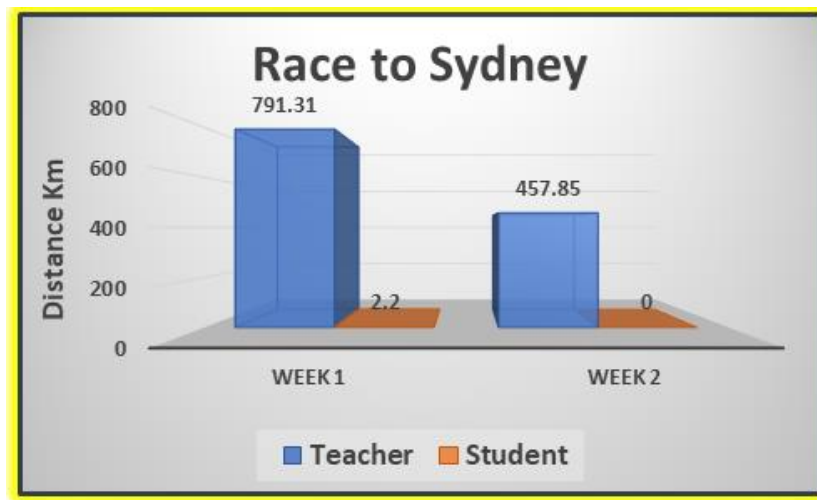
Mooroolbark  
**Community Bank® Branch**





## STUDENTS VERSUS STAFF - RACE 1: RACE TO SYDNEY RACE 2: RACE TO CAIRNS

The race to Sydney has been run and won by the staff! Final results below.



### We now have RACE 2: MELBOURNE TO CAIRNS CLASSIC!

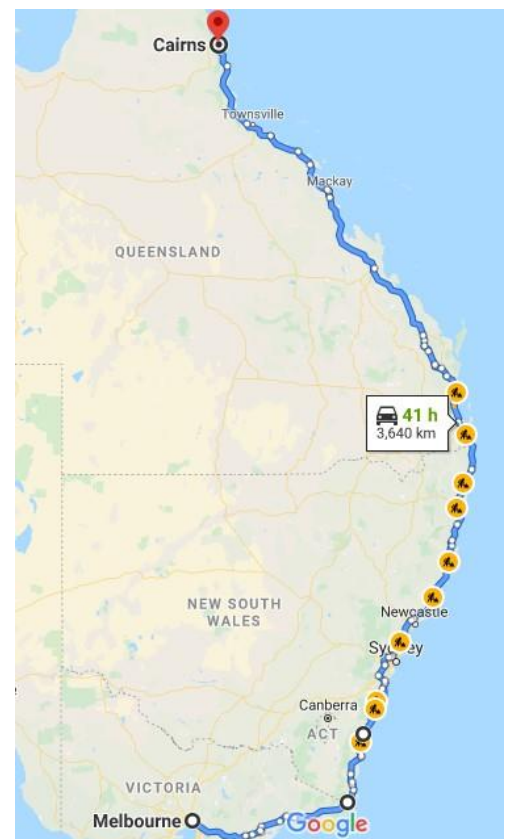
Beautiful spot Cairns, on the doorsteps of the pristine Daintree Rainforest, and a short boat ride from one of the seven wonders of the world – The Great Barrier Reef!

This race has now started and is once again being held between staff and students. 3,640 kms to get there, so get moving! You can log any activity where you cover distance - rides, walks, runs, even swims.

You can find your distance covered in workouts if you have Apple watches, iPhones, Garmin watches, Fitbits, smartwatches or smartphones. If you can't find anything on your devices, have a chat with your P.E. or Sport teacher and they can help you!

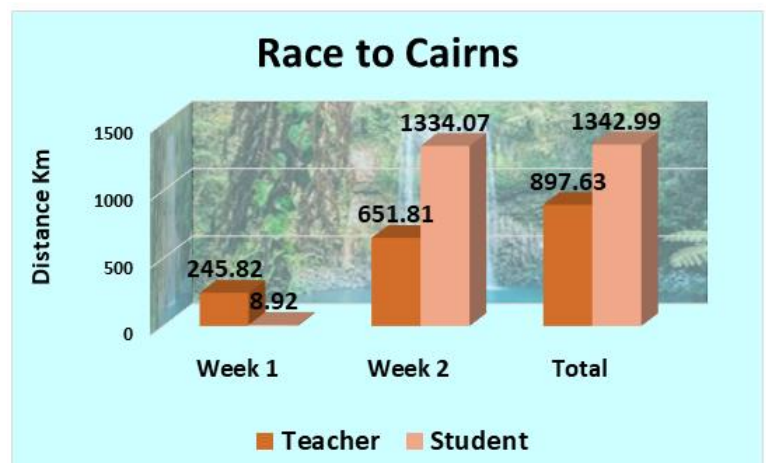
Send screenshots of the distance you've covered each week to Mrs Lahza at [LAH@lilydaleheights.vic.edu.au](mailto:LAH@lilydaleheights.vic.edu.au) and she'll log them into our tally. You need to do this by **11:30 a.m. each Monday**.

Regular physical activity boosts the immune system, helps with food digestion and helps with your mental health and wellbeing.



Progress results after Week 2 of the race are as shown in the graph to the right.

The students are currently in the lead!



## ART CHALLENGE OF THE WEEK

We all need to be creative at the moment in a number of ways. Each week via the College Daily News, I have been putting up a quote from an artist who was asked about the importance of creativity and what art means to them.

The challenge has been to create an art piece in response to the quote. The most creative response each week wins an art prize. Prizes will be presented to the winners at the start of Term 4.

We had some wonderful entries in Weeks 1 and 2 of the challenge.

The quote used for Week 1 came from the land artist Andy Goldsworthy..... ***“Movement, change, light, growth and decay are the life-blood of nature, the energies that I try to tap through my work.” – Andy Goldsworthy***

The winning entries were from Ashleigh Marshall (student) and Ms Mayger (Staff). Congratulations! Photos of their entries are below, along with photos of entries from Ms Meara and Mr McKenzie.



Ashleigh Marshall – Welded skateboarder



Ms Mayger – Crow's feet



Ms Meara -  
Abstract colour photograph

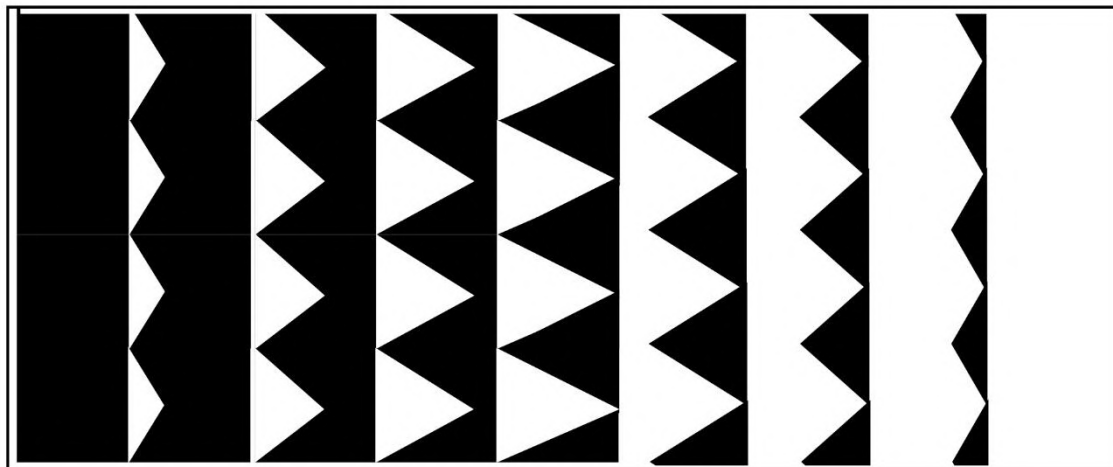


Mr McKenzie – Sculpted creature

## Art Challenge of the Week (continued)....

The quote used for Week 2 was from M.C. Escher - ***“We adore chaos because we love to produce order,”*** and the challenge was to create an artwork based on one of these concepts: chaos, order, tessellations, optical illusions, a mathematical equation or sequence.

The winning entry was from Mr Payne with his art piece called “Change.”



Well done to all who submitted entries in Week 1 and 2.

**THE FINAL ART CHALLENGE FOR THIS TERM** is open to all students, staff and anyone in the LHC community and it will run until 16<sup>th</sup> September (the last Wednesday of this term), so you will have a bit longer to work on your entry this time around. We are using this quote from Helen Frankenthaler:-

***“There are no rules. That is how art is born, how breakthroughs happen. Go against the rules or ignore the rules. That is what invention is about”***

- Helen Frankenthaler

**Challenge: There are no rules – create whatever you want!**

It may be a photograph, a music piece, a drawing, a sculpture, a short film, collage, a poem, it may be sports related or a mathematical equation, a science experiment or an animation etc.... just be creative!

Email a photo of your art piece with a brief artist statement to Mrs. Morley by Wednesday 16<sup>th</sup> September ([MOR@lilydaleheights.vic.edu.au](mailto:MOR@lilydaleheights.vic.edu.au))

Laura Morley – Art Co-ordinator.



Helen Frankenthaler, Desert Pass, 1967



## YEAR 10 SELF – MASK TASK

Students of Year 10 recently participated in a mask parade, showing off the masks they had made during a lesson. This was part of a bigger class competition that commenced last term. Congratulations to Emma Knowles on winning the task with her rather unique mask creation! This mask led Ms Dunn-Famularo's SELF class to victory. Well done everyone on your participation and creation of masks!

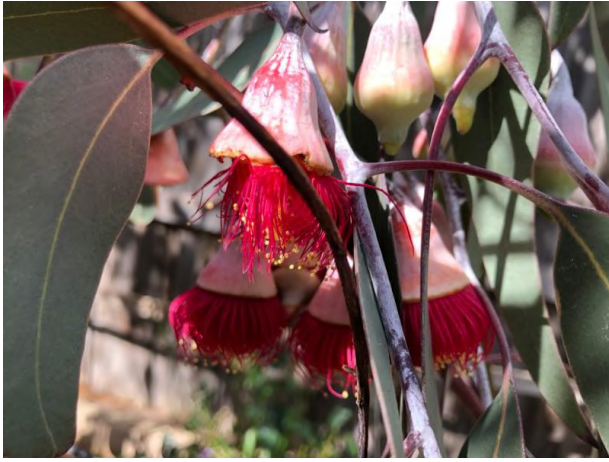


*WINNING MASK -  
EMMA KNOWLES*



## APPRECIATING OUR BACKYARDS AND SURROUNDING AREAS

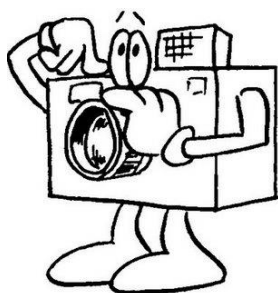
Spring is just around the corner. As one of my wise colleagues recently said, "as the days go on, we adapt and find joy and meaning in different ways." One picture below is from the beautiful flowering gum tree growing in my backyard, and the other was submitted by Anne Wilkins from our Foods Department of her niece playing in a puddle. These things remind me that there are still beautiful things happening all around us :) Please enjoy your backyards and surrounding areas!!!!



Students and staff are encouraged to take some nice photos in their backyards or local environments and submit them to Mrs Rayner via email for inclusion in our College Daily News.

You also may like to take some photos at dusk; this is such a beautiful, peaceful time of day, the colours can be amazing with everything so calm and quiet at the moment. For example, this could be around a fire-pit in the backyard, sunsets or anything cool (making sure to stay within restrictions of course!)

Here are some photos I took recently during an evening walk. See what YOU can come up with! Photos submitted will be published in the September edition of The Heights Newsletter.



Clare Rayner – Outdoor Education Co-ordinator.



## VOCABULARY

The continued development of teaching and learning at Lilydale Heights College is an incredible thing. Staff are constantly developing their skills in multiple areas to ensure that the learning that takes place is the best it can be.

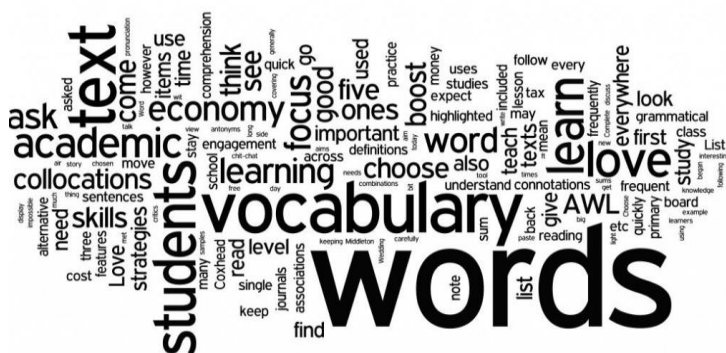
One example of this is the introduction of Vocabulary as a focus for the Literacy Program. During the introductory session for this topic, staff developed activities to use that would help students develop and expand their use of academic terms and phrases across year levels and subject areas.

However, there are so many words in the English language, and so many strange spellings and rules that never seem to make sense. Many of these things can be explained due to the history of the English language.

If you want to learn a little more about this, then here is a short explanatory video...

[https://drive.google.com/file/d/1qglRW3ROVGBRV-8-Ohkigi2zsMS6\\_qne/view?usp=sharing](https://drive.google.com/file/d/1qglRW3ROVGBRV-8-Ohkigi2zsMS6_qne/view?usp=sharing)

Peter McKenzie – Literacy Co-ordinator.



## WORD ART DAY

Computers hummed with excitement on the morning of Thursday August 20<sup>th</sup>, as a number of LHC students eagerly logged on to Web-Ex for Word Art Day!

This whole day learning event was a chance for students who dig their creative writing to fully immerse themselves in their love affair with words, in a way that is rarely possible in the normal classroom. The day focused on the use of descriptive writing to create visuals in a reader's mind. Inspired by the phrase "a picture paint a thousand words," students were challenged to flip this saying on its head, and use words to create the pictures.

Mr de Kunder and McKenzie were overwhelmed with the warm, positive environment that the students so easily created via Web-Ex and Google Doc and the brilliant writing that was created. A big thank you goes out to Mr de Kunder for his brilliant lessons and involvement, the students, who made the experience such a brilliant one, and the staff members who jumped in throughout the day and offered words of support and encouragement. I look forward to next year's writing day!!!

Here are just some examples of the pieces written throughout the day...

*Drip, drip, drip. The clock slipped between my fingers, burning hot. It was like molten rock, the form it was taking now nothing like the form it had before. It still shone; I could see my reflection. My head was spinning, my stomach tying in knots. I looked around at the room full of clocks, they were all melting in the same way. The hands downturned, looking like a pain-stricken face. Time as we know it is melting. Father time is dying.*  
-Tayla

## Word Art Day (continued)....

*The soundtrack plays in a loop of drowning sounds. The joy of this place has drowned, as has my own joy. Something is wrong, I can feel my hairs stand on end, yet I cannot tell what's out of place. Somehow, the air feels too sharp, the noises too loud, the colours too bright. Like snow in summer, or water on fire, something is wrong.*

*Cold wind and dull light collapses over me, but it is not winter. Nor is it summer, or spring, or autumn. Seasons have no meaning in this place. It is not night, nor day. Cold, nor warm. It is somehow everything, and nothing all at once. The rain, and the sun. The silence, and the music. The joy of the clowns, and adrenaline of the acrobats.*

*And something else. Something grey, spiky. Something that's shape morphs and changes with its intention, with my view. A sense of something metallic, a pit somewhere in my stomach containing this strange feeling. The posters on the walls cry tears for me, for the loss and fear that is no doubt coming. It is unnatural, every movement feels mechanic, forced. Every colour, somehow unnameable.*

*The grey feeling turns red as a ringmaster steps into the centre. He is different. He is unnatural as well, but not in the same mechanic way as the others. His presence is menacing, and his voice chokes me. I am unsure what he truly is, but I know he is not human, not really. I am sure he is something else, something not born but crafted, built, constructed into whatever it is that stands before me in the shape of a man.*

*- Madden*

*The seldom sunshine was warring with the bitter wind to own my skin. Groans of engines echoed off the weathered, blue and tiled walls of industry from the freeway above and all but drowned out the monologue of a rare bird within this sanctuary. Vibrant green leaves stood proudly, determined to defy concrete, snaking their way up from the seemingly insignificant cracks to combat the bleak façade. How was it that life was unnatural here? As I respectfully snapped a little piece of flavour from the vine, I was overwhelmed with the sweet and spiced scent biting my nostrils. My defiant piece of the planet, my grounding greenery in a world where life has been forgotten.*

*- Mr de Kunder*

*Sitting down on the spiky green grass, resting my head on a tree. I close my eyes listening to the birds chirping and dogs barking in the distance. The cold air touches my skin with a shiver. As I connect with the surroundings around me, I feel Mother Nature comforting me.*

*- Ryley*

*Glancing at the front yard, I felt entirely numb. No emotions came to mind, not a small feeling of thrill, nor one of disappointment, nothing at all. It wasn't special, it didn't hold anything of significance to me nor to anyone else. I wasn't devoid of emotion from misery, but by association and familiarisation. It wasn't unique as compared to the other front yards, it blended in perfectly to what it was made to be. A visual piece. It may have been beautiful, however there were no emotions one would associate it with.*

*The grass was well kept and crisp in colour, it always looked as if it had been previously rained on. It was maintained regularly, as silently expected of everyone on the street. The vibrant green was identical to every other house on that street, not a single piece of grass out of place within the thousands of others in its midst.*

*The pavement was a dull grey, matching perfectly with the mostly white stone house. They seemed to be always clean and always plain if you looked from a distance, however, if you looked closer, if you were looking for the imperfections, you would find them. This pavement, meant to be a step path, there were footsteps colouring the dull grey to something of usage.*

*Plants were surely meant to be grown and taken care of with love, yes? Plants are living things, except they do not speak, nor annoy others the way humans do. The plants in this front yard were not taken care of with love; though they were beautiful and perfectly presented, they were made for visual aesthetic. They were short in height, clipped, crisp, much like everyone else's front yards. Apart from the bent tree towards the left, there was almost no difference in the plants on this front yard.*

*The air was cool, and the chill that could be felt was one that never truly changed. The sky was grey, but not dull like the pavement below it, rather, littered with white and many other shades of grey as to make it seem*



## Word Art Day (continued)....

*interesting. The wildlife could be easily heard among anything else; magpies and bin chickens frequently flew in to amuse and annoy the people living on that street. However cold it may have felt, it was home, not a feeling but a place.*

*- Charlotte.*

*Sitting there with my back against the tree I hear the alluring sound of majestic birds flying above me singing beautiful songs. The wind blowing the grass and leaves around me in a voiceless melody. In the peaceful scene unfolding around me I can smell the fresh airy breeze passing by pulling along the seductive smell of flowers underneath my fingertips. Feeling the smooth but solid tree behind gives me a sense of safety and being. Being able to smell and feel the grass between my fingers takes me away from reality. The satisfying feeling of the grass that is fragile but is also so strong at the same time brings me joyfulness and a calm beginning.*

*- Erin*

*The sun shines onto the grass, taking any remaining droplets of rain yet to soak into the soil. It glances off the slight layer of water on the leaves of the trees, reflecting into nowhere. The smell of more rain approaching confronts nothing, as the world here is at peace. There are no birds here, the air too perfect for their wings to disrupt. The wind here is peaceful, softly caressing the water as it trickles down into a stream. It is fresh enough to taste, and its cold is refreshing. The water feeds the trees, the trees hold the wind, and the wind caresses the water, and the cycle continues*

*- Jol*

*This was like nothing I had ever seen before. A place so familiar to me, yet more mystical than I had ever seen or felt before. My senses were overloaded by the sound and lights, but a sense of peacefulness surrounded me. I stood away from the concrete environment, with a river separating us. Although, the colourful lights reflecting off the water pulled me closer. The voices. The music. The chaos. It was as if I was about to be picked up by the good vibes and thrown into this mind-boggling life in front of me. This was all so daunting, yet I felt like a voice was calling me, and every fibre of my being was agreeing to join the party.*

*- Caitlin*

*It rose with anxious but fierce intent. Its dense curtain lifted like an orchestra's rising symphony, it shook and trembled with terrific trepidation for the new dawn across the sky. The once smothered galaxy sparkled. Light broke with the sharp manner of an egg, spilling its contents. The dawn would leak its glowing warmth as it hounded away tendrils of smoke that choked the dying stars. The smoke was once all consuming and everlasting. It sought out signs of significance, signs of rebellion against the smog and stamped out all oxygen. Squashing the fire before the match was lit. The light grew stronger as the breaking dawn chipped away at the airless plain. The muggy haze slid across the dying stars in a harried taste trying desperately to find a crack to linger and infect. The curtain grew higher, pushed harder as it blew the cobwebs off the choked and dying hellscape.*

*- Emma.*

Peter McKenzie – Literacy Co-ordinator.



## SPORTS REPORT

As we all know, there has been no school sport for the last few months, so as I can't do a report on our own sport at the moment, I thought I would share some of the interesting and unusual sports facts that have been printed in our Daily News during Remote Learning 2.0.

Sonya Tamos – Inter-School Sport Co-ordinator.

### Think about these numbers!

Roger Federer is the highest paid sports person in 2020, earning \$106.3 million dollars this year. That works out to just over \$291,000 per day, which is over \$12,000 per hour (every hour of the day, awake or asleep!). And all of this pay without many tennis matches played!

In comparison, the highest AFL player this year is Jeremy Cameron and he has only earned \$1.5 million dollars this year, which is only \$4,100 per day, or only \$171 per hour (again, awake or asleep). I have to mention the fact that the highest paid women's AFL player earns \$29,856 a year which would take Roger just over two and a half hours to earn and Jeremy one week.



**Yellow tennis balls** were used at Wimbledon for the first time in 1986. Before that they were white. Also, a tennis ball weighs 2 ounces or 56.69 grams, is between 6.54cm and 6.86cm in diameter and has a circumference of approximately 20.55 to 21.55cm. Finley has the World Record. How many can your dog hold?

**A Spalding Basketball** is made of a synthetic rubber and leather material. So, just how long can this piece of sports equipment last? The average lifespan of a Spalding Basketball is 10,000 bounces. That means that, for recreational use, a basketball should last between 4 – 5 years. Now, the question is: just how many games can you play with 10,000 bounces?



**The average golf ball has 336 dimples.**  
You can check if you want!



## *Sports Report (continued).....*

### **Sports Have Been Played on the Moon**

In 1971, Alan Shephard and Edgar Mitchell made history when they became the first people to play sport on the moon. The Apollo 14 astronauts participated in what Mitchell later jokingly described as “the first lunar Olympics”. Shephard hit a golf ball while Mitchell threw a makeshift javelin – it was actually a staff they’d used in one of their scientific experiments.



**Muhammad Ali** was one of the greatest boxers of all times, and has also left quite the impact on millions of people around the world for his work outside of it.

In 1981, Ali saved the life of a man who was planning on committing suicide, eventually being talked down from the ninth floor of an L.A. building by the former heavyweight champ after a tense 15 minutes.

**Mike Tyson** was also a great boxer – but he decided to bite people’s ears rather than save them! In 1997, Tyson was disqualified for biting Holyfield's ear in the World Boxing Championships.

What do you get when you shrink an equestrian jumping course, get rid of the horses, and add a bunch of fuzzy, floppy-eared bunnies? The most adorable sport ever created. **Kaninhoppning**, or “rabbit hopping,” originated in Sweden in the late 1970s. In it, trainers guide their rabbits by leash through a series of obstacles similar to those seen in a horse jumping competition. The rabbit who completes the course with the fewest errors and in the shortest amount of time is the winner.



Here’s a sport you may be interested in trying.....

### **Extreme Ironing**

This is both an extreme sport and a performance art which originated in the UK. As the name suggests, it sees people take ironing boards to remote and extreme locations where they then iron items of clothing. This could be on a mountain-side, whilst snowboarding, in a canoe, whilst parachuting, or in any other extreme situation or location. It is tongue-in-cheek, with the Extreme Ironing Bureau defining it as “the latest danger sport that combines the thrills of an extreme outdoor activity with the satisfaction of a well pressed shirt.” In 2002, the first Extreme Ironing World Championships took place with 10 nations competing.

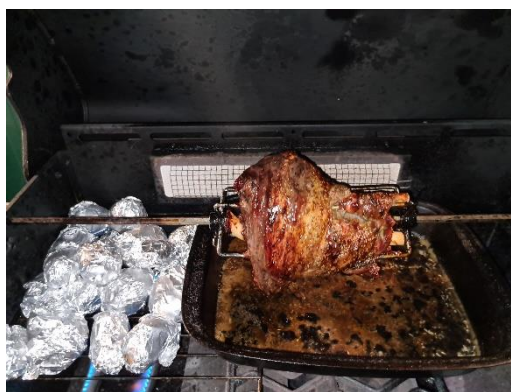
## THE COMPASS AND DUKE OF ED STUDENT COOKING CHALLENGE CONTINUES

Our Compass and Duke of Ed students continue to work in areas of their award, completing their physical activities, skills and services around their homes. They are persevering and working fantastically within the limits of our remote learning and COVID restrictions.

I developed the challenge to encourage the students to continue building their organisation and cooking skills and hopefully being able to cook outside; ideally on a camping stove or by whatever means they could. It was to have fun and see what they could make!!

So far we have had a range of meals being shown, from beans on toast and omelettes to a roast lamb and baked potatoes. Fantastic - it all makes me feel hungry!

Well done and keep on cooking!!! Hopefully we will have more photos in the next newsletter as the challenge continues.



*Trak Buller, cooking his roast lamb and veggies outside on the BBQ*



*An omelette from Jack McVay – looks tasty!*



***The Compass and Duke Of Ed Student Cooking Challenge (continued).....***



***Liam Weir making his lunch outside.***

***Liam organised it, prepared it and cleaned up afterwards***



## ALL SYSTEMS GO - YOUTH HEALTH HUB (PART 1)

We are very happy to announce the soft launch of the interim Youth Health Hub.

This new Hub will offer support to young people via virtual/telehealth options with services to expand as COVID-19 restrictions are eased.

The Youth Health Hub is for young people in the Yarra Ranges between the ages of 12 – 25.

The service will provide mental health, general health, housing, legal, and education support, as well as life skills and activities.

The Youth Health Hub has been funded by the Australian Government under the PHN Program for a two-year period.

The Youth Health Hub is operated by **Inspiro Community Health Service**, and consortium partners including **Oonah Health and Community Services Aboriginal Corporation**, **Eastern Community Legal Centre**, **Anchor** housing services and **Cire** education services.

Working in collaboration with the Youth Health Hub is the Main Street Medical Practice in Lilydale, as well as the Knox headspace satellite in Lilydale, which is separately funded by the Australian Government.

Services include mental health, youth counselling, sexual health, dietetics, exercise physiology, housing and homelessness assistance, education support, supports for Aboriginal and Torres Strait Islander peoples, youth workshops, legal assistance and youth-friendly GP services among others.

The hub will operate virtually in line with COVID-19 restrictions. A physical hub will be located in Lilydale sometime later this year as COVID-19 restrictions are eased, with outreach services operating from partner organisations including Anchor in Lilydale, Inspiro in Belgrave, Oonah and ECLC in Healesville and Cire in Yarra Junction.

### Youth Health Hub

- Tel: 03 9757 8777
- Mobile: 0409 348 604
- Email: [youthhealthhub@inspiro.org.au](mailto:youthhealthhub@inspiro.org.au)
- Website: [www.inspiro.org.au/youthhealthhub](http://www.inspiro.org.au/youthhealthhub)
- Facebook: <https://www.facebook.com/Youth-Health-Hub-Yarra-Ranges>

The aim is to have an integrated service model with many local agencies working together for the benefit of young people in the area.

Thanks for reading (and please 'like' the Youth Health Hub Facebook page to keep up with the latest)

Yours,

The Youth Health Hub Team.





## MOOROOLBARK CRICKET CLUB

### JUNIOR CRICKET

#### Kids looking for a summer sport?

Mooroolbark Junior Cricket club is fun family environment where lifelong friendships are made and good times are had by all!

With a long and proud history of one of the most successful clubs in the RDCA, Mooroolbark Cricket Club welcomes all new players – Boys & Girls aged 5-16 years.

Season and training commencement is TBA at this stage due to stage 4 restrictions, however when we do begin rest assured that our club will be following strict Covid Safe guidelines.

**JOIN THE  
MIGHTY  
BARKERS!!**

**Boys & Girls  
Teams**

**Woolworths blasts  
for kids aged 5-7**



**Boys & Girls  
teams U/10's –  
U/16's**

**Meet new friends  
in a fun family  
environment**

#### **ALL ENQUIRIES**

Please Contact

Vicki Powell 0401 346 170

[Vicki.powellh@optusnet.com](mailto:Vicki.powellh@optusnet.com)



## Feeling Safe: For Secondary School Students

### Get the facts

This fact sheet has been designed to give you the facts about child abuse. It includes advice on what to do if you have been abused, are being abused, or are at risk of being abused. This fact sheet also provides you with advice if you know someone who has been abused, or is at risk of being abused.



### What are your rights?

- Everyone has the right to feel safe and be protected from abuse.
- No one is allowed to threaten you, hurt you, or touch you in a way that makes you feel uncomfortable, unsafe or afraid.
- This includes all adults, other teenagers and children – it includes everyone from family members, coaches, teachers, to friends and strangers.
- Every relationship should be respectful.
- No one should ever involve you in sexual activity without your consent, and no one should behave in a way that makes you feel unsafe or afraid.
- You don't have to deal with abuse on your own. Talk to a trusted adult. Teachers and other adults at your school can support you to get help.

### What is child abuse?

- Child abuse includes physical abuse, sexual abuse, emotional or psychological harm, neglect, and family violence.
- Child abuse can also include grooming. This is behaviour where an adult tries to establish a relationship or other emotional connection with a child, to prepare them for a sexual relationship.
- Child abuse does not have to involve physical contact or force. It can include:
  - controlling a child through threats
  - exposing a child to sexual material and sexual acts
  - exposing a child to family violence.
- Child abuse can be perpetrated by any member of a community or a family member. Abuse can impact anyone and it is never the victim's fault.

For more information on sexual abuse and sexual assault visit Youth Central:  
<http://www.youthcentral.vic.gov.au/know-your-rights/sexual-assault>.

### **What should I do if I have been abused or I feel unsafe?**

- You should talk to an adult you trust.
- If you have been abused, or feel unsafe or threatened in any way you don't have to deal with this on your own.
- Abuse is never your fault and you should tell a trusted adult so you can get the help and support you need to feel safe and protected. Talking to someone won't get you in trouble.
- You can tell a teacher or any adult at your school. They will be able to help you.

### **What should I do if I think someone I know has been abused or is unsafe?**

- You should talk to an adult you trust. Any staff member at your school will be able to help.
- You can also help your friend by encouraging them to tell a trusted adult.

### **What if my friend doesn't want to tell an adult?**

- You should still tell an adult you trust on your friend's behalf.
- Even if your friend has specifically asked you not to tell an adult, you still should. It is more important to make sure that your friend is helped and feels protected.

### **What will happen if I tell an adult at the school that I feel unsafe, or that I know someone who is unsafe?**

- You will be helped.
- Teachers and other adults at your school must listen to your concerns and help you.
- The information will not be shared with the person who is making you feel unsafe.
- Information will only be shared with people who can support and protect you.
- In some cases the people helping you are required by law to tell the police, the Department of Health and Human Services' Child Protection services and/or your family to prevent any further abuse, or risk of abuse.

### **What if I don't feel like I can talk to anyone at my school?**

- You should still find a trusted adult to talk to.
- Abuse or feeling uncomfortable is too big to deal with on your own.

### **There are many people who can support you to feel safe and protected. You can:**

- contact eHeadspace for advice online visit: [www.eheadspspace.org.au/](http://www.eheadspspace.org.au/) **Call 1800 650 890**
- contact KidsHelp Line: <https://kidshelpline.com.au/teens/> (24 hour web chat) **Call 1800 55 1800**
- Call or visit your local police station or call 000.
- Talk to your doctor, psychologist, social worker, welfare officer, or another trusted adult.

