

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

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COLLEGE CALENDAR 2021 – JULY

Tuesday 13th July	First Day of Term 3
Tuesday 13th/Wednesday 14th July	Two Day Jam Session (Music Camp Replacement)
Friday 16th July	Year 10 Formal
Monday 19th July	Mid-Year Music Showcase
Wednesday 28th July	Middle and Senior School Information Night
<i>Please Note: all dates and times are subject to change</i>	

PRINCIPAL'S REPORT

As I arrived at school earlier this week, I was greeted by a spectacular sunrise. At the end of a busy and challenging term for many in our community, I took a quiet moment to reflect on the wonderful setting we have at Lilydale Heights College and remind myself that every day is a new beginning.



Learning Focus

The College has shifted swiftly and seamlessly to the new COVID-19 restrictions and back out of them. I am proud of the professionalism shown by all staff members and our unwavering focus on teaching and learning. This is where we can make the biggest difference to student outcomes.

As the term nears an end, the focus is definitely on assessment and moderation. Middle School and Year 11 students are completing end of semester exams. This examination period has played a vital role in helping students track their

Absence Hotline: 9735 7040

Email: lilydale.heights.co@education.vic.gov.au

Visit: www.lilydaleheights.vic.edu.au

Principal's Report (continued)...

knowledge, alleviate anxiety related to timed examinations, develop confidence in their abilities and organisation, as well as consolidate their understandings. Supplementing this, teams of teachers are meeting to cross mark each others' work. This ensures that there is consistency in marking from teacher to teacher and builds teacher capacity to design and assess core work.

Storm Damage

The College was fortunate that no major damage was incurred during recent storms. We are aware that some members of our College community were and continue to be impacted. We wish them the very best and hope that the situation is rectified shortly. The College continued to operate and was pleased to be able to hand over the new stadium facility as a drop in point for local families who were in need of access to hot showers and power for charging devices. It is important that we use resources available to us to support those in need whenever possible.

Reporting

Student end of semester reports have been opened to parents and students during the last week of this term. These reports provide a summary of all Common Assessment Tasks (CATs), School Assessed Coursework (SACs) and examination results for this semester. A reminder that individual feedback on strengths and areas for improvement are provided continuously throughout the semester.

Camps Update

In response to COVID and in order to maximise participation, the following decisions were made regarding planned camps. The Central Australia Tour was postponed and will now depart at the end of Term 3 (September). Additionally, the Music Camp has been cancelled and a two day workshop will be undertaken by Music students on site during Week 1 of Term 3.

It's not ok to be away.... nor to be late for school

When children miss school, not only is their academic progress impeded, forcing them to catch up on missed work, they often miss important interactions with their peers which can compound issues of social isolation and low self-esteem.

1 or 2 days a week doesn't seem much but			
If your child misses...	That equals ...	Which is ...	And over 13 years of schooling that's...
1 Day per fortnight	20 Days per year	4 weeks per year	Nearly 1.5 years
1 Day per week	40 Days per year	8 weeks per year	Over 2.5 years
2 Days per week	80 Days per year	16 weeks per year	Over 5 years
3 Days per week	120 Days per year	24 weeks per year	Over 8 years

Please contact the school if your child is absent or you have any questions regarding your child's attendance.

Please note that the first day of Term 3 will be Tuesday July 13.



Rosina Fotia, Principal

TAFE TASTER DAY

On 21st May a group of Year 9 students went down to Box Hill TAFE Lilydale Campus to get a 'taste' of TAFE life. The day was broken up into hour slots and students completed hands-on activities in Building & Construction, Design and Environmental Science/Landcare. Our students were impressed with the state of the art facilities and the TAFE's approach to learning. Back at school the Year 9's will continue looking at Career Pathways and the different learning opportunities in Senior School.

Troy McGown – Student Liaison Year 9.



CAFÉ CULTURE SUPPORTS RECONCILIATION WEEK

We were proud to support Reconciliation Week by implementing an indigenous menu in the café. The menu highlighted some of the indigenous ingredients used in indigenous cooking including kangaroo, lemon myrtle, wattle seeds and bush tomato seasoning.

We thank Ms Draper Nagas for collaborating with us and also thank the school community for the support we received.

Sharon Francis – Foods Department.



NATIONAL RECONCILIATION WEEK

At its heart, reconciliation is about strengthening relationships between Aboriginal and Torres Strait Islander peoples and non-Indigenous peoples, for the benefit of all Australians. Each week from 27 May to 5 June, the respectful relationships shared by Aboriginal and Torres Strait Islander peoples and other Australians is celebrated and strengthened. The week-long celebration is an ideal opportunity for all Australians to explore ways to join the national reconciliation effort.

THE ARTWORK FEATURED ON THE MENU

'Action' by Jessica Johnson is the story of the land and community sharing the united call for action on reconciliation. Aboriginal and Torres Strait Islander people have been listening to the heartbeat of the land and sea for generations. With their rainbow shaped souls, the spirits ask for us to join and make reconciliation more than a word, and encourage us to to action. We need to love one another and every aspect of the existing environment and community – we all have a role to play, we are the change.

DETAILS ABOUT THE MENU

Damper: this bush bread is created by crushing a variety of native seeds, and sometimes nuts and roots into a dough, which is then baked on the coals of a fire.

Rosella Jam: A spread made from hibiscus (rosella) flowers. A bright crimson, chunky jam with a tart flavour similar to raspberry and rhubarb.

FLAVOURINGS

Bush tomatoes: Native tomatoes with strong tamarillo and caramel flavours. These dried, peanut-sized tomatoes are high in protein and fat.

Wattleseed: Usually roasted and ground, it has a coffee, chocolate and hazelnut flavour.

Lemon Myrtle: Available as an oil or dried whole leaves, it produces an aroma blend evocative of lemongrass, lemon and lime oil.

Native Aniseed: A flavour suited to custards, ice cream, rich meat sauces, marinades or tonic teas. It has a aniseed or licorice flavour.

Native Pepperberry: Available as a whole leaf or dried power, it is used in a similar manner to bayleaf.

Café Culture Supports Reconciliation Week (continued)...



UNIFORM

A reminder that all students in Years 7 and 8 must wear the uniform supplied by PSW as per the uniform requirements.

Students in Years 9 to 12 - any replacement uniform items must be purchased from PSW.

Check out the great work by our Year 11 Japanese class! Students had to write a full PowerPoint in Japanese on the topic of “schools”. I am very proud of their efforts – keep up the great work.

Michelle Pezzimenti – Languages Department.

時間割

平成24年度 1学期

1年2組 時間割

	月	火	水	木	金
1	国	数	理	国	国
2	理	理	社	数	数
3	体	家	英	英	英
4	社	家	英	英	英
5	英	国	数	英	英
6	学	道	道	道	道

備 考 15:00 15:10 15:20 15:30 15:40 15:50 16:00 16:10 16:20 16:30 16:40 16:50 17:00 17:10 17:20 17:30 17:40 17:50 18:00 18:10 18:20 18:30 18:40 18:50 19:00 19:10 19:20 19:30 19:40 19:50 20:00 20:10 20:20 20:30 20:40 20:50 21:00 21:10 21:20 21:30 21:40 21:50 22:00 22:10 22:20 22:30 22:40 22:50 23:00 23:10 23:20 23:30 23:40 23:50 24:00



日本の学校のかもく

いくつか学校は 英語を 教えます。日本で 国語 というのは日本語 です。日本学校に しょうどうとはいくを 勉強 します。日本の学校の外国語は韓国語やドイツ語や英語などを勉強します。外国語を 勉強 して も なくてもいいです。たいいくは人気があります

やきゅうは人気です。

食べ物

生徒はさまざまな食べ物を食べます。昼ご飯を食べなくてもいいです。食べ物はおいしいと思います。



生徒は食べ物がおいしいと言います。



オーストラリアの部活動より日本の部活動のほうがゆかいです

- オーストラリアの学校はたくさんの部活動がありません。
- 日本の学校の部活動はたのしくておもしろいで、生徒たちは好きな部活動をすることが出来ます。
- だから、日本の学校のほうがゆかいと思います。



人気の文化部 (Popular cultural clubs)

- 人気の文化部としてはびじゅつやしょうどうやさどうなどがあります。
- しょうどう
- びじゅつ
- さどう

CAFÉ CULTURE – THANKS FOR A GREAT SEMESTER!

First of all, a very big thank you to our school community for the support of the Café this semester. We are very grateful, especially under the current circumstances, to have had loyal customers who have regularly attended the café. Secondly I would like to thank the Café Culture students who have continued to develop their skills and who have remained committed to the course over the last term. I have seen tremendous growth over the semester with so many students and this is fantastic. Thanks also to Anne for her continued assistance and support. The café will be open again next semester.

Sharon Francis – Foods Department.

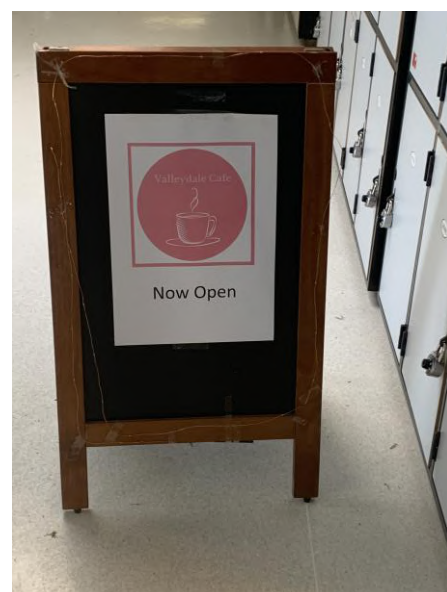
(Please note, these photos were taken earlier this semester, before masks were made mandatory).



Café Culture – Thanks for a Great Semester! (continued)...



Café Culture – Thanks for a Great Semester! (continued)...



BOOK WEEK FUNDRAISER

Thank you to all students who participated in the book/character dress up day held on Monday 21st June. We raised a total of \$460. In addition, our friends at the Lilydale Rotary Club generously donated an extra \$200 to our cause. This money will be used to purchase new books for a local Primary School in need. This will help promote the importance of literacy and assist our Student Leadership Team to form connections with the local community.

During Term 3, the students in the SIRC will be taking a range of donated second-hand books to the Primary School, in addition to the newly purchased ones. Thank you to all families who donated books. The SIRC students are really looking forward to presenting these books and running reading sessions with the younger students.

Michelle Pezzimenti – Student Leadership (SIRC).



SKATEBOARD AND TABLES

In Middle School Skateboards and Tables, students have made chopping boards this term.
Great work!



Kerry Hall - Technology Department.

CAMPS, SPORTS & EXCURSIONS FUND (CSEF)

To support schools through COVID-19 restrictions, the Department has extended the deadline for schools to submit Camps, Sports and Excursion Fund (CSEF) applications to Friday 13 August.

This means schools do not have to submit CSEF application forms to the Department through the CSEF system before the end of Term 2, as previously communicated.

The CSEF helps eligible families to cover the costs of school trips, camps and sporting activities.

Families with a valid means-tested concession card, such as a Veterans Affairs Gold Card, Centrelink Health Care Card or Pensioner Concession Card, as well as temporary foster parents, are eligible to apply. There is also a special consideration category for asylum seeker and refugee families.

The means-tested concession cards must be valid on either:

- the first day of Term 1 (Wednesday 27 January 2021)
- the first day of Term 2 (Monday 19 April 2021)
- the first day of Term 3 (Monday 12 July 2021).

STUDENT AND STAFF WELLBEING

2021 has again presented us with some uncertain times. It is very normal to feel unsettled by this and notice changes in yourself and your ability to cope. We encourage you to take time to focus on your self-care over the holidays. Attached to this edition of the newsletter is some information that may support you in this, including:-

- Helping yourself after a traumatic event
- Phoenix Helping Children
- Talking with Children
- Tips for switching on your growth mindset

If you require further assistance, please refer to the links provided in the information, or contact the Wellbeing Team at the College on 9735 1133.

Emily Gerson – Student Engagement & Wellbeing Co-ordinator.

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).

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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.eheadspace.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.

Helping yourself after a traumatic event



Traumatic events involve situations that are either life-threatening or have the potential for serious injury, such as physical or sexual assault, natural disaster, war, or a serious accident. Most people will experience at least one of these types of events during their lives.

After a traumatic event, you might experience strong feelings of fear, sadness, guilt, anger, or grief. You might find it hard to cope and it might take a while to come to terms with what has happened. Generally, these feelings will resolve on their own, and with the support of family and friends, you will recover. This fact sheet will provide you with some ideas to help you manage in the days and weeks after a trauma.

Coping after trauma

Recovery after trauma doesn't mean forgetting your experience or feeling no emotional pain when remembering it. Recovery means becoming less distressed and having more confidence in your ability to cope, as time goes on.

Even if you don't feel like it, try to do some of the things suggested below. They might help you to come to terms with the traumatic event you experienced and reduce some of the distress associated with it.

- Recognise that you have been through an extremely stressful event and that you will have an emotional reaction to it. Give yourself permission to feel rotten, but also remember your strengths – even though it's tough, you can deal with it.
- Look after yourself by getting plenty of rest (even if you can't sleep), regular exercise, and by eating regular, well-balanced meals. Physical and mental health are closely linked, so taking care of one will help the other.
- Cut back on tea, coffee, chocolate, soft drink, and cigarettes. Your body is already 'hyped up' enough, and these substances will only add to this. Try to avoid using drugs or alcohol to cope, as they can lead to more problems in the long term.
- Make time for relaxation – whether it's listening to music, taking a bath – whatever works for you. It might be helpful to learn a relaxation technique like meditation, yoga, progressive muscle relaxation, or breathing exercises.
- Structure your days and try to schedule at least one enjoyable activity each day. Try making a timetable for each day, including some exercise, some work, and some relaxation.
- Resume your normal routine as soon as possible, but take it easy. Don't throw yourself into activities or work in an attempt to avoid painful thoughts or memories about the trauma. Tackle the things that need to be done a bit at a time and count each success.

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POSTTRAUMATIC MENTAL HEALTH RESOURCES

Helping yourself after a traumatic event



- Try not to bottle up your feelings or block them out. Recurring thoughts, dreams, and flashbacks are unpleasant, but they will decrease with time.
- Avoid making major life decisions like moving house or changing jobs in the days and weeks after the traumatic event. On the other hand, make as many smaller, daily decisions as possible, such as what you will eat or what film you'd like to see. This can help you to feel more in control of your life.
- Spend time with people you care about, even if you don't want to talk about your experience. Sometimes you will want to be alone, and that's OK too, but try not to become too isolated.
- Talk about your feelings to other people who will understand, if you feel able to do so. Talking things through is part of the natural healing process and will help you to accept what has happened. As you start to feel better, you may even wish to provide support to others who have been through similar situations.
- Write about your feelings if you feel unable to talk to others about them.
- Keep informed of the facts through media and other information sources, but don't overdo it. Try to avoid repeated viewing of disaster or trauma scenes.
- Give yourself time to re-evaluate. A traumatic event can affect the way you see the world, your life, your goals, and your relationships. Again, talking this through with others might help.

If you've tried these strategies and things still aren't improving after a couple of weeks, or if you are having trouble coping, talk to your GP or mental health professional.

For more information

Download a copy of *Recovery after Trauma – A Guide for People with Posttraumatic Stress Disorder* from www.phoenixaustralia.org.

Talk to your GP.

For immediate assistance call Lifeline on 13 11 14.



Helping children after a traumatic event

Traumatic events involve situations that are either life-threatening or have the potential for serious injury, such as physical or sexual assault, natural disaster, war, or a serious accident. Around two thirds of children will experience at least one of these types of events by the time they turn 16.

After a traumatic event, many children experience strong feelings of fear, sadness, guilt, or anger. They might find it hard to cope and it might take a while to come to terms with what has happened. These reactions will usually become less intense after a few weeks. The support of family and friends is particularly important during this time.

Children's reactions to trauma can often be misunderstood as 'naughty' behaviour. Becoming angry and blaming the child for this behaviour could make things worse. Instead, try these approaches.

- **Reassure** the child that he or she is safe and cared for.
- **When they're ready, listen to and talk with the child about the trauma.** Like adults, children can become frightened about things they don't fully understand.
- **Give the child special attention**, especially at bedtime.
- **Encourage expression of emotions** – they are part of the healing process.
- **Enjoy activities together as a family.**
- **Keep family roles clear.** Don't expect children to take on too much responsibility, but don't become too overprotective either. Try to understand if they can't do what is usually expected of them, like going to school, but talk about how they will get back to their normal routine as soon as possible.

For more information

Download a copy of *Helping my Children after Trauma – A Guide for Parents* from www.phoenixaustralia.org.



Talking with children after an emergency

It's important to talk to your children if they have been exposed to emergencies – either first hand or through the media.

- Try to minimise the distressing images or verbal media reports your children see. If your children are watching or listening to reports of emergencies, be with them to help them make sense of the situation – they need your perspective, guidance and reassurance.
- Be aware of what your child is being exposed to at school, both in the playground and the classroom or outside school on the internet and through social media.
- If your child has been personally involved in an emergency, check with them to see how they are going. You can help them by reassuring them of their safety.
- Encourage your child to talk about their feelings, thoughts and concerns. Don't dismiss their issues as trivial – this can create a belief that the events were too awful to talk about.
- Acknowledge concerns that are real and correct any misconceptions.
- If you have any concerns talk to your doctor, or seek a referral to an experienced psychologist.

Further information

For further information or to download our *Helping children and young people cope with crisis* booklet visit www.redcross.org.au/recover

redcross.org.au follow us    

the
power of
humanity



Switching on your growth mindset

Staying Safe and Well Webinar Series



What is mindset?

"Mindset is a set of attitudes, assumptions, beliefs, and values held by one or more people or groups of people that influence how we interpret and respond to experiences".¹

- A mindset is a frame we look through to simply explain the impact of events (both good and bad) in the world we live in.
- Mindsets influence how we interpret success and failures.
- Mindsets happen mostly unconsciously.

Two types of mindset

Two distinct types of mindset:¹

- **Fixed mindset:** These individuals assume that our abilities and qualities are static and unchangeable, will avoid challenges, give up easily when confronted with obstacles, see effort as fruitless, are threatened by others success and ignore negative feedback.
- **Growth mindset:** These individuals have a desire to learn, thrive on challenge, view failure as an opportunity for growth, are resilient in the face of setbacks, are inspired by other success, believe effort is the path to mastery.

It's important to know that our mindset sits on along a continuum and can be changed and developed. We tend to possess both fixed and growth mindsets across different areas of our life.



Take a moment: Can you identify areas in your life where you have either a fixed and/or a growth mindset?

The value of a growth mindset

Research and applied practice have demonstrated that there are a range of personal, social and occupational benefits of growth mindsets. For example, a growth mindset leads to:

- Improved performance
- Increased effort
- Increased motivation
- Higher levels of satisfaction, trust, and engagement
- More innovation and collaboration

Take a moment: What value could becoming more growth minded play in an aspect of your life?

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Switching on your growth mindset

What influences mindset

- Our past experiences have a significant influence on our mindset.
- Mindset (both fixed and growth) can develop from our experiences of adversity, challenge and even success.
- The key as adults to becoming more growth minded is to recognise your fixed mindset triggers.
- These tend to occur (mostly unconsciously) when we encounter experiences that cause us to feel defensive, threatened or insecure.



Take a moment: Can you identify any of your fixed mindset triggers?

Become more growth minded

1. Understand your fixed mindset triggers

- Determine the triggers that lead to a fixed mindset.
- Remember these are mostly unconscious but the clues are those times when you feel vulnerable, threatened, insecure, defensive or off-balance.

Activity - Find one of your fixed mindset triggers and explore ways to make it more growth minded - What could you say back to your fixed mindset trait or persona to help you become more growth minded?



2. Focus on the process of learning

- Pay greater attention to the learning process, not just the outcome of learning.
- Good process involves hard work, the use of good strategies and analysis, and access to resources - and knowing how this all connects to learning progress or success.

Activity - Look at something you have worked on recently. Rather than measuring your achievement by outcome, examine more closely the process you took.



3. See failure as an opportunity

- Reframe failure as an opportunity to learn - remember failure is just part of your learning curve.
- Reframe your experiences as not what you could have done – but what you will do differently next time/in the future.

Activity - Try failing something on purpose - what did you learn? E.g. baking a cake without following a recipe.



continued over....

Become more growth minded (continued)

4. Cultivate a learning orientation

- Using the concept of 'neuroplasticity', you can re-wire your brain by creating new behavioural patterns.
- Reflect on how you 'learn to learn' and tap into what you enjoy most about learning.

Activity - Set yourself a new learning goal (and make it something a little challenging!)



5. Believe that change creates potential

- Remember that change is not only possible but that it also creates new potential.
- However, remember that in change we tend to worry more about what we may lose than what might be gained – these are called our perceived losses (our fixed mindset).

Activity - Identify what your default thinking about perceived loss(es) can be when it comes to change. Now reflect on times when you have grown/developed or benefited from change. How does this help you challenge your perceived losses and develop a more growth minded response to change?



6. Be persistent, passionate and purposeful

- Remember the three P's – Persistent, Passionate and Purposeful.
- Become clear on where and how you get the energy to apply your effort (persistence), connect to why learning and growing is important to you (passion) and know the difference this will make in your life, or the lives of others (purpose).

Activity - Find an area where you want to be more growth minded – plan for your three P's.



Useful resources

• Videos

'The power of believing that you can improve', Carol Dweck, TED Talk

'Neuroplasticity', Sentis Brain Animation Series, YouTube

'Famous failures', Motivating Success, YouTube

• Further reading

'A growth mindset makes it easier to develop new interests', Harvard Business Review (2018)

'A growth mindset is essential for career success', Forbes (2019)

'How to boost your wellbeing - the benefits of a growth mindset', Psycholpaedia (2016)

