



THE HEIGHTS

News and Information from Lilydale Heights College

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

Issue: 8 Volume: 21

Date: September 2021

COLLEGE CALENDAR 2021 – OCTOBER

Monday 4 th	First day of Term 4
Tuesday 5 th	Year 12 GAT
Friday 15 th - Sunday 17 th	Duke of Ed Camp
Wednesday 20 th	Last day of Year 12 classes
Thursday 21 st	Year 12 Celebration Day
Wednesday 27 th	VCAA Year 12 Exams commence

Please Note: all dates and times are subject to change

PRINCIPAL'S REPORT

Welcome to Spring! As the days slowly grow longer and we begin to feel energetic we know it's time to venture outside and enjoy the warmth. School holidays are upon us and the timing is perfect. Staff, students and families have worked tirelessly over this term and it is time to refresh before we launch into the final term of the year.

Learning Focus

Remote learning has continued for all students throughout this term. Staff and students have shown amazing resilience and persistence in what is a challenging environment. The College has organised for practice exams to be completed by Year 12 students, online, over the first week of the term break. Feedback from these exams provides valuable insight for students as they move towards end of year exams. Planning for Term 4 is well underway and a renewed focus on Literacy and Numeracy will help prepare many students for the heavy assessment period scheduled towards the end of next term.

NAPLAN

NAPLAN results were released earlier this month. Across the country the Victorian results have been very strong, even with lockdowns. This highlights the strength of our system and helps put into perspective our ability to "catch-up" student learning. At a local level our growth data at Year 7 in Reading, Writing and Numeracy is strong while Year 7-9 growth data in Reading and Writing is also tracking well. These results provided us with the evidence we need to plan our professional learning for the year ahead and validate the amazing work the school has been doing in these areas.

Student Wellbeing

Wellbeing has been a major focus in the College during this term. This has culminated in a specific focus on balancing your school and life commitment as well as looking connecting with others. Headspace, a National Youth Mental Health Foundation which provides early intervention mental health services to 12-25 year olds, has run a series of workshops with selected year levels in the school. Their message has included 7 steps for a health headspace:

Absence Hotline: 9735 7040

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

Visit: www.lilydaleheights.vic.edu.au



Principal's Report (continued)...

1. Get into life
2. Learn new skills
3. Create connections
4. Eat well
5. Stay active
6. Get enough sleep
7. Cut back on alcohol and other medications



Parent Teacher Student Conferences

Parent Teacher Interviews form an integral part of the Continuous Reporting Process at Lilydale Heights College. In the online environment, these conferences have been even more important. These sessions have been held over two days and attendance rates have been very high.

Student Voice

Congratulations to Mr Denny and the Year 9 Humanities and Science Team who have been working on the development of the new course content for the integrated component of the Year 9 course in 2022. An invitation was extended to a group of students who were provided with an opportunity to provide their "voice" and insights into the curriculum design process. Insights from the students have been built into the documentation and helped to make the program rich, relevant and real.

Transition

An online parent information session was held for parents of the Year 7 2022 cohort last week. This session was the first opportunity that many families had to engage with the College as their students begin their transition from primary to high school. We look forward to further transition opportunities as the year progresses and are excited to be welcoming over 200 students into the Year 7 cohort in 2022.

Thank you for your support, patience and encouragement during this term. Please enjoy the break as we look towards a busy Term 4.

A reminder that school resumes for students on Monday October 4, 2021.

Stay well.



Rosina Fotia, Principal

TERM 4 SUNSMART

Lilydale Heights College is a SunSmart School.
This is a reminder that in Term 4 all students
are required to wear College Hats when outside.
Hats can be purchased at PSW or at the College Office.



A MESSAGE FOR PARENTS FROM OUR UNIFORM SHOP



Online orders and contactless Click & Collect information

All online orders placed by 11pm on Monday evenings will be
processed and ready for despatch and/or Click & Collect from our
stores between 1pm and 5pm on Tuesdays only.
Delivery delays should be expected.

If you miss your collection time, the next availability will be the following Tuesday.

**Please wait for email or SMS confirmation before heading to your
store for collection of goods.**

*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



Bendigo Bank

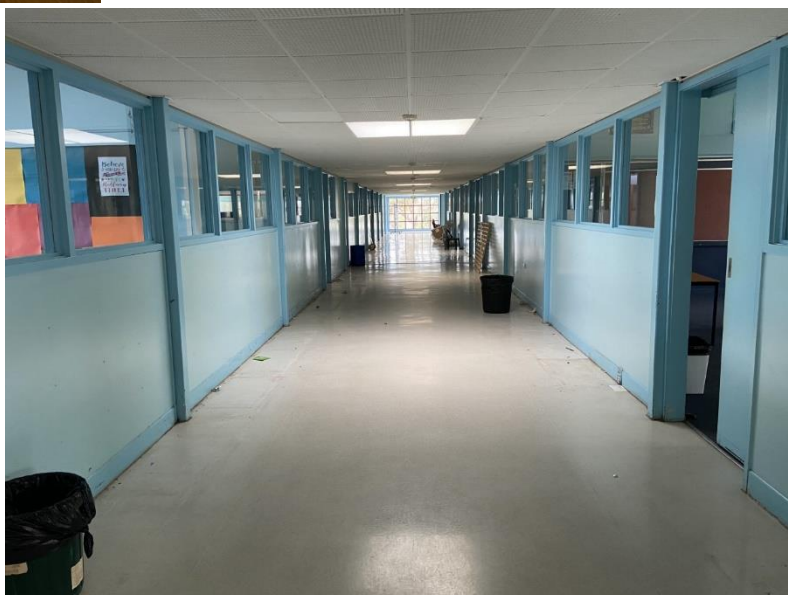
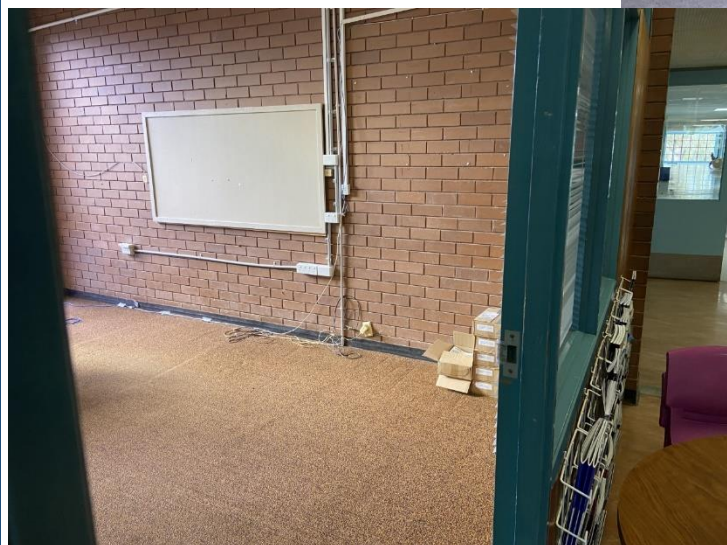
BUILDING WORKS

The Building Works that are a part of the Lilydale District and Yarra Valley Education Plan have been progressing as planned for the staged upgrading of facilities at Lilydale Heights College.

Stage 2 Works – The most significant steps have been the completion of “decanting” of C Wing in preparation for works beginning at the start of Term 4. The works are contracted to be completed by mid-2022. C Wing was built during the 1970’s and as a school community we are excited to see the wing being upgraded.

Stage 3 Works – The plans for the next stage of works are currently being finalised. The awarding of the contract is scheduled to occur in December. Thank you to the many groups who have contributed to the planning for the next stage. More details to come.

Tim Wright – Assistant Principal.



YEAR 7 AND 8 JAPANESE – 3D CHALLENGE

Year 7 and 8 students were given a **3D Challenge** to create their favourite **Hiragana** character or word from items they can find at home. We have so many creative students who came up with so many wonderful characters, it was hard to choose! Here are some examples of their work.

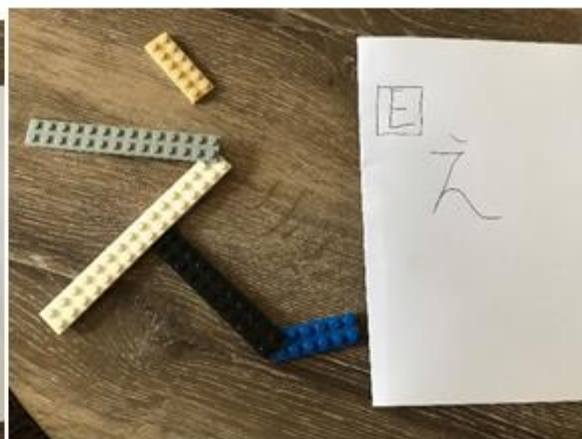
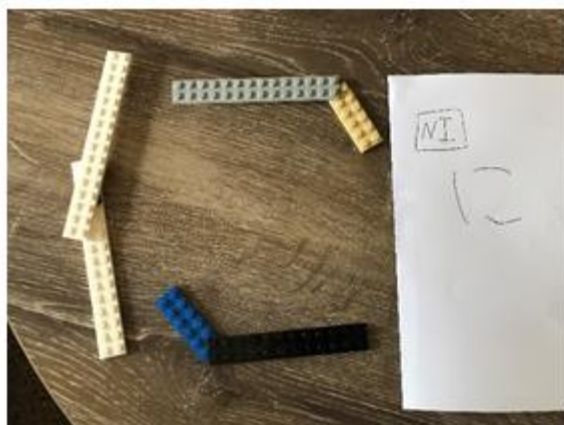
Ms Evans, Ms Pezzimenti, Ms Takahashi-Chan, Mrs Phillips & Mr Myddleton – Languages Department.



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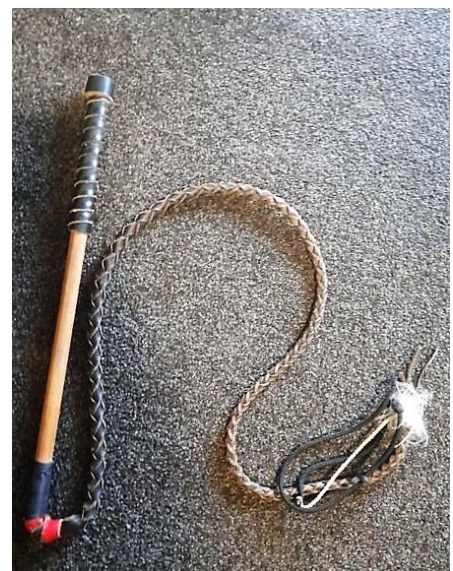
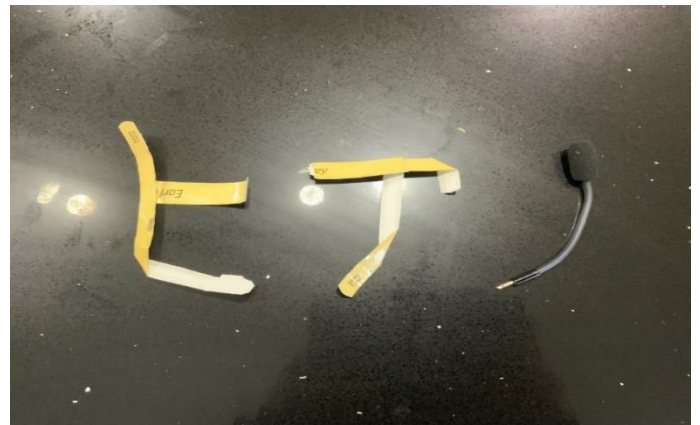
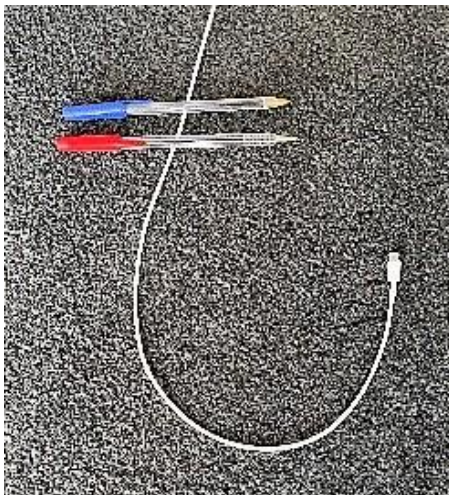
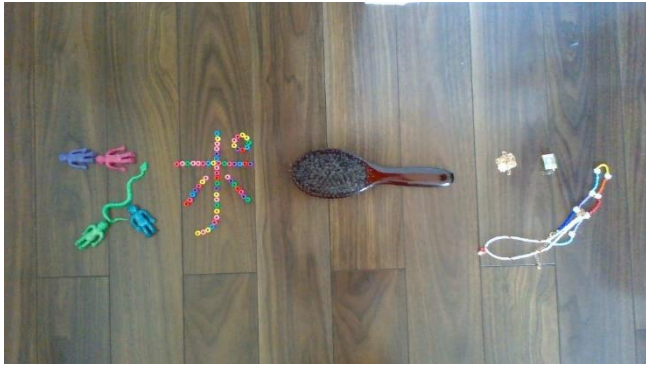


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Year 7 and 8 Japanese – 3D Challenge (continued)...



Year 7 and 8 Japanese – 3D Challenge (continued)...



COMMUNICATION IS KEY

There are many social elements crucial to humans. The ability to communicate is one of these. The complexity of our social groups is another; humans are social animals, we are meant to live in packs, herds. It is our ability to communicate in incredibly complex ways that allows us to form intimate, long lasting and strong relationships with others.

These two factors are intertwined. As far as we know, we are the most advanced animal when it comes to the depths with which we can communicate with each other and this has allowed us to perform incredible feats together. We have migrated across the planet, even travelled off world, managed to survive in extreme environments, domesticate plants and animals, build towns and cities, develop the ability to read and write, create amazing pieces of art and literature, come together for sporting events, hold elections, share recipes for a good chocolate cake, etc. Of course, this complexity has also allowed us to wipe out other animals, destroy forests, wage war upon each other, warm the globe. Whether good or bad, these things have been achieved through our ability to communicate in complex ways and work with others.

At this current stage in history, it is more important than ever to see the positives of our social and communicative abilities. We are meant to be surrounded by others, but at the moment this is not possible. However, we have developed many ways to keep in contact with others without sharing the same physical space. It is important we maintain these positive connections as much as possible. We should be reaching out to those we are close to, reinforcing our bonds, and enjoying each other's company, even if it is via a screen. Keep positive communication alive!

Likewise, we should also acknowledge our complex communication and communities and all we have achieved in these tough times because of these things. To ensure the safety and health of all in our worlds, especially those most vulnerable, we have made many sacrifices. But we can choose to see these sacrifices as positives. Lives have been saved; ongoing illness has been averted. This is our strength. Multiple vaccinations have been created, tested, and administered in an incredibly short space of time, a truly amazing feat. Education has continued, albeit in a very different environment, but learning is still happening.

Yes, there have been, and will continue to be, instances where our social connectiveness and communication skills have been used in ways that are not so positive, but if we focus not on these small groups expressing their anger, but communicate our own joy, successes and loves with those we care about, and those around us, we will continue to achieve great things, even if that great thing is making someone smile.

So, make sure you use your communication skills, your literacy skills, to make the most of these times, and tell those around you of your love and appreciation for them.

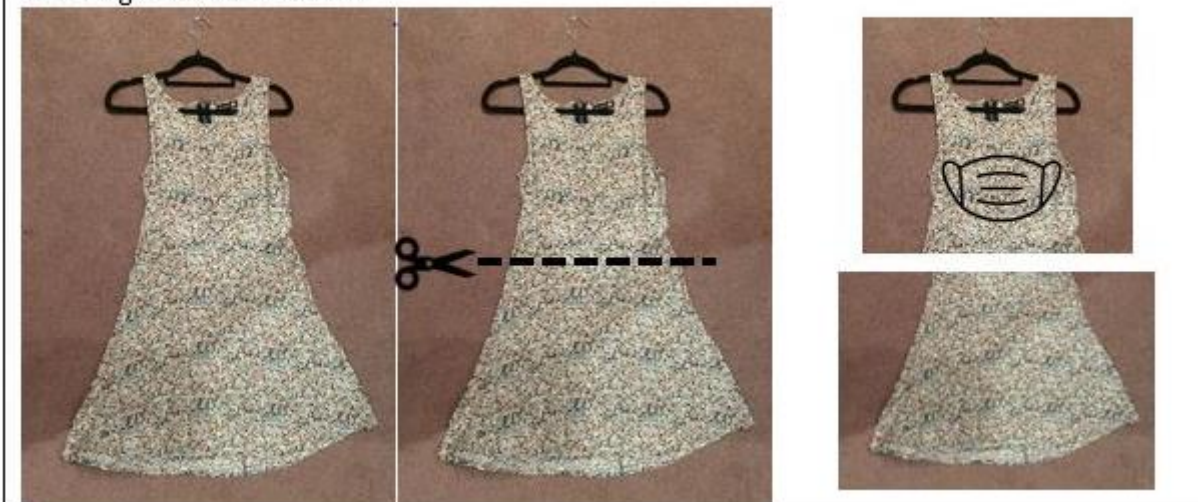
Peter McKenzie – Literacy Co-ordinator.



MIDDLE SCHOOL FIBRES AND FABRICS

In Fibres and Fabrics class we have been looking at the problem of fast fashion. As part of this work, students were asked to look in their own wardrobe and suggest how unworn garments could be "upcycled" to make something new to wear as an alternative to discarding them. I think you will agree that this student provided an example very appropriate for the times we are living in.

Here is a picture of my clothing item. It could be upcycled by..... cutting in half to make a matching mask and skirt set.

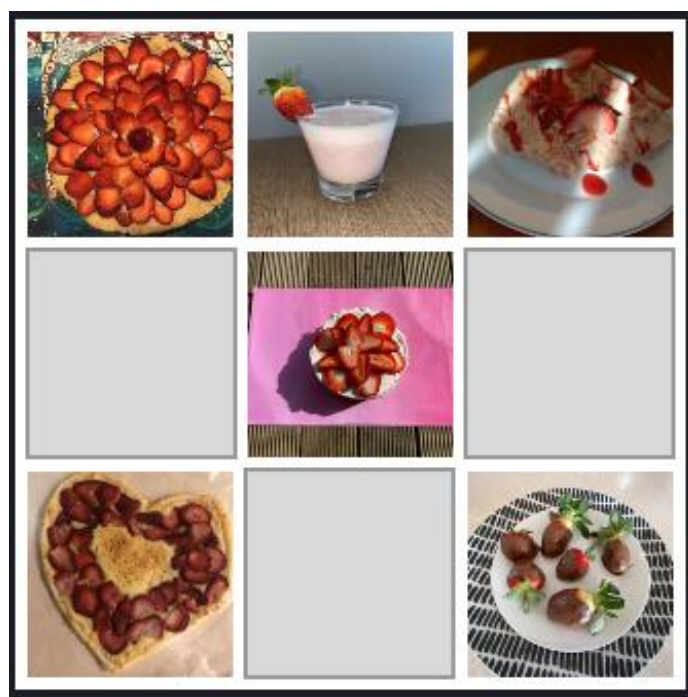
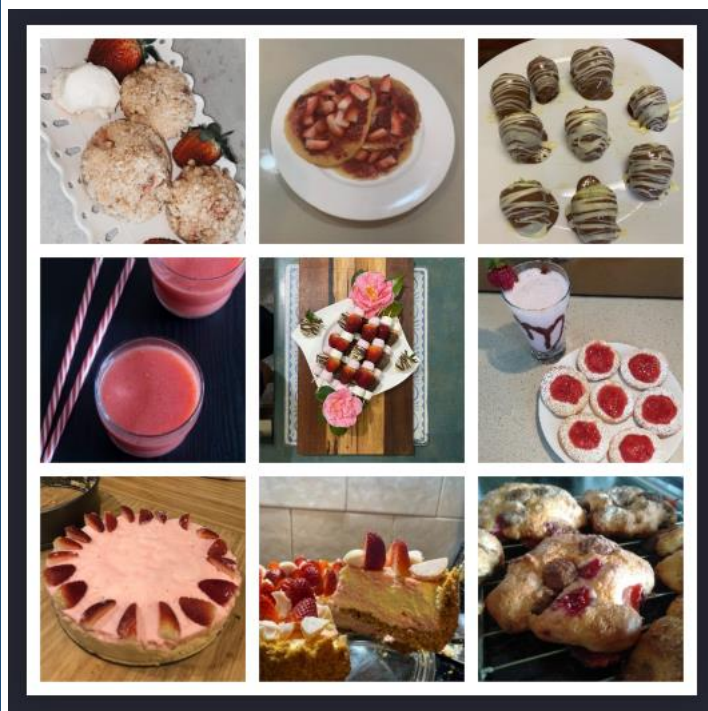


Kerry Hall – Fabrics Teacher.

CAFÉ CULTURE AND YEAR 11 FOODS

THE VERSATILITY OF STRAWBERRIES

Our students were asked to help out our strawberry farmers by buying the very cheap strawberries that have been available over the last couple of weeks and were encouraged to make a food item using strawberries. The versatility is on display with some interesting and great results. Well done everyone!!



Sharon Francis – Foods Department.

YEAR 7 FOOD STUDIES

7C students have been making fruit kebabs at home as part of a Common Assessment Task. Part of the brief was to research attractive ways to cut and present the kebabs. I think Michaela and Ivy both have bright futures as food stylists!



Michaela



Ivy

A second requirement was a sensory analysis of the kebabs from a bank of words describing food. Once again Michaela blitzed this with a paragraph worthy of a food magazine!

My fruit kebabs were vibrant and eye-catching with their colour, and they looked extremely appetising after I created them.

The fruit kebabs smelt ripe and fresh, which was invigorating after some difficult school work. The pineapple added a nice sharp edge to the fruity smell.

The kebabs tasted juicy and sweet. The more zesty fruits mixed with the sweet fruits made the kebabs very well balanced!

My fruit kebabs had both crisp fruits and melt-in-your mouth feeling fruits as well. Every fruit was syrupy and delicious!

Kerry Hall – Food Studies Teacher.



MIDDLE SCHOOL STUDIO ART

Following is a range of CAT tasks and general class work completed by students in Middle School Studio Art.

Louise Pastorcic – Art Department.

Abstraction in Sculpture Artworks

Students had to make abstract sculpture from materials they had at home.

Inferno Massif Artwork



- Through The Motion



Creating an Artwork – Nature Theme



Middle School Studio Art (continued)....

Found Object Sculptures

Students created a sculptural artwork with objects and materials from around the home.

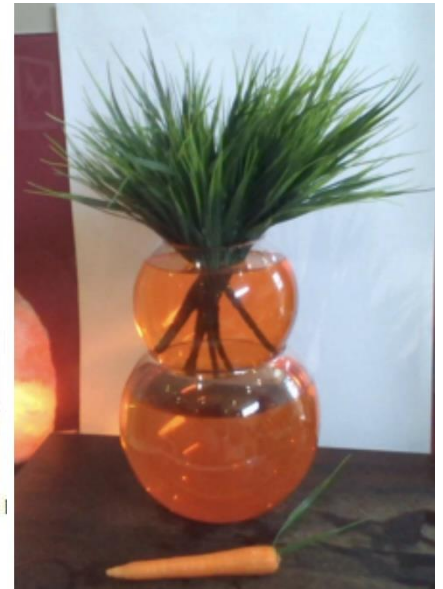
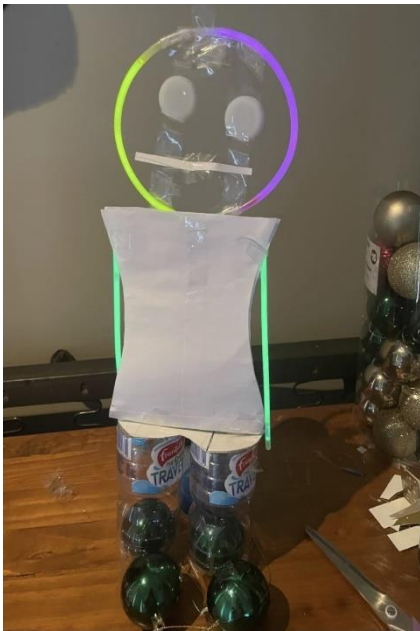


Title: feeling blue

Materials: pen, pencils, sticky notes, sharpener and a mask

Process: my process really didn't have any order or reason to it I just threw it together and scribbled on the notes

Statement: I wanted the audience to feel sympathy and sadness when looking at this piece, I used mainly blue to achieve this as blue is usually associated with sadness. I had no clear image of what I wanted this piece to look like when I began I just went with the flow until I got something I was happy with.



Title: 1 Carrot

Free Choice Photo Editing
➔

Before

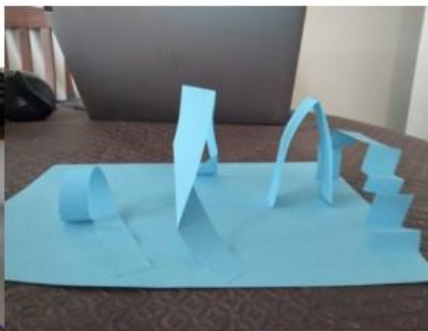


After



Middle School Studio Art (continued)....

Abstract paper sculptures





We are really proud to be participating in **Body Kind Schools** this September, which is an initiative of Butterfly Foundation. Butterfly is an organisation which helps people with body image and eating issues.

Body Kind Month runs every September in conjunction with Body Image and Eating Disorder Awareness Week.

Body Kind Month is an activity that aims to raise awareness about positive body image. It's not also easy to like, love or appreciate your body. Body Kind Month is encouraging young people to find ways to be kind and practice kindness towards their own body and also to others."



ARE YOU OR SOMEONE YOU KNOW STRUGGLING WITH BODY IMAGE?

You are not alone. Talking helps, is there a trusted friend, adult, or teachers you can talk to?
Not sure where to start or what to say?

Our trained counsellors on the Butterfly National Helpline can support you:

www.butterflynationalhelpline.org.au

- Bodies change through the life cycle. Appreciate the amazing capacities of your body and accept these changes as natural.
- Comparing your body to others often leads to feelings of inadequacy in our thin-focused culture. Keep in mind that many factors impact each person's body size, including genetics, years of yo-yo dieting, medications, and even the environment.
- Body size is influenced by nature more than nurture. Your genetics are a major factor in your body, shape, and size. Keep in mind that about 70% of body size is genetic.

(Source: The Body Positivity Card Deck – J. Maltz & A. Pershing)

6 WAYS TO BE #BODYPOSITIVE



1. FOCUS ON WHAT YOUR BODY CAN DO

Think of the millions of unique things your body helps you do everyday. This is a great reminder that you're so much more than the way you look.



2. QUESTION WHAT YOU SEE IN THE MEDIA

Next time you see an 'ideal' body, think:
What goes into looking that way?
How many people do you see in everyday life that look like that?
Is it realistic or helpful to compare yourself to that standard?



3. UNFOLLOW PEOPLE WHO MAKE YOU FEEL CRAP ABOUT YOURSELF

For a positive newsfeed, try following people you admire who have all different interests - and body shapes.



4. SAY THANK YOU

Next time someone gives you a compliment, try saying thank you rather than shrugging it off. Showing gratitude can go a long way to improving how we feel about ourselves.



5. FOCUS ON OTHER PEOPLE'S GOOD QUALITIES

Looking for the good in other people creates positive vibes and can even help you focus on your own strengths.



6. HANG WITH POSITIVE PEOPLE

Surround yourself with people who get you and encourage you to feel confident.

We know that feeling good about your body or appearance isn't always easy. If you are struggling with body image, visit **ReachOut.com** or chat to the **Butterfly Foundation** on 1800 33 46 73.



TIPS TO BE

BodyKind



Speak to your body in a way that is kind.
Extend this to other bodies too.



Eat for fun and to nourish your body and mind.



Listen to your body.
What does it need; Food, movement, rest, kindness?



Make fewer body and appearance comparisons.



Move your body in ways you enjoy.



Practice self-compassion.
Give yourself a break.
No body is perfect.



Stop the body bullying.
Online. Face to face.



Respect the differences in your body and others.



Celebrate what your body is and can do.

IN A WORLD WHERE WE CAN BE
ANYTHING, BE BODYKind
IT STARTS WITH YOU!



ARE YOU OR SOMEONE YOU KNOW STRUGGLING WITH BODY IMAGE?

You are not alone. Talking helps; is there a trusted friend, adult or teacher you can talk to?
Not sure where to start or what to say? Our trained counsellors on the
Butterfly National Helpline can support you www.butterflynationalhelpline.org.au



Butterfly

BUTTERFLY.ORG.AU



A-Z of Activities to do Together at Home with Twens and Teenagers

Introduction:

We have put together some ideas for activities that might connect parents/carers with their twens and teenagers when spending time together at home. It can be a challenge to find activities that engage teenagers. We don't know if we have the answers as teenagers will often tell us what they think, but perhaps something here might spark conversation and relationship. These activities focus on connecting as well as engaging our brains and bodies in different ways. Feel free to add your own ideas. The more ideas we all have the better!

A – Apps or A – Z activities:

Is there an app your teen has always wanted? Maybe now is the time to purchase it, while still being cyber-secure. And then, coming up with the A – Z of different things can be a fun game to play with the family – doing it together or seeing who can fill the alphabet first. Maybe the A – Z of animals, book titles, games, feelings words, song titles, singers/bands?

B – Beauty salon or Basketball shots:

So, it may be that not everyone in the family wants to be a part of a beauty salon, but doing make up classes, hair styling sessions or facials can be a great way to do something relaxing together. For the indoor basketball shots, if you don't have a mini basketball, roll up some socks together and take shots from the couch towards a bowl or bin.

C – Cooking or Challenges:

With so many people putting up videos and tv shows about new recipes to try, cooking is a great way to make sure everyone is involved in meal planning. Challenges you can set are many and varied and could include who can do...the most, the longest, the loudest...whatever you may all pick. Prizes are optional!

D – Drawing or Dance party:

One quiet and one active suggestion here but both enable you to see the skills that your teenager has and may not have showed you before.

E – Eating games:

Having fun with food can be a great way to spend some time. How about having a bowl of grapes or strawberries each while watching TV and whenever a character says a word you have chosen, you need to eat a grape? Who finishes their bowl first? Or what about a spaghetti sucking game? Who can suck up the biggest bowl of spaghetti?

F – Favourites:

Select and then do – your favourite book, tv show, game, sport, song.



A-Z of Activities to do Together with our Twens and Teenagers

G – Gardening, golf or gifts:

It could be time to get your green thumbs going. For others, setting up a golf course around the house – whether inside or outside – could keep some of those active young people happier. And, in this age of technology, the explosion of gifs and memes has been extensive. Help your teenagers to design some, well actually – they could help you!

H – Hoops- (the basketball type) or hopscotch:

Or any other physical activities where your teenagers get a chance to beat their parents or carers!

I – Instagram or internet:

At this time, we are certainly using these tools more. Perhaps take some time to find the funniest thing you can on each.

J – Joke-off:

This is a game in pairs. You each need to prepare some jokes and then read them to each other until the first person laughs (they lose the game).

K – Kneading bread or kahoot quizzes:

Kneading bread is a very good calming activity that has a tasty outcome as well. It seems lots of young people are using Kahoot quizzes to connect with others as a birthday party activity in these times of virtual parties. Get them to show you the app!

L – Learn a language:

Perhaps your teenager can teach you the language they are learning at school. Or if they're not you could both learn a new language together, or as a whole family.

M – Movies, memes, makeovers, or minute to win it games:

Pick whichever works for you on the day. There are many examples of minute to win it games online.

N – Never have I ever:

This game is like the old 'truth or dare' but without the dare component. It is best played with the whole family. Someone says 'Never have I ever....eaten dirt in the garden' (as an example). Everyone then puts their hand up who agrees with that statement – and you can see if someone doesn't! The discussion that follows can be both insightful and hilarious.





A-Z of Activities to do Together with our Twins and Teenagers



A-Z of Activities to do Together with our Twins and Teenagers



O – 'Olden days' activities:

Think back to some of the things we used to do as children and teenagers and engage your teenagers in those. Examples could include letter writing, reading magazines, making a mixed tape (in an updated form of a Spotify playlist) or whatever stands out for you...that you want your teenager to know about from your teenage years!



P – Pedicures, picnics or painting:

There may be one of these that appeals to your teenager more than the others but each of them enables fun and connection.



Q – Quiet time:

Sometimes just being with your teenager is enough, we don't have to fill the silences. They don't feel judged or pressure to engage but enjoy the opportunity to spend time with you (even if they would never say that!)



R – 'Retro' games or restaurants:

Retro games could include games like Minecraft, which is enjoying a resurgence, even in these times of Fortnite. For those with budding masterchefs, a at-home restaurant might provide an opportunity for them to set and cook their own menu for the family.



S – Story time:

Give your teenager the chance to read a story to a younger sibling or other family member – either in person or using a video app.



T – Teaching time or Try not to laugh challenge:

Letting your teenager teach you something is a great opportunity, as long as you are a good student. The 'try not to laugh' challenge is similar to the joke-off outlined previously, except it can be through funny actions and faces as well as telling funny stories.



U – Uploading family adventures or activities:

Utilise the skills your teenager already has in the virtual world by getting them to upload activities you might have been up to during this time. Equally, your teenager could be the director of a family video that is then uploaded



V – Video calling:

Teenagers may get sick of their parents being with them all the time so finding others for them to contact will be very helpful. Support them staying in touch with other important adults in their lives.



W – Would you rather? Wikipedia race or writing:

Songs, stories, poems, letters...there are lots of opportunities for writing together and letting the creative juices flow. Would you rather is a game that groups can play that gives you a choice between two options – which can be funny, dramatic or just silly. Eg: Would you rather: be a snake or a lizard? Be pink or blue? Wash the dishes or dry the dishes for the rest of your life? Be eaten by a shark or a crocodile? And the Wikipedia race? See this link to explain it https://en.wikipedia.org/wiki/Wikipedia:Wiki_Game



X – X-box:

While not promoting any particular brand, sometimes just playing games on screens is a great way to connect. The key thing is to do it together.



Y – Youtube or Yoga:

Find a new channel to watch together and binge watch all of those videos. You might like to engage in a yoga session together, there are plenty of classes to follow online.



Z – Zzzzz:

Sometimes, just snuggling up on the couch and falling asleep under a big, soft, fluffy or weighted blanket is the best way to spend a few hours together.

A Guide To Self-Care and Wellbeing During Times of Uncertainty.

In times of uncertainty, it is normal and natural for children and adults to respond in unique ways. It can be helpful to focus on the aspects of our lives that we can control like caring for our physical health, safety and emotional wellbeing.

"The only thing in life that is permanent is change. Change is the one constant in life"

(Fallin, 2013)

Steps for Self-care

There are things you can do to support yourself, your friends and your family:

- **Listen** - to your needs and your own advice
- **Offer kindness** - for yourself and others
- **Stay connected** - with others by phone and online
- **Keep informed** - just enough information from reliable sources
- **Maintain a healthy routine** - diet, activity and sleep
- **Focus on the things you can control** - versus the things you can't
- **Reflect on past success** - recall a stressful time and reflect on the things that helped



You can't pour from an empty cup.

Look after yourself so you are better able to help the children and young people in your care.



Ideas to Help the Children and Young People in times of Uncertainty ...

In times of uncertainty and change, it is normal and natural for children and young people to respond in different ways. Adults can play a vital role in supporting children and young people through the experience.

How may Children and Young People Respond?

- Worried, clingy and uncooperative
- Sad and angry one minute, okay the next
- Frightening thoughts and nightmares
- Regression to earlier behaviours
- Stomach aches and headaches

Adolescents may react in similar, but different ways:

- Mood changes
- Tired and distracted
- Retreating from social networks
- Sleep problems and headaches



Helpful Hint - children and young people respond in unique ways and it is helpful to recognise if your child or young person is behaving differently.

Help Your Child or Young Person

- Offer your attention, patience and love
- Calmly listen to your child's story and encourage your child to ask questions
- Acknowledge and affirm your child's feelings and help your child to identify helpful ways to manage the feelings
- Encourage your child to ask for help from trusted adults
- Involve your child in decisions that affect them
- Respond to your child's questions with clear and factual age appropriate information
- Model positive ways to cope and prioritise quality time together

Other Ways to Help

- **Maintain daily routines** as much as possible
- **Stay social** - create ways to connect with special people and loved ones
- **Get active** - go for a walk, listen to music, sing, play with a pet
- **Be curious** - learn a new skill or research an interesting topic together
- **Help others** - encourages social connections and an "I Can" attitude
- **Plan fun activities** to look forward to

Find helpful resources, updates and training dates at goodgrief.org.au



"I think the most significant learning for children in the group was knowing they are not alone and not the only ones that experience change, loss & grief"

Companion, Seasons for Growth Program, 2019

Supporting Children's Social and Emotional Wellbeing

Coronavirus (COVID-19) and Beyond: Evidence-based Tips

COVID-19 continues to shape who we can see and what we can do - at home, school, work and play. No-one really knows yet what the long-term impact, if any, will be on children. What is known though, is that a caring, consistent and open parent or carer, who is coping as positively as they can, is likely important. The evidence shows that this relationship helps support children's resilience and wellbeing when they adapt to big changes, whatever they are. However, snap lockdowns can put pressure on these relationships when stuck at home together on short notice. Here are some tips ...

Listen and Involve

Check in regularly with each child. Listen carefully: their concerns might be different to what you expect. Calmly acknowledge and validate their feelings. Then problem solve together as best you can, such as around different ways to stay connected to friends or ideas for a virtual birthday party. Working together supports wellbeing and models positive coping, creative problem-solving and shared decision-making. These are important resilience skills.

Get Outside, Get Active

Exercise reduces stress and boosts mental health. Get everyone active outside as much as the regulations will allow and, where possible, spend time in parks or nature.

Make Memories

Ongoing lockdowns and restrictions can be frustrating and tiring but they won't last forever. Try to keep using these times to try out new things you may not usually do together, such as, games nights or virtual meals with grandparents or friends.

Be Present

Put down your phone, turn off the TV. Put thoughts of the crisis aside. To have quality time together, really be there.

Do Things Together ... and Apart

Make sure there are times every day when you are each doing your own thing. Try the handy Octopus Tool. It can help kids learn to manage boredom positively and independently.

Keep in mind: Home is not a safe place for all children or for some adults who care for them. Where this is the case, many of the suggestions above won't likely make it safer. Please seek support from organisations set up to assist families where safety is a concern due to 'stay at home' requirements with ongoing lockdowns.



Managing Big Feelings

Coronavirus (COVID-19) and Beyond: Evidence-based Tips

Worried? Upset? Bored? Frustrated? It's normal. Feelings like these are important. They let us know when something doesn't feel right and can help remind us to do important things, like wash our hands or call Grandma to cheer her up. Sometimes though, feelings take over our behaviour. Other times, we can get stuck in our thoughts and feelings and it stops us having fun or making the best of the situation. This handy Octopus Tool provides some steps for managing feelings in a positive way. It can be helpful for parents, carers and kids stuck at home. And, for learning emotional literacy.

Handy Octopus Tool

1. Draw an octopus shape and choose an emotion that's bothering you.

2. Think of 8 things you like to do and that you can do by yourself. The more unusual and creative the better! Draw or write them on the tentacles.

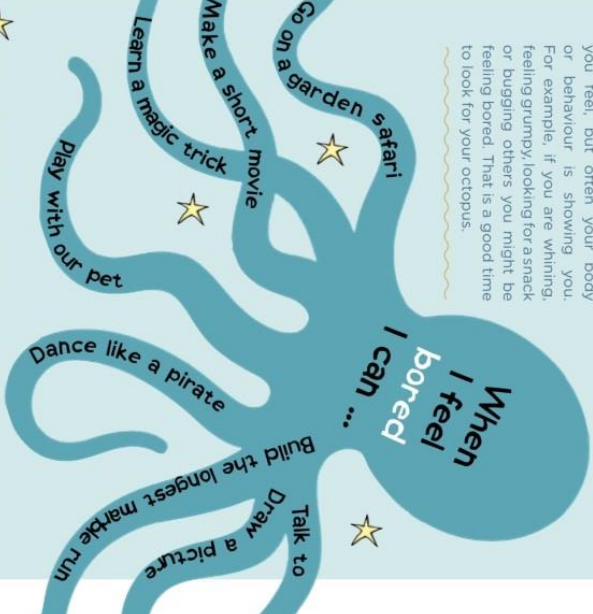
3. Stick your octopus somewhere you can find it easily.

4. Now the tricky part ... notice when you are feeling the emotion. Don't try to stop or ignore it, just spot it. Then choose one or more of the activities from your octopus instead.

5. Make a new octopus as often as you want. Try different designs if you prefer - spider, jellyfish, flower, stack of cards ...

Top Tip:

It's not always easy to know how you feel, but often your body or behaviour is showing you. For example, if you are whining, feeling grumpy, looking for a snack or bugging others you might be feeling bored. That is a good time to look for your octopus.



Keep Talking and Listening

Check in regularly with how each other is feeling about the situation. If you are concerned that you really aren't coping it is important to seek professional advice (many services are available on-line or by phone).

Top Tip for Parent/Carers:

Make sure you lay out the resources so children can find these themselves when they need to.

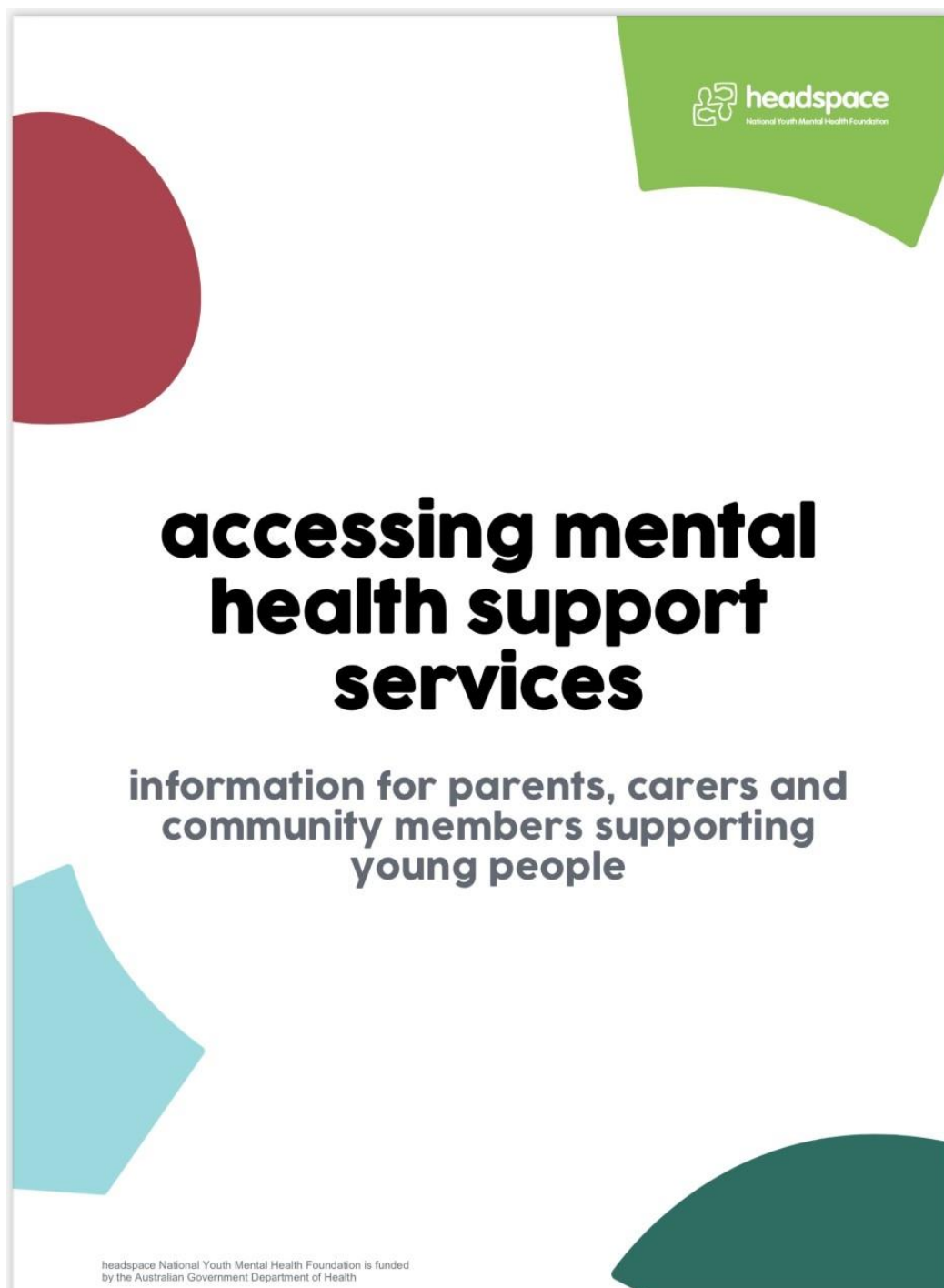
HEADSPACE WEBINARS

Headspace ran a series of webinars for parents on how to support their teens' mental health. These were really well received and provided heaps of practical hints and tips. The following is a summary from the webinars. It's really worth reading and saving this info because it is jammed packed with resources in the community and online that you can access.

If you're disappointed you missed the webinars, below is the link for future parent Webinars being run by Headspace.

<https://www.eventbrite.com.au/o/headspace-vic-parent-and-carer-sessions-34162830471>

Krissy Veerhuis - Wellbeing Team



Thank you for participating in this webinar.

We invite you to provide us with feedback on your experience through a short survey [here](#). Alternatively, you may also scan the following QR code to access the survey.



about headspace

headspace National Youth Mental Health Foundation provides tailored and holistic support to young people aged 12 to 25 years to navigate the big issues in life, their mental health, physical and sexual health, alcohol and other drugs issues, as well as work and study.

More than 75% of mental health disorders begin before the age of 25 (Kessler et al, 2005) and by working with young people at such a critical time in their lives, we aim to prevent a disorder from occurring or to reduce its severity.

headspace values collaboration. We work with schools, sporting clubs, local health services and communities. We provide resources for school communities, family and friends. We engage with the young person's world to support them along their journey towards adulthood.

headspace is available to young people through its local headspace centres that are located in 124 communities across Australia.^[1] Young people can come into a centre and connect face-to-face with professionals such as General Practitioners (GPs), psychologists, counsellors, occupational therapists, social workers and nurses who can support them. headspace centres have been designed with young people for young people. Centres provide a unique space where young people feel they can trust the support they receive from the professionals working in the service and that they genuinely have their interests at heart. The headspace centre network is supported by a national framework to ensure a young person can go into any centre anywhere in Australia and receive the same standards of high-quality care and support.

In addition to headspace centres, eheadspace connects young people to youth mental health professionals 365 days a year. eheadspace provides a free, secure and anonymous service for young people who cannot access help in person, or who prefer to interact online or over the phone.

[Clic here to find your local headspace centre](#)

^[1] As at 31 August and inclusive of headspace centres, satellites and outposts

national supports

Support for young people:

- [headspace](#) National Youth Mental Health Foundation. Information and resources for young people, family and friends.
- [ehespace](#): 1800 650 890 - available 9am – 1am, 7 days a week
- [ReachOut](#) Australia
- [Kids Helpline](#): 1800 55 1800 - available by phone, email or webchat, 24 hours a day, 7 days a week

Support for adults:

- [Lifeline](#): 13 11 14 - available 24 hours a day, 7 days a week for crisis support
Lifeline Text: 0477 13 11 14 - available from 12pm to midnight (AEST)
[Lifeline Chat](#): available 7pm to midnight (AEST)
- [1800RESPECT](#) 1800 737 732. National sexual assault, domestic family violence counselling service – available by phone or online chat, 24 hours a day, 7 days a week
- [Beyond Blue](#): 1300 22 4636 - available 24 hours a day, 7 days a week
- [Beyond Blue](#): webchat is available 3pm – 12am (AEST), 7 days a week
- [eSafety Commissioner](#) Australia - <https://www.esafety.gov.au/>
- [MensLine Australia](#): 1300 78 99 78 – available by phone, online chat or video chat, available 24 hours a day, 7 days a week
- [Butterfly](#): 1800 33 4673 - available 8am – midnight, 7 days a week via phone, online chat, email
- [QLife](#): 1800 184 527 - available 3pm – midnight, 7 days a week
- Police and Ambulance: 000
- [National Relay Service](#): 1300 555 727, chat call and captions call options available
- [National Translation and Interpreter Service](#)



free online support, wherever and whenever you need it

<https://headspace.org.au/ehespace/>

There are lots of things for your young person to think about like school, study, work, relationships, physical and mental health. Whatever it is they're facing, headspace is here to help.

Develop self-help skills

There are interactive exercises that allow your young person to manage their own mental health. These bite-sized activities help them reflect on their own needs, build their everyday skills and set goals to improve their mental health.

Join the community

Our safe and supportive online community provides a great way to connect with others and share resources that are helpful.

Our regular group chats bring young people together and explore topics that are important to the community. Our peer-led chats are held every week, where young people can share tips and experiences with others. There are also chats run by our professional clinicians who explore topics and provide resources, strategies and advice to help build their skills.

Chat privately with professionals

Young people can chat privately with our professional counsellors over the phone or webchat, seven days a week between 9am – 1am (AEST). It's a safe space if they want some advice, unsure of what help they need or maybe just want to talk things through.

Get support with work and study

Young people can get support with their work and study goals by speaking with our work and study specialists via webchat, video chat, email or phone and it's free. We can help young people with everything from writing resumes and job applications through to planning course options, practicing interviews and managing their mental health with their work and study. Visit headspace.org.au/workandstudy to register or call 1800 810 794.

Resources and tips

There are heaps of resources available which can be a great starting place to gather information that's relevant to them.



There are many ways young people can get the support they need just from visiting the headspace website and creating an account.



local mental health support services

Schools / Universities / TAFE Colleges

Go to the educational institutions website and look under mental health and well-being team.

- We encourage you to look up the educational institution's website and search for the mental health and wellbeing team. By contacting them they will be able to help you with any issues relating to wellbeing and will be able to make the appropriate referrals as necessary.

Local Government / Councils

Search on google under mental health and your council for services.

- Drug and Alcohol
- Employment Services
- Financial Aid
- Housing Services
- Family Violence Support Services
- Youth Programs
- Youth Supports
- Youth Counselling
- Youth Resources

Doctors

You can visit a GP to get a mental health care treatment plan that gives you up to 20 sessions a year. This can be used with any registered psychological practitioners.

Allied Health Professionals

- Private practitioners include the following: Counsellors, psychologists, social workers, mental health nurses, youth workers, occupational therapists.
- Free counselling services through your school (student services) or workplace (employment assistance plan) or headspace centres

Practical coping strategies

- Meditation
- Breathing Exercises
- Progressive muscle relaxation
- Gratitude Journal

Online wellbeing tools

Click on the title to open a hyperlink to the websites.

- **The Check-in App (beyondblue.org.au)**
The Check-in app was designed to help take the fear out of having a conversation with a friend who might be struggling.
- **Smiling Mind**
A modern meditation program for young people. It's a unique web and app-based program, designed to help bring balance to young people's lives.
- **Headgear**
Free, easy-to-use smartphone app that guides you through a 30-day mental fitness. It

features a range of simple engaging daily activities to help reduce and manage stress, improve sleep, connect better with friends and deal with difficult situations.

- **BITE BACK** (Black Dog Institute)
BITE BACK uses a combination of fun, interactive activities, quizzes, animations and information across nine positive psychology domains

seven tips for a healthy headspace

There are small steps that you and your family can take to support your family's mental health.

1. Get into life

Set a goal or task that you want to achieve for the day - it can be something small like making your bed, going for a walk or calling a friend. Try some new hobbies and keep doing the things you love as best you can like reading, drawing or exercising.



2. Learn skills for a tough time

It might be helpful to learn new coping skills to maintain and improve wellbeing. Try journaling thoughts and feelings, practise some breathing exercises, explore mental health apps or websites, create a new routine, or take a digital detox.

3. Create connections

When we can't physically connect with friends and loved ones, there are so many other ways to stay connected. Try connecting by video chat or phone with friends and family. Online video and board games can also be used to connect with others.



4. Eat well

Minimise unhealthy snacks. It's good to develop coping strategies that are not related to food. Be sure to nourish your body with things like: fruits and veggies, foods high in fibre, fermented foods like unsweetened yoghurt, olive oil, and fish.

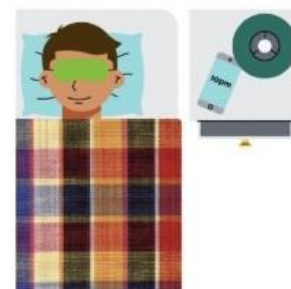
5. Stay active

Try doing an online fitness program or a yoga class, challenge your friends to a push-up challenge, get outside for fresh air or have a living room dance party – all great free ways to keep up physical and mental health.



6. Get enough sleep

try to stick with a sleep routine. Go to bed and wake up at the same time as much as possible and aim for at least 8 hours of sleep a night. Switch off from electronics 30-60 mins before bed.



7. Cut back on alcohol and other drugs

Be mindful of your use of alcohol and other drugs. Try a short break – start with a few days and then try a week, consider alternatives like herbal tea, water or a smoothie, and find new activities to keep you engaged.

connecting and communicating with your young person

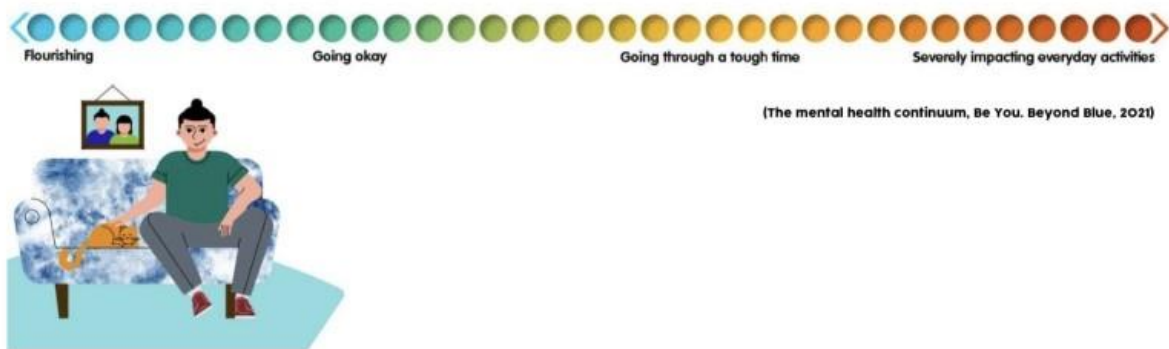
**information for parents, carers and
community members supporting
young people**



what is mental health?

Mental health is defined as "a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community."² So rather than it being about 'what's the problem?' it's really about 'what's going well?'

the mental health continuum



Mental health isn't a fixed state. Mental health can be thought of as sitting on continuum that we all move along, all the time, depending on how things are going for us in our lives.

Most young people sit at the *Flourishing* end of the mental health continuum, most of the time. However, you may have noticed during COVID-19, some young people showed changes in their relationships, their behaviour and learning that significantly impacted their daily activities, and this might suggest they may be in, or are moving towards, the far-right side of the continuum.

The [mental health continuum](#) demonstrates a stepped care approach to supporting young people. Having productive conversations with young people as they move along the continuum, such as how they can maintain their mental wellness, rather than wait until it impacts on their functioning, can be an example of this.

So, what the continuum looks like in real life, for a young person during COVID-19 and what conversations can be helpful?

[2] World Health Organization (2005)



noticing mental health difficulties in young people

As a parent it may be difficult to differentiate between normal adolescent moods and behaviours as opposed to more serious mental health difficulties. Already young people face many challenges that can affect their mental health and wellbeing. The extent to which they affect young people and impact their wellbeing can vary greatly. Some of these challenges may be the result of:

- The developing brain
- Personality and temperament
- Social media
- Bullying
- Relationships and sexuality
- Pressures of school, study and career
- Transition and changes
- Friends, peers & belonging

To determine whether our young person is facing mental health difficulties, we may be noticing behaviours, thoughts, feelings and emotions that are lasting longer than would be deemed normal and increasing in severity.


You may be noticing:

- Feelings such as anger, sadness, fear
- An increase in stress and anxiety
- Changes in eating or sleeping habits
- Decrease in motivation, attention or caring
- Easily irritated or annoyed
- Isolating from friends, peers or family
- Disengagement from school or activities previously enjoyed
- Turning to alcohol or drugs or other unhelpful strategies to cope
- Engaging in self harm
- Feeling worthless, hopeless or despondent about the future

Things to think about:

- How is your young person functioning day to day?
- Do you think these changes are developmentally appropriate?
- How long have you any changes to your young person?

When we have noticed changes that we believe are now impacting other aspects of our young person's life and everyday functioning, then we want to be able to open up a conversation with them in order to connect and communicate effective ways of seeking help if required.



starting the conversation

There's no perfect way to start a conversation about mental health – so it's ok if you're finding it hard. It can help to find a time and place where everyone involved is feeling safe to talk about it. When asking, it can help to be specific about things you've noticed. And remember, you're asking to understand.

Finding ways to connect

- Driving in the car
- Going for a walk
- Shooting some hoops
- Playing a video game
- Preparing a meal

Connecting through conversation

- Listen to hear...not just respond
- Validate what they feel
- Leave behind the judgement
- Pick your battles

and remember....you don't have to have all the answers



Ideas for starting a conversation

- "Hey buddy, you seem pretty stressed lately, is there anything you want to have a chat about?"
- "I haven't seen you hanging around your mates lately. Is everything ok?"
- "I hear what you are saying. It sounds like things have been really tough."
- "Thanks for the chat. I care about how you feel and what you are going through".

Moving forward together

- "It sounds like things are a bit stressful at the moment. What do you think we can do to make things better?"
- "I'm not sure what is the best thing to do right now. Would it be ok if we called someone and asked them what they think?"
- "What are some of the things we know we can do each day to help our wellbeing?"

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.



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