SCHOOL CAPTAIN – REBECCA WHITEHEAD

I went to Turramurra North Public School and have many fond memories that include their sports carnivals, excursions, my lunch times with friends and the Year 5 and 6 camps.

For my HSC I am studying Advanced English, General Mathematics, Geography, Ancient History, Business Studies and Music. These subjects allow me to pursue travel when I leave and volunteer for charities. I do want to go to university and study Business or Geography. Hopefully eventually I will become a travel manager or tour manager. The things I like to do to keep my life real are singing, athletics, traveling and music.

Doing the HSC at Narrabeen has meant that I have been immersed in a friendly and supportive environment with teachers I know and trust. The teachers have had my best interests at heart and provided me with the opportunity to expand my knowledge and achieve at the highest level.

I love the friendly relaxed environment at Narrabeen which has made school an enjoyable experience. I have many highlights that include making great friends, participating in the challenge of the Duke of Edinburgh, the Academy Tennis Program and the 2014 Beauty and the Beast production. This musical production was a particularly awesome experience where I got to meet lots of other students in different years and have a go at activities outside of my comfort zone.

I have really enjoyed the sporting experiences offered to me through the Academy and I am grateful for having a really good skill base. The Debating Program at Narrabeen has also allowed me to further develop my confidence in public speaking and thinking on my feet. I believe if it wasn’t for Narrabeen I would have never been part of these programs or considered I had the ability to do them before.

Being School Captain is a huge honour and this position allows me to give back to the school community and be involved in a process to create opportunities for others. My goals are to collaborate with all students and create more enjoyable opportunities, so that they maximise and enjoy their educational experience. The legacy I would like to leave is to encourage students to become active global citizens and have an increased awareness of UN global goals for sustainable development. We are implementing two of these goals next year as part of a school program which involves raising funds to build a well in a Cambodian Village.

SCHOOL CAPTAIN – SEAN CHIVERS

I attended Wakehurst Public School, where I enjoyed my time. At Narrabeen I am studying English Standard, General Mathematics, Business Studies, PDHPE, Construction Vet and Geography. These subjects will help me become a fire fighter, physical education teacher, personal trainer or a builder. I enjoy playing many different types of sports but really enjoy my baseball where I am a representative player for State League. In general I like trying new things.

I have enjoyed a lot of things about Narrabeen and the teachers are fantastic and care about what they do. I have been given many opportunities such as being part of the ‘We are Young’ television series where I got to travel to China and went to a Chinese school for two weeks in Beijing. Being able to help students in younger years and guide them to make good choices has been a great opportunity Narrabeen has provided me.

As a member of the sports Academy I had the chance to excel in sport and design a healthy and balanced life style. During my time at Narrabeen I have played Cricket, Golf, AFL, Basketball and represented Sydney North in Baseball.

Doing the HSC at Narrabeen has made me more mature and allowed me to build strong relationships with teachers; I have enjoyed being treated like an adult. The greatest buzz this year was being appointed as School Captain which has allowed me to demonstrate my real potential. The legacy I want to leave Narrabeen with is that it is important to strive to be your best.
VICE-CAPTAIN – NATALIE WELSH

I went to Narrabeen North Primary School and really enjoyed my time there. I have many fond memories which include being a regional athlete and swimmer. I also sang in their choir and performed in the junior eisteddfod. In 2010 I was appointed School Captain and was really proud when the school erected the ‘Healy Henhouse’ after my family.

The subjects I am studying for in the HSC are English Advanced, English Extension 1, Modern History, General Mathematics, Community and Family Studies, Biology, History Extension. I excel in literacy based subjects and still find a great love and joy in sciences. This duality has, and will, enable me to pursue a duplicitous well-rounded career path. I currently aspire to be a nurse when leaving school. My hobbies and interests include swimming, playing guitar and enjoying films and the theatre.

I have really enjoyed my time at Narrabeen as I have made some close friendships and developed very strong relationships with my teachers. I love being part of the school and especially see it unify; I feel I am part of a solid community. My time in high school has allowed me to pursue my interests and formulate passions.

During my time at Narrabeen I have been involved in many of the outstanding programs the school runs. I enjoyed the Junior Leadership Program which involved me going back to my primary school and working with students in Year 4. I felt this allowed me to build the skill set to be a good role model, which I utilised during the Peer Support Program where I mentored Year 7 students transitioning to high school. This year Narrabeen provided me with the opportunity to participate in the Careers Mentoring program which saw me matched up with a mentor externally sourced who had similar interests and career. This allowed me to establish my goals and set about working towards my future. Participating in the Debating Program throughout my time here has provided me with a good grounding in developing my communication and leadership skills. The other school program I had a good time in was Academy Swimming which helped me with my discipline and commitment.

Doing the HSC at Narrabeen means a lot to me. It is a fulfilment of many years of hard work, dedication and achievement. I have been stretched academically beyond my limitations, which has allowed me to further develop my abilities. The cohort I am going through with, are good friends and I have been given a good opportunity to solidify long term relationships.

As Vice-Captain I want to be remembered as someone who leads with courtesy, consideration and insurmountable vision. This role has allowed me to better myself as an individual in every aspect and with the wider community. My goal in life is to be the best individual I can be.

VICE-CAPTAIN – EVAN YII

I went to Lodge International and Tunku Pinta International schools for my primary years. I liked primary school because of the comfortable environment which helped to nurture my inquisitive nature and fuel my interest in society and the world.

The subjects I am studying for the HSC are English Advanced, Mathematics, Chemistry, Biology, Geography, PDHPE and Mathematics Extension 1. I aim to become involved in the field of psychology when I leave school as it plays a large role in people’s everyday life. I was a Sarawak State Swimmer when I lived in Malaysia and continue to swim to keep a focus. I have a love of music which started when I learnt to play the piano at age seven. Upon starting high school I picked up playing the guitar.

Doing the HSC at Narrabeen means a lot to me as it is the peak of my formal schooling. It is providing me with the best opportunity to achieve as the school has a holistic approach to learning.

My time at Narrabeen has been enjoyable because of the capacity and level of engagement from all of my teachers. They have assisted me immeasurably. The school environment sets us up to be motivated and we are encouraged to do our best always. This is especially seen through the friends I have made at this school.

Whilst a student at Narrabeen I have been part of the Academy All Codes Football Program, swam at Zone and Regional, CHS and CIS level. I was also part of the Careers Mentoring Program which has inspired me to achieve my post school goals. Being involved in the Creative Arts Showcase and performing to such a large crowd was also an honour.

I want to leave a legacy of constant progression which is an idea that always encourages improvement. The goals I would like to achieve are in accordance with doing my best in the HSC with the end result reflecting Narrabeen’s emphasis upon academic excellence. Ultimately I want to contribute to the community the school is part of.

PREFECT – NATALIE WELSH

I went to Narrabeen North Primary School where I had really positive experiences and especially enjoyed performing in the dance concerts and being appointed the School Captain.

The subjects I am studying for the HSC are Visual Arts, Design and Technology, Music, Advanced English and General Mathematics. These subjects will allow me to go into a creative field when I leave school, giving me enough knowledge to start my own fashion label, which is my dream career. To keep myself sane during the HSC I like doing creative stuff, travelling, singing, yoga, going to the beach, looking at and buying fashion, designing things and enjoying music.

During my time at Narrabeen I have thoroughly enjoyed the subjects I am studying. I have loved all the new people I have met along the way. This school’s environment has enabled me to grow as an individual. During my five years at Narrabeen I have really liked being part of the school. I was one of the leads in the Beauty and the Beast musical in 2014 as well as being part of the Student Leadership Representative Council.

Completing my HSC at Narrabeen has been very important to me and made me realise that the HSC is a big commitment. Attending a small school has been really beneficial as the teachers know me really well and have a good idea of my capabilities and being a Prefect is a massive privilege. My goals as a Prefect are to bring more fun and creativity to our school environment. I would love to leave a legacy based on this at Narrabeen.
PREFECT – JOSHUA GACELOS

I remember my first day at Dee Why Public School and feeling a sense of belonging. It was such a multicultural school; my first day nerves were settled quickly as I felt an instant sense of security. I would have to say one of the most fulfilling experiences I had in primary school was being part of the leadership team running fundraising events. The camps were heaps of fun also.

The subjects I am studying at Narrabeen for the HSC are Modern History, PDHPE, Community and Family Studies, General Mathematics, English Standard and Food Technology. Hopefully whilst studying these subjects I will be able to pursue university and study Food Sciences and Human Studies.

Playing basketball has always been a passion of mine and I enjoy playing it in my free time. As a member of the Academy I also play Basketball at school. I also enjoy fast paced activities am keen to learn new things. During my time at Narrabeen I have come to enjoy many things which include the privilege to be part of the Student Leadership Representative Council. The school camps, excursions, fundraisers and events such as Harmony Day have made my high school experience a fantastic one. During my time at Narrabeen I have been involved in the Junior Leadership Program and played in the knockout basketball team.

Completing the HSC at Narrabeen has allowed me to get a good foundation. I have developed sound skills in resilience, motivation and stress management. I have really found my experiences so far in the HSC to be rewarding and exciting as I can see the doors of the future opening.

Being a Prefect at Narrabeen has inspired me to lead by example, set a standard of leadership that I hope younger students will look up to. The legacy I would like to leave would be to establish events such as our 2015 Christmas Carols concert to help strengthen our school community.

PREFECT – LILY BROWN

I went to Narrabeen North Public School and thoroughly enjoyed my time. The best thing I remember about primary school was the fun fairs and days like ‘Bizarre Bizarre’. I was also honoured to be a Prefect in Year 6.

The subjects I’m studying for my HSC are Geography, Advanced English, General Mathematics, PDHPE, Community and Family Studies and Food Technology. When I graduate from high school I want to go on to further study and become a primary teacher. To keep myself balanced during the HSC I focus upon my dance and cheerleading.

I have found the relationships with other students and teachers to be the best things I have enjoyed about Narrabeen. It’s been fun and the bond I have with my teachers has allowed me to excel. I also have great memories of the camps we have gone on – the fun days.

Narrabeen has given me a lot of opportunities. I enjoyed going back to Narrabeen North as part of the Junior Leadership Program where I got to help out younger students. The Dance Academy has allowed me to build strong friendships with the girls, especially those in younger years and the teacher. I found the Careers Mentoring program to have been very valuable as it helped me build my confidence and lay strong foundations for making good decisions for my future.

Doing the HSC at Narrabeen has meant a lot to me. The teachers have made sure we’re on the right track. I have really noticed the difference the support networks have made for myself and other students, such as the Homework Club, the teacher Senior Mentoring program for Year 12 students and the School Counsellor.

Essentially when this year is over, I want other students to see that I have made a difference as a Prefect. I am passionate about making Harmony Day work and ensuring students receive praise and reward for their efforts and will continue to strive to make our school cohesive.

PREFECT – DANE MAJOR

I went to Narrabeen North Public School and had a brilliant time there and the teachers were awesome.

The subjects I am studying for the HSC are Biology, PDHPE, Advanced English, Modern History, Mathematics and Construction VET. Looking towards the future I would like to become a primary school teacher. To relax and chill during the HSC and keep my balance, I surf and enjoy anything to do with the beach. I also love being around family and friends.

In the time so far I have spent at Narrabeen, I have enjoyed making lots of friendships as well as the relationships I have made with my teachers. These have really helped me engage in my learning. Narrabeen has been good to me. I was in the Academy between Years 7–10 for Touch Football and I have played in a lot of the sporting teams. I have been part of the Student Leadership Representative Council where I have developed strong interpersonal skills.

Completing my HSC at Narrabeen has allowed me to understand it is just a journey that can open up better opportunities for my future into what I want as a career and for my life. My goal as a Prefect is to enjoy the year and soak up the atmosphere of belonging at this school. I enjoy the feeling that comes with being a year out from finishing. I intend to volunteer for as much as I can to help make this even a better school.
Principal’s report

‘You have brains in your head. You have feet in your shoes. You can steer yourself any direction you choose’.  
Dr. Seuss

And things seem to just get busier

Term 4 is a busy time for all schools as they finalise the annual assessment and reporting process and undergo planning for the following year. In recent weeks our Year 8 Students completed the VALID Science tests successfully under the guidance of Ms Tan and her fantastic staff. Additionally Year 10 have been prepped for their next phase of senior school by undertaking a structured program of preparation. Ms Tan has coordinated a fantastic experience for those who were brave enough, by signing Narrabeen up for the Australian Business Week program. This is an outstanding opportunity for students working in groups to engage in a business environment for the week designing and implementing the marketing of a product.

Our preparation for the 2016 Musical Oliver is continuing on fast and furiously under the guidance of Ms Dalrymple. Additionally Ms Buxton and Mr David have been working hard as the Year 7 2016 Year Advisers organising the transition of the next phase of Narrabeen into our school. Both initiated and coordinated an outstanding presentation for our new 2016 parents last Tuesday and are busily finalising preparation for next Thursday’s Orientation Day. In Week 6, Mr Wood and his Academy team coordinated an outstanding Come Play Our Game promotion which highlighted our selective sporting programs for potential new enrolments.

This week myself, our two Deputy Principal’s, our 2016 School Captains and Vice Captains are in Japan on the invitation and generosity of Tokushima-Bunri high school to assist in their celebration of being 120 years old. Narrabeen and Tokushima-Bunri have developed a very special bond in recent years as students from that school visit us for two week annually, engaging in our school community. Mr Dane Ropa from Balgowlah Boys campus is relieving principal and Ms Postle and Ms Frost are relieving as Deputy Principals.

Year 12 2016 and so the HSC begins for you ...

This term our 2015 Year 11 students became our 2016 HSC cohort and began their Higher School Certificate studies in earnest. All class work and assessment from day 1 of term 4 contributes to the successful award of the HSC. Some students are taking up the challenge of Extension courses whilst others are consolidating their curriculum pattern and choosing courses best suited to their skills and abilities. All Year 11 must maintain their focus and work hard right to the end of term 4. In Week 3 of Term 4 students and parents attended a BOSTES and HSC information session. All students were given a copy of the Assessment policy.

In Week 6 students received their preliminary HSC report after undertaking an evaluation of their results thanks to the efforts of Mr Tapscott and Mr Wigan. Ideally in the HSC year, Narrabeen expects students to undertake 12 units of study at school. This allows room for error as the ATAR is calculated on the results of the best 10 units, including English. This policy is supported by academic research conducted by the NSW Board of Studies, Teaching and Educational Standards which indicates that students who complete 12 units of study achieve better overall results.

Realistically though, as we want to ensure our students engage in their learning and their curriculum pattern reflects their interests and therefore they will apply themselves more fully, students seeking to revise their pattern of study are to organise a meeting with either myself or Ms Weller to discuss their options in detail.

Narrabeen understands some of our senior students are now driving to and from school. Any student who is seeking approval to drive to school is to see Ms Peacock and must have a current driver’s licence, comprehensive insurance and return the permission note. The permission note must be signed by the parent/carer of the driver, as well as any passenger that will be in the car.

The Gonski funding is beginning to make a difference but there’s still a long way to go - update

What is Gonski? Three years ago the Gonski review found Australia’s performance in education was slipping and achievement gaps between students from poor areas and wealthy areas were growing. The plan recommended by the review involves funding all schools according to the needs of their students for the first time. It is a national plan that involves the Federal and State governments working together to improve the results students achieve and make sure no child misses out due to their background, family income or location. Schools that require additional funding will get it in increasing amounts over six years. As a principal I encourage our community to support this once in a generation investment in the education of our children. You can show your support for our children by registering as a supporter on the Gonski website. The Resource Allocation Model (RAM) is the methodology for distribution of additional Gonski funds to complement the ongoing funding for every school.

NSW is currently undergoing an immense amount of educational reform

It’s important for our community at Narrabeen to appreciate the amount of educational reform currently occurring within our system and in particular within our school community. The institutional and whole system reform is the largest undertaking for over a generation. Policies and programs implemented in the last twelve months or so include: the School Excellence Framework, School Planning and Reporting, Teacher Accreditation, Curriculum Implementation, Local Schools Local Decisions, Funding Methodologies through the RAM, Principal Classifications, LMBR, GTIL, Wellbeing Framework and the national focus on students with a disability, Performance & Development Framework,
SRE, the Staffing Agreement and Recruitment Improvement, NERA (‘Gonski’) focus, Asset Management and demographic planning to list some of the many.

**Getting the future right**
The NSW Education Minister Adrian Piccoli, recently spoke at the Education Council Summit on the importance of STEM (Science, Technology, Engineering and Mathematics). NSW is taking a leading stance in discussing this area of critical importance for Australia’s future. STEM changes our lives on a daily basis through advancements in technology, engineering and science. And through STEM, the lives of today’s young people will be changed in ways we cannot yet imagine. It’s crucial that our education system is able to keep pace with these changes. We need to ensure that our schools are equipping our young people with the STEM knowledge and skills that they will need to fully participate in the rapidly-changing 21st century. Subsequently Narrabeen is focussing, amongst other things, upon the best possible development of these subject areas, to support the changes in our society.

**Planning for 2016**
We are currently organising for next year, 2016 and request those families who know that they won’t be returning to Narrabeen, to confirm these details as soon as possible. We appreciate your support so we can effectively cater for our growing learning community.

*Lance Berry*

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### Calendar of Events

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<th>Term 4 Week 8B</th>
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<tr>
<td><strong>Year 10 Australian Business Week - Work Experience</strong></td>
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<td><strong>Year 10 Work Experience – Various Worksites</strong></td>
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| **25 November** | **School Surfing Talented Sports Camp (Academy Surfers)**  
Year 9 Rugby League 9’s  Beacon Hill Oval  
White Ribbon Breakfast Year 7 Parents  
Year 11/12 Change of Subject Interviews |
| **26 November** | **School Surfing Talented Sports Camp (Academy Surfers)**  
Premiers Sporting Challenge – Leading Through Action Year 8/9  
First Lego League Preparation Day  
Junior Leaders to Elanora Heights PS |
| **27 November** | **20/20 Cricket Cromer**  
Oliver Musical Rehearsals School Hall and A16 3.30pm-5.00pm |

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<th>Term 4 Week 9A</th>
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<tr>
<td><strong>Year 10 Taste of Year 11</strong></td>
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<td><strong>Try a Trade Program</strong></td>
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| **30 November** | **PCS Robotics**  
Year 10 All My Own Work |
| **1 December** | **Junior Boys Cricket 20/20 @Balgowlah Boys High**  
Year 10 Know Now Drug/Alcohol Seminar |
| **3 December** | **Year 9 End of Year Activity @Skyzone, Alexandria**  
Junior Leaders to Elanora Heights PS  
Year 7 2016 Orientation Day |
| **4 December** | **Year 11 Students on Track V8’s @Homebush Olympic Park**  
Year 8 Forensic Science Incursion |

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<th>Term 4 Week 10B</th>
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<tr>
<td><strong>7 December</strong></td>
<td><strong>Under 15 20/20 Cricket @Manly</strong></td>
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<td><strong>8 December</strong></td>
<td><strong>Narrafest School Hall</strong></td>
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| **9 December** | **Presentation Evening**  
Year 10 Crossroads Day |
| **10 December** | **Year 10 End of Year Activity Day 1**  
Enrichment Sustainability Presentations  
Junior Leaders to Elanora Heights PS |
| **11 December** | **Year 10 End of Year Activity Day 2**  
Carols by Candlelight Back Oval 5.30pm–8.00pm  
Year 8 End of Year Activity @Jamberoo** |
Deputy Principal’s Report

All students have now completed their final examinations and are all to be congratulated for the serious attitude they have had towards this important assessment. Students will soon be receiving feedback from teachers and it is important that they take on board the advice given so that they can improve their performance in the upcoming weeks and into the future. We encourage all students to be the very best they can be in everything that they do as there is nothing worse than reflecting and thinking that if we worked harder and achieved more we could have reached our goals.

All students have had a study skills session in preparation for their examinations. I have included some information below which may be of assistance.

**Bad Memory?** When a student says that they have a bad memory, it usually means that actually they do not encode the information they are trying to remember into their memory in an effective way. Memory is really a ‘process’ as opposed to a ‘thing’ in your head that you are born with.

Rather than ‘improving your memory’, you want to improve the process of memory creation. The reason why many students do not retain what they are learning is that the way they study only gets the information as far as their short term memory, and then before long it is forgotten instead of being encoded into long term memory.

The first stage for students in improving their retention of information is to try and find ways to make what they are learning interesting to themselves. It is all about their approach to what they are learning.

The next step in memory creation is the encoding process. To improve in this area, students need to improve:
- **CONCENTRATION AND FOCUS** (making notes about what they are learning, studying using techniques that suit their learning style, studying when they are most alert)
- **ORGANISATION OF MATERIAL** (making brain friendly notes: lists, highlighting, categories, grouping, graphics)
- **MAKING ASSOCIATIONS AND LINKS** between the new material and previously learned material.

The next stage in the memory process is facilitating the storage of memories. Students can improve the way memories are stored by ensuring they have a few minutes break every half hour to give the brain a chance to encode and file that the content.

The other thing that is really important in this stage is repetition through regular review. Each time a review takes place the stronger the connections and the more intense and powerful is the memory that is created.

So in summary, the top three things to improve the process of creating powerful memories are:
- **i)** focus, positive attitude and intention to remember are essential (reading something half-heartedly while bored pretty much guarantees it won’t be retained)
- **ii)** an active approach to learning where students are ‘doing’ (making notes, testing themselves using a wide range of study techniques) rather than just ‘reading’
- **iii)** repetition and constant review of the material over a period of time.

**The importance of reading**

With parents of year 7 and 9 students recently receiving their NAPLAN results, it is timely to remind students of the importance of regular reading. Not only does reading ensure a lifetime recreational pleasure, it is an essential skill to succeed at school and beyond. For those that find reading difficult, you need to be determined and persistent in order to master this skill. Reading is the source of knowledge, deep understanding and comprehension, all of which is important if you are to achieve your best at school. It is through reading that vocabulary, grammar and writing skills are also developed. So parents, it doesn’t matter if your child is in year 7 or year 12, please encourage them to read every day for a minimum of half an hour depending on their competence. Ms Seaton in the library is available to recommend any titles that might be of interest to young adult readers.

It is important that students continue to have good attendance after the examinations as some assessment tasks may still need to be completed and students need to show “diligence and sustained effort” to the experiences provided” to qualify for a Record of School Achievement.

Students in Year 7-10 and Year 12 are reminded to hand in their PBEL passports or merits to their Year Adviser as final tallies will soon be made in preparation for the 2015 presentation evening. Already I am secretly aware of the students in our new Year 12 cohort who are receiving academic prizes and I look forward to finalising those in other years very soon.

Students in Year 10 who are planning to leave school may do so from 16th November but documentation must be provided to prove enrolment in TAFE or 25 hours of employment or a combination of these, including the start date. This must be accompanied with a letter from parents approving this arrangement.

Last week, Year 8 participated in a statewide Science assessment program (VALID) which is based on the NSW Science Syllabus. This test assesses a students’ ability to see the relevance of science and to make meaning of scientific knowledge, skills, values and attitudes. Parents will be sent the results of this test.

Students in Year 12 will be able to access their Year 11 RoSA results online and print an eRecord via BOSTES Students Online, from 11th November.
Year 12 students are now well into the start of their HSC courses. It is expected that all students will be regularly attending classes and working towards completing assessment tasks. Students are required to work in the library during study periods unless they are working on a major project in a specialist room. It is expected that all Year 12 students have a serious approach to their studies and use all available time to make summaries, seek teacher assistance and work on set tasks. There is no room for disruptive behaviour or non-compliance with school rules as our seniors are expected to be role models for success, responsibility and respect. Students have been issued their Assessment Schedule for Year 12 and it is imperative that they refer to this booklet frequently to note the assessments that are approaching. This will allow them to better plan their time. Students have been given a large planner for them to plot their assessment tasks and assist in their planning.

Year 12 students are reminded that they need to return the document provided regarding being able to leave the grounds at lunchtime and the document related to driving to school. Students who leave the grounds without returning the required document may be issued a formal caution.

Students in Year 12 have been asked to approach a staff member to be their Mentor for their last year of school. Students should approach a teacher they feel comfortable with and it will be the role of the teacher mentor to assist students to establish good study habits, reflect on examination results, assist with time management and assist with student welfare. Please discuss with your child, if they have chosen a Mentor and encourage them in that direction.

I have included a link regarding Teen Boys and Learning. It is from the website school a to z which contains many interesting topics related to the development of adolescents and it provides guidance for parents.

Helping kids beat the blues

Did you know that one in four children over 12 has significant depressive symptoms? Sometimes it’s hard to know if your child has a real mental problem or is just suffering from teenage ‘moodiness’.

Listen to Professor Ian Hickie, from the Brain and Mind Institute at the University of Sydney, talking about depression in school age kids, how to recognise it and what you can do to help.


Thinkuknow was developed with Australian Federal Police in response to the many crimes and difficulties faced by young people in relation to technology usage and safety. There are two parts to this website-one for parents and one for young people. I have included a screenshot and link for each.

http://www.thinkuknow.org.au/site/relationship-management

http://www.thinkuknow.org.au/youth/

As part of our ongoing education regarding the dangers of inappropriate use of technology, this week we spoke to students regarding sexting. http://www.thinkuknow.org.au/youth/sexting

This is when students share sexualized or naked images, videos or text messages with someone over the internet or mobile phone. We have been trying to impress on students that if they send an image of themselves or someone else and they are under 18 they are committing an offence under commonwealth law. Students need to understand that if this occurs they may find that in the future they cannot have a job involving children, they cannot travel overseas, they cannot live near a school or church and they may be listed on the sex offenders registry.

We advised students that if they receive a message like this, the responsible thing to do is to tell a staff member as this will allow us to intervene and protect the young person in question. Under no circumstances should a student "send on" the image or message.

Students were also informed again that they leave a digital footprint each time they use technology and it can impact on future employment. They must understand that these days employers conduct digital searches on future
employees and some are able to move through firewalls to find information we think is deleted. This may impact on future careers if they are presenting as a respectful and responsible person and then a digital search finds something from years prior that indicates otherwise. Please discuss this with your child as reinforcement from home is helpful in sending this message.

Lisa Peacock

Tools for a Successful Life: Resilience

Resilience is the ability to bounce back from adversity. It is a necessary skill for coping with life’s inevitable obstacles and one of the key ingredients to success. When we apply resilience through the positive psychology lens, the learning is not only to bounce back, but to bounce forward.

Examples of challenges some young people may face where resiliency skills are essential:

- Physical illness
- Change of school
- Transitioning from primary school to high school
- Change in family make up (divorce, break up)
- Change of friendship group
- Conflict with peers
- Conflict with family
- Managing study workload

Having resiliency skills minimises the effect that negative, stressful situations can have on a young person. These skills allow a young person to face challenges, learn from them and apply these skills towards living a healthy life.

Practising Resilience

1. **Emotional awareness and self-regulation**
   This is the ability to identify emotional experiences and control emotional response to external events. Resilient people are comfortable with their feelings and they express a broad array of emotions – happiness, joy, fear, sadness. Resilient people don’t get “stuck” in an emotion. Although they might feel sad or scared, they accept that this is a normal part of life and these feelings don’t prevent them from coping with the situation and moving forward.

2. **Impulse control**
   We all have impulses to do things and say things – these are not always in our best interest, nor helpful to others. To be resilient doesn’t mean to stop these impulses, but it does require you to stop acting on every impulse that does not serve you well. These skills of impulse control can be learned.

3. **Optimism**
   Learning the skills of optimism can help protect against depression and anxiety. Optimism involves learning to think positively about the future – even when things go wrong. It’s about looking objectively at a situation, making a conscious decision to focus on the good. Optimistic people are happier, more engaged, succeed more and are better problem solvers. Optimistic attitudes need to be realistic – it is shooting for the stars without losing site of the ground (Reivich & Shatte 2002).

4. **Flexible and accurate thinking**
   To be resilient requires flexible and accurate thinking, seeing different perspectives. Someone who is resilient can come up with a variety of reasons for being successful in something (multiple factors). Flexible and accurate thinking allows multiple solutions to a problem, having Plan B and C is vital to resilience.

5. **Empathy**
   This is the ability to recognise another person’s feelings and respond accordingly and respectfully. Understanding another’s emotion in relation to that of your own. Empathy assists resilience through developing strong supportive relationships. Understanding other’s feelings / emotions / experiences is particularly helpful when people are experiencing tough times.

6. **Self-efficacy**
   Having success in something and then using that as a personal reference point for ability, and working on that to bring further success, achievement and a belief in yourself. Always work on achieving your personal best. We all have impulses to do things and say things – these are not always in our best interest, nor helpful to others. To be resilient doesn’t mean to stop these impulses, but it does require you to stop acting on every impulse that does not serve you well. These skills of impulse control can be learned. This is the ability to identify emotional experiences and control emotional response to external events. Resilient people are comfortable with their feelings and they express a broad array of emotions – happiness, joy, fear, sadness. Resilient people don’t get “stuck” in an emotion. Although they might feel sad or scared, they accept that this is a normal part of life and these feelings don’t prevent them from coping with the situation and moving forward.
7. Connecting and reaching out
This involves placing importance in help–seeking behaviours through connections with other people. Having a range of friendship circles that reflect different areas of social need and making the effort to build and nurture friendships that move and change with time.


Year Ten Report

Term Four is flying by and thus far has been a very productive term for Year Ten. Many students are eagerly awaiting the summer holidays as well as the commencement of their Preliminary HSC studies, having completed their yearly examinations in Week 3. The entire grade fully embodied the school’s expectations of respect and responsibility during the examination period, impressing all staff with their conduct and approach to these assessments.

Australian Business Week
The majority of Year Ten will be piloting an Australian Business Week program in Week 8, which will see students compete in teams of 10 to run their own sporting goods manufacturing company and develop and market a product. Teams will be guided in their decisions by volunteer mentors from Pittwater Rotary and will learn further insights from guest presenters Mike Pawley and Amy Johnson (Commsec). At the end of the week, teams will be judged via a showcase on their success in the business simulation as well as an oral presentation, television commercial and trade display. The tradeshow will take place from 11:35am – 12:35pm on Friday November 27. All students and parents are welcome to attend and cast their vote on the best trade display.
Those students who are not participating in Australian Business Week will be undertaking a week of work experience instead. They will undoubtedly represent the school with pride.

Taste of Year Eleven
Following Australian Business Week, students will participate in a Taste of Year 11 program In Weeks 9 and 10. A timetable has been issued to students for this program, which will see them engage in two one-hour lessons for each of their chosen Year 11 subjects in addition to careers, drug and alcohol, and mental health seminars. The program will culminate in two end-of-year activities on Thursday December 10 and Friday December 11. Students are encouraged to confirm their class placements in advance by seeking out the posted lists on the Science staffroom noticeboard. A timetable will also be posted on the staffroom door throughout the program.

Congratulations!
Congratulations to Brett Rooke, who at the time of writing has just commenced a full-time apprenticeship in carpentry. Brett has worked very hard this year to complete all of his assessments and gain industry experience in order to pursue his dream. I wish Brett every success in his future endeavours.

Should you have any questions or queries regarding the above initiatives, please don’t hesitate to contact me via the school office on (02) 9913-7820 or via email at: Melinda.tan3@det.nsw.edu.au.

Melinda Tan
Year 10 Adviser

Bonafide advertising is accepted for the school’s newsletter. However use of the product/service advertised is at your own discretion as the school does not accept responsibility.
Whooping cough alert - advice for schools

There is an outbreak of whooping cough (pertussis) in NSW, mainly affecting school-aged children.

Coughing spreads the infection to others nearby. Whooping cough can spread to anyone at home, including younger brothers and sisters. Whooping cough can be especially dangerous for babies.

Whooping cough starts like a cold and progresses to bouts of coughing that can last for many weeks. The infection can occur even in fully-vaccinated children. Older children may just have a cough that is persistent and may be worse at night.

- Children with these symptoms should see a doctor.
- If your doctor diagnoses whooping cough in your school-aged child, please let the school know and keep your child at home until they have taken 5 days of antibiotics. Keep coughing children away from babies.
- Whooping cough vaccines give good protection against infection but immunity fades with time. Check that all your children are up to date with their vaccines, due at 6 weeks, 4 months, 6 months, 4 years and 12 years of age (offered to all Year 7 students through the NSW school-based vaccination program). A booster is also recommended at 18 months of age.

A booster dose of vaccine is also recommended for adults that are in contact with young children, such as school staff and parents. Pregnant women are recommended to have a booster dose during each pregnancy and this is funded by NSW Health. Those who are new parents or carers of babies should consult their general practitioner about appropriate immunisation.

Your local public health unit can provide advice about whooping cough on 1300 066 055 or visit the NSW Health website.
18 November 2015

I'm writing to you in advance of the 2016 school year to advise of changes to the three-digit route numbers of School Special bus services to your school.

From the start of Term 1, most School Special bus services will be renumbered to eliminate any duplication of route numbers that may have caused confusion to students in the past.

Please note these changes do not impact the level of service provided to your school or the route taken by these services. The only change is to the three-digit route number of these services.

Detailed information regarding these changes is available on the Sydney Buses website: www.sydneybuses.info.

We ask that you promote the changes specific to your school in your bulletins, newsletters and at assemblies to ensure students are aware of their school route numbers prior to school vacation.

If you have any questions or require further information regarding bus services to your school, please don't hesitate to contact me directly on 9941 5864.

Yours sincerely

Wade Mitford
Regional Traffic & Service Manager
Northern Region Operations
YOUTH CONSULTANTS

BE PAID TO HAVE YOUR SAY!

We are looking for:

- the outspoken
- the shy
- the easy-going
- the driven
- the passionate

Aged between 14 to 18 years old and living in Pittwater.

We need your help to design skate, surf, art and music events for the young people of Pittwater.

APPLICATIONS CLOSE 29 NOVEMBER 2015

For more information and to apply online:
Warringah Council presents

RELATIONSHIPS AND DISABILITY

Young adults aged over 16 with intellectual disability or autism, as well as their parents or carers, are invited to participate in separate workshops exploring relationships and sexuality.

Thu 26 Nov, 6.30-8.30pm

The workshops will be presented by Family Planning NSW staff and Liz Dore, counsellor and educator. Resources and tips for talking about sexuality and relationships will be available.

Warringah Council
Civic Centre, Dee Why

Ages 16+
Free

Bookings 9942 2354
Jessica.donkin @warringah.nsw.gov.au.

Information 9942 2686
Marjorie.janz @warringah.nsw.gov.au.

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