

## Hawker College

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NEWSLETTER ISSUE 6

AUGUST 2014

# Kangara Waters Hawker College Visual Art and Darkroom Photography Portraiture Exhibition

**Opening Friday 22nd August 5.30pm located in the Community Hall at Kangara Waters Aged Care Facility Belconnen.**

The Kangara Waters Portraiture Exhibition focuses on the celebration of creative work from Hawker College students, who have produced artwork in response from meeting with residents at Kangara Waters Aged Care Facility.

Semester one Darkroom Photography students visited Kangara Waters, viewing the facility and meeting with residents. Students and the residents exchanged stories and memories while being photographed. The focus of the visit was portraiture and capturing images of each of the volunteers.

This portfolio of portrait photographs have also been used to inspire a broad range of drawings and mixed media

works by other visual art students. Students have responded creatively to these photographs, using their own individual interpretation of the images captured.

All these artworks and photographic images will be on display over a week at the Portraiture Exhibition in Kangara Waters Community Hall for the public to enjoy.

My artwork comprises of two individual drawing pieces that interconnect with each other through the message they portray. The first artwork follows the theme of spirituality and the wildness of the soul. The second artwork that I am currently working on is more about personality and interests, both in response to portraiture.

One of the two pieces is currently on display at the Teacher Quality Institute (TQI) in Bruce. The institution has established a Visual Art Collection of student creative work from the Visual Arts across Canberra (from primary schools to colleges) these artworks include sculpture, Photography, Ceramics, Drawing, Craft and Paintings.

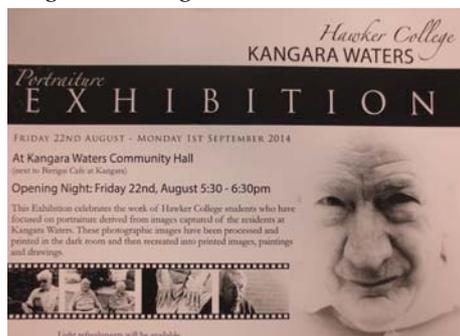


Above: Anne Ellis TQI, Sheida Sabetafters and Peter Sollis. Below: 'spiritual portrait' drawing, presently on display at TQI and soon to be shown in the Kangara Waters Portraiture Exhibition, where both of Shieda's artworks can be seen on display together.



I am looking forward to having both my completed drawings displayed at the Kangara Waters Portraiture Exhibition that is taking place in week 5 term 3, Friday 22nd August.

Sheida Sabetaftar  
Year 11 Visual Art Student



## FROM THE PRINCIPAL

### *Reimagining Our Library*

In the 2013, Term 1 break I was fortunate enough to be a participant in a collaboration between the Australian Institute for Teaching and School Leadership and the Urban Education Institute at the University of Chicago. This was under the flagship Professional Learning Program: Local Leadership, Empowering Local Schools Initiative.

One of the programs that I became immersed in, in Chicago, was an initiative which transformed the school library into an environment which provides useful and engaging learning experiences for teens through access to new and traditional media. YOUmedia, as it is known, supports an expanded and more contemporary view of learning. It is a place high school students hang out with friends and discover and pursue their interests through collaborative and solitary activities such as:

- Blogging
- Writing
- Sharing poetry
- Playing and building electronic games
- Producing music and videos
- Participating in book clubs

YOUmedia is loud, sociable and hip – but it is all about the public mission of the library to serve as a point of access to culture, information and media of the day.

This initiative was in its second year and two of the outcomes, amongst many, were a doubling of student participation rates in the library and a 2-3 fold increase in book borrowings.

On returning to Hawker College, Jocelyn Thompson, our Librarian, and I had a conversation about the YOUmedia concept. We agreed that the library wasn't attracting as many students as we would like. Students no longer see the library as the sole depository of information, so the library has to get people coming in for different reasons. Students need somewhere to socialize, create things and collaborate. A survey for students and staff was conducted; the Student Leadership Group and critical teachers designed the survey. The broad response from the survey was that the library needed to have more flexible opening hours, less rigid conditions for use, more areas where students can mingle and collaborate in a surrounding environment of books and a greater range of digital media.

Some of these issues were addressed fairly promptly; an additional part-time librarian was employed this year which has allowed the library to remain open for all college hours, including recess and lunch. Food and drinks are allowed into the library, students are able to converse and use their own personal devices, including music, which doesn't impose on other library users. Students are able to have full control of what they work on in the library as long as it complies with general community standards. The security gates have been removed as a sign that the college acknowledges that students have a mutual respect and sense of responsibility of the library resources and facilities.

The outcomes have been an immediate increase in the level of engagement and use of the library by individual students, small informal groups and classes. This complements the vibrant and industrious maths commons across the corridor. The changes have seen student activity to be more productive and purposeful in such an environment. Students have demonstrated their approval of the changes through their increased use of the library and by conveying this verbally.

To further ensure that the library is a place where students want to be, a major renovation of the library has been undertaken, which is very close to completion. I will give a further report on the what these are in the next newsletter, but it does include; new carpet, fresh coat of paint, a book collection cull, movement of shelves and computer pods, a flexible learning environment, more comfortable and intimate furniture setting and direct access between the library to our resource room which has also been renovated.

This exercise has been a great example of Hawker College listening and responding to our student body with the aim that learning can be significantly enhanced by creating an environment which assists in motivating students to participate, create and become active learners. It has reduced the need of teachers to take on an adversarial role, making their role easier and pleasant.

I look forward to reporting on the next instalment of "Reimagining Our Library", including the official opening of the new library.

Peter Sollis  
Principal



## DEPUTY PRINCIPAL STUDENTS AND COMMUNITY REPORT

### Enrolments for 2014

Many new enrolments are currently being processed for 2014 Yr 11 students. These students include transfers from public education colleges, private schools and interstate schools. Please make our new students welcome when you see them around the building this semester.

### Enrolments for 2015

The DEN have now processed 208 enrolment applications for Yr 11, 2015 and letters have been sent out to each of these homes to offer these students a formal place at HWKC. Den admin staff will contact these students and their families ASAP to notify them of the Subject Selection Evening dates and details. The enrolment process will be ongoing throughout the rest of the year but the main focus now is on subject selections for 2015.

### Transition/College Roadshow

With college selection and enrolment completed for most prospective students, college transition now moves into subject selection mode. At this stage suggested dates for the Roadshow in Term 3 are:

- BHS Friday 8 August (Wk 3)
- CHS Friday 15 August (Wk 4)
- KSS Friday 22 August (Wk 5)

However, these dates are subject to change depending on feeder high school timetables and staff/ student needs.

The road show will focus on preparing students for the subject selection process. The session at each high school, about 30 minutes, will provide information to Year 10 students on: Choosing a study package, Year 12 Certificate, Tertiary Entrance Statement, T, A, V, C & R units, subject selection for Semester 1 of Year 11, goals and purpose for college, interests, aptitudes and pathways and Q&A.

### **Subject selection evening**

Subject Selection Evening is scheduled for Tuesday 26 August. All families will receive information about the evening in advance both from students' feeder high schools and directly from Hawker College. At this event 2015 subject enrolment will occur in one-on-one interview sessions with Hawker staff, Yr 11 prospective students and parents. Students are encouraged to bring their Student Pathways Transition documents (either in hard copy or on USB) with them to help make this process easier. On the night there will also be opportunities to ask questions and take a tour of the school. Furthermore, school staff will also process as many student ID photos as possible and various information stalls may be set up to provide information to students and parents about options during and after college including universities and CIT; as well as community support groups including Ted Noffs and Carers ACT. We look forward to seeing prospective students and their families there on the night.

Crystal Mahon  
A/g Deputy Principal, Students and Community.

### **DEN NEWS**

Due to Frank Keighley's Higher Duties opportunity to act as Principal of Birrigai, Crystal Mahon has taken his place as Acting Deputy Principal of Students and Community for the next three weeks. In turn her position, Student Services Executive Teacher, is currently being filled by Tony Hilton, whose substantive role is as the Learning Diversity Coordinator.

### **Attendance Process**

When students are away they must "explain" the absence within 2 weeks by bringing a note signed by a parent/carer to their Mi Group teacher. By submitting all notes to the Mi Group teacher (either in the scheduled Monday Mi Group session or by visiting Mi Group staff when

they are not on class during the week) students get their notes and absences monitored closely by a teacher who has a relationship with them, and who can communicate easily with parents should any concerns regarding attendance or note legitimacy should arise.

We encourage students to use the official Hawker Absence form for all absence notes which can be accessed from the Hawker website or their Mi Group teacher. As an alternative parents can also send an e-mail to absent@hawker.act.edu.au from a "substantiated" parent or carer email address (ie. work address.) However, if using this method parents must make sure the message indicates all of the following information:

- name and year level
- date of the absence
- duration of the absence (full day or specific lessons)
- satisfactory explanation of the absence (sick or other legitimate reason)

Students and parents please be aware that all absences must be explained within two weeks of the absence date. Notes submitted after this time will be forwarded to the Year Coordinator or Student Services SLC for investigation. Notes submitted after two weeks, without an appropriate reason may mean that legitimate cover for absences may not be approved. Parents should also note that medical certificates MUST be provided in circumstances of ongoing or lengthy absence from school.

### **Student Tracking Process**

It is a high priority at Hawker College to closely monitor all our students progress to ensure they are on track in their packages, are enrolled in appropriate classes/ levels and that they are receiving the support they need to be successful, from both an academic and wellbeing perspective. As a result the Mi Group Interviews are scheduled again for Week 2 of this term (from 11:00 – 12:00; Monday to Friday) where Mi Group teachers book one-on-one interview timeslots with each of the students in their group to monitor their progress last Semester, provide avenues of support, fine tune student packages and set new goals for Semester 2.

Previous to this process, Mi Group teachers will analyse student data to identify students who are considered to be at Medium to High Risk for a variety of reasons (including poor attendance,

issues with completion of assessment, poor scores/ grades from the previous semester or other concerns) will be considered a high priority. In these cases parents will be invited to attend these meetings to both re-engage and case manage students to help them to get back on track this semester. Parents should remember they are free to contact the school at any time to discuss the progress of their students and the best place to start is with your students Mi Group Teacher who can then refer you and the student onto other key staff within the school as required.

### **Individual Learning Plan (ILP) and Student At Risk (START) Plan reviews**

We are also currently making bookings for Individual Learning Plan (ILP) and Student At Risk (START) Plan reviews. Students with current ILP's or START plans should expect contact from school staff in the first three weeks of term to arrange review meetings to assist our students with special needs to stay on track and maximise their chances of success at college this semester.

### **Special Consideration**

Students can apply for Special Consideration if they are concerned that a significant personal/family/ medical event may impact upon their progress during or throughout the semester. Students should speak to Tony, Crystal or one of the Year Coordinators if they feel that they require Special Consideration. Any information given in connection with a special consideration application will remain confidential. Students who were awarded Special consideration last semester, who feel that they will need continued support due to ongoing concerns should re-negotiate their Special Consideration application for this Semester with Tony or Crystal by Week 5 at the latest.

The staff in Student Services are always available to help. Students should feel free to speak to any staff member in the Student Services Team about questions or concerns, including the Careers Advisors, Year Coordinators, Work Experience Co-ordinator, Counsellor, Chaplain, and Student Services SLC.

### **DEN Special programs in Semester 2:**

The following programs will operate as part of the HWKC wellbeing curriculum this Semester:

### **WIRED drama performance**

Week 6 'WIRED' (Brainstorm)– a mental health promoting Drama Performance has been booked and paid for by the DEN. It will be presented in the Hawker Theatre at 1:45. As this is a whole-school wellbeing event in place of this terms 1 hour Year Meetings all students they are expected to attend unless already involved in other R-Unit program.

### **Year meetings / Extended Mi group T3**

Due to the Drama performance Yr Meetings and Extended Mi Group will both occur on Monday in Week 7 on Line 3.

- Yr 11 Meeting Session 1 – MI Group and Line 3 (12:00- 12: 30)
- Year 11 Extended Mi group Session 2, Line 3 (12:30 - 1:00)
- Yr 12 Extended Mi group Session 1 , Mi Group and Line 3 (12:00- 12: 30)
- Year 12 Meeting Session 2, Line 3 (12:30 - 1:00).

### **Ted Noffs Party Safe program**

Ted Noffs are booked to present a one off presentation on Party Safe to Year 12 at Term 4 at the Year Meeting on Monday 3/11/14 during Line 5. The Yr 11 Meeting agenda is yet to be negotiated.

### **Ted Noff's Wellbeing program**

This 'R-Unit' will be running on Monday 1:45 – 3:45 (Line 2 and 1). The R Unit is called "Wellbeing Information and Support' and covers topics such as Harm Minimisation; Party Safe; Cannabis Talk; Backyard tattooing and piercing; Sexting and Cyberbullying; legal rights; dealing with strong emotions; motivation, self Esteem and Goal setting; Mental Health; Sleep Hygiene; Risk Taking Behaviour; Resume Writing and more. Interested students should see Michael (Chaplain), their Yr Co or Tony to participate.

### **AIME Indigenous Mentoring program**

AIME provides mentoring and educational support for Indigenous high school students to see them get through high school at the same rate as every Australian child. If students attend all AIME sessions AIME will guarantee that they will have a better chance of finishing Year 12 and going into uni, training or employment than their fellow students. Students will attend their local AIME university campus (ANU and / or UC) to participate in sessions facilitated by AIME. They will be mentored by

university students from that campus, to work through different content areas. Students will attend the Year 11 Leadership and Development Program that takes them to the university campus for mentoring sessions across Terms 2, 3 and 4 to cover topics such as: Resilience, Study/Life Balance and the Power of Thank You. Beyond this they will have access to the Tutor Squads. A Tutor Squad is a group of up to 5 university students who attend your school to provide tutoring to your Indigenous students.

### **Mentoring R Unit**

The mentoring R Unit will continue to run this Semester under Tony Hilton's leadership with Yr 12 mentors from HWKC connecting weekly with Yr 8 mentees at KSS. Interested students should see Tony to participate.

### **Gaia Recycling Program**

Recycling stations have arrived at HWKC for installation and promotion this term. A final meeting needs to occur between Gaia, Senior Exec and the cleaners to get a plan of action before launching the initiative to students and staff. Stay tuned...

### **Road Ready R Unit Term 4**

Hawker College is considering offering Road Ready Training as a free course to all current students as an R-Unit in Term 4, 2014. This R-Unit will qualify students to sit the Learners Test and get their 'L' plates. Enrolment in the unit also gains 0.5 points. Interested students should see Crystal to participate.

Crystal Mahon and the Student Services Team

### **BUDAWANG BUSHWALKING TRIP**



On the Monday the 2nd of June the Outdoor Education Bushwalking class headed out for a three day bushwalk of the Budawang Rangers. In preparation for the walk students completed theory work components on bush navigation, food & water requirements, clothing &

equipment requirements, environmental awareness, emergency procedures, and basic first aid. As well students had to demonstrate safe use of cooking equipment and ability to carry a loaded back pack.

Day 1 saw us start at Wog Wog carpark in the Morton National park. The group took most of the remaining day to walk to the Cascades area of the Corang River, approximately 12 kilometres. We encountered some rain for about an hour as well as some challenging hill climbs. We set up camp at the Cascades at about 3.30 pm. The army cadet students got onto the job of rounding up some wood for a fire, while other students cooked meals. We lit a fire and spent the evening looking at the stars and discussing the events of the day among other things. Students and staff were tired from the early start and all retired early.



Day 2 we had a sleep in and then set off for our second night camp at the caves in Burrumbeet Brook. We did some off track bush navigation on the first section of the walk. Some students helped to lead the group. This was an important learning time for students in the importance of relying on map reading and compass skills in remote areas, with low visibility. Students were exemplary in their attitude to the off track walk, some were even singing & telling jokes. We had lunch at the water fall section just passed Many Rock Ribs on the Corang River. Students were made aware of the aboriginal history of the area and by walking the track; I think they gained an appreciation of the bush skills of the aboriginal people of the Corang River area. We got to our second camp at 2.00 pm and students had a well-deserved rest after which they explored the caves in the area and collected wood and prepared their camps. In circle time around the fire, it was interesting to hear the recounts of what students learnt and found challenging about the day.

Day 3 we had an early start for our most challenging climb to Corang Peak (863 m) then back to Wog Wog carpark.

Students purified some water from a nearby creek and we set off at 8:30 am. The first section of the peak walk was the most challenging. It was great to see students helping each other to get all the equipment to the top of the first section. We sat and enjoyed expansive views of the Budawang Range and students could see what they had achieved over the past two days. At the top of Corang Peak we encountered fog. There was a vote taken whether to go around the peak or push for the top, all students wanted to continue to the top. At the top we shared snacks and were very appreciative of one of the girls as she shared her snake lollies. The comradeship of the group at this point of the walk was impressive. For the rest of the trip we had an easy walk out in sunny conditions; however, one of the students did slightly sprain her ankle. Students worked together to carry her equipment and after some First Aid treatment she was able to walk out unaided.



In summary the trip was a success due to the diversity of learning opportunities it provided for students. It produced challenges for all students. We had to adapt to a variety of weather and terrain conditions. As the trip went on, the group became more cohesive; those that were more skilful demonstrated their leadership skills by helping others. Each student demonstrated teamwork attributes which lead to a successful and enjoyable trip. I would like to thank parents, student leaders and the school executive for their support and lastly but definitely not least Ms Laura Press for her diligent contributions to help maintain a positive moral of the group, walking the last two kilometres in her socks.

Bryce Anderson  
Outdoor Education & Sports  
Administration Teacher

## HAWKER SPORT

Hawker College sporting teams have been very successful this year and a couple of our individual sporting athletes have been very busy achieving impressive results as well. Charlie Pocock travelled to Melbourne to compete in the Australian Gymnastics Championships at Hisense Arena. Charlie was awarded a bronze medal in the Level 8 Men's Artistic Gymnastics High Bar competition. We congratulate Charlie on this outstanding achievement.

Leah Allen has followed up last year's outstanding results with success at the ACT Schools Championships at AIS Arena. 2 gold and 1 silver medals from 3 events demonstrates Leah's potential. Even more impressive considering she wasn't feeling 100%. Well done Leah!

Third term brings a number of new sports to line 8 on Thursday afternoon with Girls' Volleyball, Boys' Volleyball, and Boy's Oztag competitions starting week 2. Golf starts week 8.

One day carnivals scheduled this term include Mixed Hockey, Squash, Badminton, Indoor Cricket and Mountain Biking. Interested students should see Mark in the PE staffroom for details.

Mark Greer  
Sport Coordinator

## WHAT'S NEW IN SCIENCE @ HAWKER?



Honours students sat the **RACI Chemistry Quiz Competition** on Thursday 24 July. This now completes the science competition schedule for 2014.

Congratulations are extended to the 19 science Honours students who participated in the ICAS Science Competition on 4 June 2014. Jesse An received a High Distinction award in this competition. The following students received a Distinction award: Duncan Rae, Heather Macpherson and Zhan Zhang. Credit awards were received by Tahirrae Slikker, Vanessa Farrelly and

Emily McIntyre and Merit awards were received by Riya Patel, Nick Chan and Aidan Smyth.

## 'Battle of the Plants' competition

Students entered into the CSIRO High Resolution Plant Phenomics Centre 'Battle of the Plants' competition (Manan Patel, Tahirrae Slikker, Lauren Ducat, Acacia Hoy, Angeline Mutsinee and Rayyan Khan,) are reminded that the competition begins on Monday 28 July. These students must plant their *Brachypodium* seeds during week 2. Digital photos of the growing plants will be taken on 29 August and 19 September. These photos, along with supporting data, will be submitted to CSIRO in week 9. The plants will be grown under the light bank in the science preparation room for the duration of the competition. See Laura for more details.

## Australian Science Olympiads National Qualifying Examinations

During Weeks 3 and 4, the Australian Science Olympiads National Qualifying Examinations will be held. Sitting the Australian Science Olympiad Exam is the first step to the International Science Olympiads: the 'Olympic Games for Science Students'. These exams are designed to measure a student's science comprehension and their ability to apply this knowledge to solve challenging problems. The following Year 11 students will represent the college in sitting these exams: Ciaran Lane and Henry Skelly, (Physics), Duncan Rae and Lauren Ducat (Chemistry) and Tahirrae Slikker and Zalek Desai (Biology). Every year the top performers in the NQE's are offered a place in the Science Olympiads Summer School. This two week intensive program is run at Monash University. This is an accelerated learning program where students participate in lectures, labs and tutorials that cover the equivalent of a first-year university science course. The very best of the Summer School students are then selected to represent Australia at the International Science Olympiads held in mid-July 2015. The Biology Olympiad will be held in Denmark, the Chemistry Olympiad will be held in Azerbaijan and the Physics Olympiad will be held in India.

Laura Jones  
Science Teacher

## HUMANITIES NEWS

Welcome back to all ongoing Humanities students, and to those joining us from other schools. With unit selections finalised last term, teachers and students were able to launch straight into Semester 2 content on Day 1 – a great bonus in this short and busy semester. Due to popular demand, we are running two classes each of Fantasy, Science Fiction and Crime Fiction this semester, as well as a diverse range of other English, History and Media units. We are also running a single-semester intensive Transition English class to boost the English language levels of our newest international students. We are happy to welcome a new English teacher to the Humanities faculty for Semester 2, 2014: Spiro Adamopolous. Spiro will take up the position in week 6; until then, the very capable Alanna Maclean will teach his English classes: *Fantasy and Conflict*. Spiro will also support bi-lingual students in Writing Extension.

Having trialled a reduction to three assessment items in most Humanities subjects last semester, we will be continuing this practice. There have been clear benefits including more time for teaching and supporting students, students making more use of the drafting process, reduced student workload and less V-grades. Of course, with less assessment items to complete, each must have a greater weighting than when students completed four items. It is therefore vital that students maintain good organisational skills and plan their workload according to the assessment schedule given on their unit outlines. Students should also consider enrolling in the Humanities tutorial, an R unit in which they can receive assistance with Humanities assessment tasks.

Whereas we have previously done our best to accommodate Humanities students enrolling in half units, this is much more difficult with only three assessment items. As mentioned in a previous newsletter, we will no longer be able to accommodate students who decide to swap between full and half units.

This semester, one English class has been designated as a half unit option for year 12 (T) English students who wish to complete their major at the end of Term 3. Students who have not enrolled in the half unit class, Perspectives, will need to complete their selected full semester unit.

## ICAS English Competition

The English competition will be held on Tuesday of Week 2: 29 July at 2:45pm in Room 78. The competition will begin promptly at 2:45 pm and run for one hour, plus around ten minutes for administrative paperwork. Please be on time if you have signed up.

## Bell Shakespeare's ACTORS AT WORK

In the final week of Term 3, Bell Shakespeare's ACTORS AT WORK will visit Hawker College to perform Hamlet: Out of Joint – a short performance piece exploring the essence of Shakespeare's masterpiece, Hamlet. This wonderful company of young actors are highly skilled in bringing Shakespeare to life for students. I encourage all English students to attend – they will definitely enjoy the show. Notes for this performance will be distributed soon; the cost is \$8.50.

Kathryn Sutherland  
School Leader, Humanities

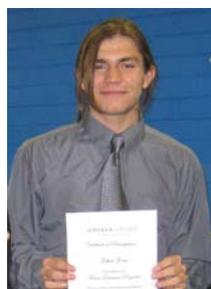
## FUTURE DIRECTIONS JOBS PROGRAM – WEEK 19 SEMESTER 1, 2014

This week a group of enthusiastic students with an eye to their future employment prospects participated in a special jobs program. Guest speakers gave the students an up-to-date, real perspective of the current job market and the skills and attributes that employers are looking for. Through the program students prepared a resume, researched a job/position to apply for, wrote a cover letter for that position and undertook a mock interview.



Left to right: Noor Furege, Ann-Marie Kenny, Christian Lipton, Angelene Augustczak, Erin Weatherstone, James Murphy, Rhys Heidtmann, Venuri Hewa-Bowalage, Dale Larsen, Cindy Diep. In front: Sam Mwee. Below right: Joshua Jones with his Certificate.

The feedback from students was incredible. The interviewers were most impressed with how the students presented themselves



for interview (i.e. they were dressed for part) and the skill and effort with which they approached the interview.

Student feedback on the program was as follows:

- "Gave me experience for when I do the real thing"
- "Before this program I had no idea how to write a resume and how to do an interview"
- "It was very helpful and will help me in the future"
- "I had a great time"
- Students described their interviews as:
  - making them nervous about talking, but increasing their skills for future interviews
  - being a positive experience because they were prepared and knew what was expected
  - giving them great feedback and feelings of confidence

Special thanks must go to our interviewers who willingly gave their time to make the mock interview process as real as possible. They were Merin Ahern from Belconnen Community Services, Alison Di Berardino from the Education & Training Directorate, Beth Peters from the ACT Chamber of Commerce, Joanne Adams from the Business Faculty at Hawker College, and the team of interviewers from Kangarra Waters.

Congratulations everyone!

Kim Thomas and Carolyn Lloyd  
Transitions and Careers Officers

## A MESSAGE FROM THE SCHOOL COUNSELLOR

Adolescence is a particularly challenging time for both the young person and parents. It is also a time when mental health issues can begin to manifest. It can be difficult to distinguish symptoms of mental health problems from normal adolescent behaviours and moods. However focusing on functioning can be a good way to tell the difference i.e. if the young person is struggling with school, avoiding social engagements, or is no longer enjoying the things they used to enjoy, it is likely that there may be a mental health problem.

The following is some information regarding mental illness, including triggers and early warning signs. If you have any questions or concerns, please

feel free to contact Heidi Horvath (School Counsellor/Psychologist - see my details below).

Mental illness refers to a range of illnesses which affect the way we think, feel and behave. Common disorders such as depression, anxiety, and substance use affect around 20% of 16 - 24 year olds. Other disorders are less common and include eating disorders, bipolar disorder and schizophrenia. These illnesses are treatable and manageable particularly if recognised early. Being aware of some of the potential triggers, and looking for early warning signs can assist in reducing their impact.

Triggers that may affect a young person's mental health include:

- stress - coping with learning, exams, peer pressure, dealing with high expectations
- hormonal changes - puberty is a vulnerable time
- drug use - e.g. cannabis, methamphetamines
- alcohol - binge drinking
- grief - including loss of loved ones, and change in home situations
- trauma - including abuse, bullying, or major physical injury or illness
- interpersonal difficulties - friendship, family issues.

Some early warning signs (if they persist for a few weeks, intensify or in some way interfere with the young person's functioning) include:

- persistent low mood, significant mood swings
- lack of energy, loss of motivation
- difficulty concentrating
- lack of sleep or oversleeping
- withdrawing from family and friends
- anxiety, agitation
- obsessive thoughts that lead to unusual behaviour or daily rituals
- weight loss, undue concern with body image – can be a concern for young men as well as young women
- self-harm

Generally, behaviour that is not usual for that young person that is impacting on their day to day functioning.

Early Intervention can often reduce the symptoms and prevent them worsening. Creating and maintaining a relationship that allows and encourages conversation about these issues is an important step.

Some helpful actions for parents

- Use conversations similar to what you would use when discussing symptoms of a physical illness
- Sit and quietly listen to what your child says in a non-judgmental and reassuring manner
- Let them know you are there for them and that you want to help where you can.
- If they don't want to talk about it, respect that. Let them know you are worried and that you are happy to listen when they want to talk, or suggest other sources of support.

For further information and help: Contact your GP, School Counsellor/Psychologist – Heidi Horvath (available Mondays, every second Wednesday (even weeks), Thursday on 6205 7770), or youth Mental Health organisations such as The Junction 6232 2423, Headspace 6201 5343 (also run information sessions for parents on mental health and wellbeing), Kids Help Line 1800 55 1800. Also websites such as [www.youthbeyondblue.com](http://www.youthbeyondblue.com), [www.sane.org](http://www.sane.org), [www.realitycheck.net.au](http://www.realitycheck.net.au), [www.eatingdisorders.org.au](http://www.eatingdisorders.org.au), [www.oyh.org.au](http://www.oyh.org.au), [mhfa.com.au](http://mhfa.com.au) (Sources for these notes).

Heidi Horvath  
School Counsellor

### YEAR 11/12 BUSINESS CLASS DEVELOP THEIR MARKETING SKILLS

These students conducted extensive marketing research to put together many informative and creative marketing reports. The objective of their marketing campaigns was to create a fundraising event which would provide the funds to potentially purchase a new school bus.



Pictured above: Year 11/12 Business Class with Melinda Foschi

These students should be very proud of their entrepreneurial ideas and all students showed a positive attitude. The

students' hard work is to be commended and it has been a privilege to listen to their presentations.

Melinda Foschi  
Pre-Service Teacher - University of Canberra

### EXCURSION TO THE CANBERRA INSTITUTE OF TECHNOLOGY - CIT TASTE 2014



On 4 June nine eager students from the Tourism and Business Administration classes experienced a taste of what a career in travel and tourism, accounting, business administration, hotel management hospitality, hospitality and events would be like for them in the future. This event is organised by the Canberra Institute of Technology as a series of short workshops with many interactive and hands on activities. Students enjoyed the sessions and learnt about different courses run at the CIT.



They had the opportunity to hear many successful stories from ex students who have undertaken their studies in the above careers. Mago Alosio, one of our Hawker College students was the lucky winner of an IPAD Air that was drawn among all participants from other schools to this event. Congratulations Mago.

Laura Press  
Hospitality Teacher

**SISTERS FOR INCLUSION AND AUTONOMY**

About halfway through Semester 1, ideas began to simmer in the Anthropology of Gender History class, when a talk on consent at Hawker College was suggested. The simmering developed as ways were sought to meet this goal. Thus, SIA was formed: a group of individuals sharing a collective passion to promote equality of genders through activism and opportunities in our immediate school environment. Our name is derived from the Egyptian deity for wisdom, and stands for Sisters for Inclusion and Autonomy (brothers are also welcome in the ranks!).

One of our first outings was to see writer and activist Clementine Ford talk about affirmative consent at the Australian National University. This was followed by a dinner with the lovely lady herself along with the ANU Women's Department and many other brilliant individuals. Since then, SIA has run a talk during year-meetings on affirmative consent, implemented a girls-only self-defence class and attended a female oriented comedy gala. To clarify some earlier confusion, our reasoning for requesting a girls-only self-defence course is that women and girls are less

likely to take leadership positions in a mixed gender setting and more likely to be subordinate.



Throughout the program the 10 female students who completed the course learnt, practiced and improved many essential skills, in a safe and supportive environment. Social and emotional learning such as harm minimisation, protective behaviours, respect, awareness of self and situations, and assertiveness were key elements of the program. Physical skills including defending, striking, kicking, blocking and evading were also practiced and discussed over the 6 week course.

If students or parents would like to have a mixed or boys only self-defence course run at Hawker College, do not hesitate to contact SIA.



Left, above and below: Students participate in the self-defence course.



At the current time, the members of SIA have many exciting plans in place so watch this space! If you would like to get involved, stop by one of our meetings or talk to Crystal up in the Den. We are always happy to see new faces and hear new ideas; plus, there's usually baked goods!

Angela Christian-Wilkes  
Year 12 Student, SIA Group

| EXCURSION ACQUITTALS                    |                |
|---|----------------|
| <b>Bushwalking Excursion – Budawang</b> |                |
| <b>Range</b>                            |                |
| <b>IN -</b>                             | <b>\$1,405</b> |
| <b>OUT –</b>                            |                |
| College Bus                             | 350            |
| Staffing                                | 180            |
| Misc Goods                              | 105            |
| Refund to students (\$55 per student)   | 770            |
| <b>TOTAL</b>                            | <b>\$1,405</b> |
| <b>Horsetrekking – Picton</b>           |                |
| <b>IN -</b>                             | <b>\$2,400</b> |
| <b>OUT –</b>                            |                |
| Tuition, Accommodation                  | 2,200          |
| Bus                                     | 250            |
| Replacement gear                        | 83             |
| <b>TOTAL</b>                            | <b>\$2,533</b> |

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## A Message from the Minister

### ***Parental Engagement A Priority***

During Public Education Week at the end of May, it was very good to see the achievements of our students, schools, teachers, and staff showcased and celebrated. On show were so many examples of where you and your communities are actively involved with your children's schools; through different activities and programs.

I will continue to focus on putting children, parents, carers and communities at the centre of our education system and will be looking at further ways of communicating the values of the public education system.

For example, the online enrolment system has simplified processes for parents and carers, and we have also launched the 'Parents and Students At The Centre' page on our website, which features stories of parent-school engagement, including one about how ACT public schools are increasingly using Facebook and Twitter to enable parents and the community engage and stay up to date on their activities and achievements.

Other initiatives include the 'Fresh Tastes' program which encourages learning about nutrition and healthy food and drink choices in schools and we have also launched a series of fact sheets for parents and carers of gifted and talented students.

I also recently launched the '*100 Stories: Celebrating public education in Canberra*' book which features fascinating stories of people who have influenced, or have been influenced by our public education system.

Have a great run-up to the end of term and stay warm!

'*100 Stories: Celebrating public education in Canberra*' can be viewed online at [www.det.act.gov.au](http://www.det.act.gov.au).

**Joy Burch MLA**

**Minister for Education and Training**

# STEP INTO THE LIMELIGHT

## 2014

# STEP INTO THE LIMELIGHT

Exhibition Dates

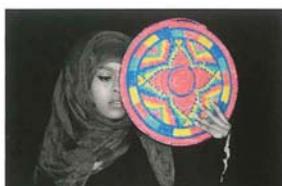
**29 July - 9 August 2014**

Opening

**6pm Tuesday 5 August**

**To be opened by Ms Diane Joseph, Director-General, Education and Training Directorate**

The *Step into the Limelight* visual art exhibition is an initiative of the Education and Training Directorate in collaboration with the ANU School Of Art. This year's exhibition will display the work of more than 300 students from 30 different public school settings. It includes work from preschool students right through to Year 12 in a variety of media including: photography, sculpture, collage, painting, lino print and mixed media. It also showcases some pieces from the highly successful Artists in Schools program.



### SCHOOL OF ART GALLERY

Building 105, Ellery Cres  
Acton ACT 0200

**Opening hours**

Tues-Fri 10.30am-5pm

Sat 12-5pm

Closed Sun, Mon & Public Holidays

W <http://soa.anu.edu.au>

E [sofagallery@anu.edu.au](mailto:sofagallery@anu.edu.au)

T +61 2 6125 5841

**ANU College of  
Arts & Social Sciences**



IMAGES: (Clockwise from top left) Esraa Mahmoud; Yasmin Bulbul; Joshua Peisley; Maddie Steinacker; Lana Samundsett; Jasmine Bignell; & Rabeea Soomro



# Important dates for your diary

|                                    |  |
|------------------------------------|--|
| <b>Monday 4 August 2014</b>        | Board/P&C Meeting - 5:30pm                     |
| <b>Wednesday 6 August 2014</b>     | Chemistry Olympiad                             |
| <b>Thursday 7 August 2014</b>      | AST Focus Day                                  |
| <b>Mon 11 - Wed 13 August 2014</b> | Snow Trip                                      |
| <b>Tuesday 12 August 2014</b>      | Biology Olympiad                               |
| <b>Wednesday 13 August 2014</b>    | Physics Olympiad                               |
| <b>Thursday 14 August 2014</b>     | Moderation Day - Student free day - no classes |

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Email: [info@pinnacledrivingschool.com.au](mailto:info@pinnacledrivingschool.com.au)  
Website: [www.pinnacledrivingschool.com.au](http://www.pinnacledrivingschool.com.au)

**Hawker College Front Office  
Reception Hours**

8:30am - 4:00pm

**We request all payments  
be made between**

8:30am - 12:30pm  
1:00pm - 2:00pm

**Front Office closed**  
each Friday 10:40 - 11:05am



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