

School Calendar 2020

Thursday 29 October

Aboriginal Family Consultation Session -
4-5pm Library

Tues 20 October - Wed 11 November

HSC Examinations

Wed 11 November - Mon 23 November

Y7, Y8, Y9 & Y10 Yearly Exams

Monday 16 November

P&C Meeting - Location TBA

CANTEEN - Phone 65589963

Monday 26 October

Elona

Tuesday 27 October

Merrilyn

Wednesday 28 October

Sharee

Thursday 29 October

Merrilyn

Friday 30 October

Elona

Monday 2 November

Elona

Tuesday 3 November

Vanessa

Wednesday 4 November

Alison

Thursday 5 November

Tracey

Friday 6 November

Elona

FAREWELL YEAR 12 2020

Good luck in your HSC exams and all your future endeavours!



“The resilience, endurance and perseverance you have shown have made me so proud to be your year adviser.”

- Mrs Colleen Sorrensen, Year 12 Year Adviser

“Success is not final. Failure is not fatal: It is the courage to continue that counts.”

- Winston Churchill



Care Achievement Respect Effort Responsibility

PRINCIPAL'S REPORT

Welcome to term 4.

This term we are focused on the HSC and the yearly examinations for Year 7-10 and keeping students and staff safe with the Department of Education COVID guidelines.

The HSC was put back 1 week due to COVID – see NESA extract below

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/key-dates-exam-timetables>



The **2020 HSC written examination timetable** started later than originally planned to give students more face-to-face time with their teachers to revise, ask questions and seek support.

Our Year 12 assembly took place last Friday. The assembly took place under COVID guidelines with our Year 12's, their siblings and a few staff present. A video link of the assembly was forward to parents of Year 12. This week the HSC commenced on Tuesday. It is pleasing to hear that the students have left the exams feeling positive about their responses.

We wish our Year 12 students best wishes for their future endeavours.

This week, schools were notified of the following amendments to School Development Days (SDDs). Commencing at the start of 2021, the changes include:

- Two SDDs at the commencement of Term 1 (27 and 28 January, Year 7,11 and 12 students return 29 January 2021 and the rest return the following Monday, 1 January 2021).
- One SDD at the beginning of Term 2
- One SDD at the beginning of Term 3
- One SDD at the end of Term 4.

We are planning on taking our students forward into the world of electronic learning, digital citizenship and global connection.

Due to the changing nature of education (at school and tertiary institutions) and the workforce moving to electronic delivery, management, systems and processes, we need to incorporate more use of electronic devices (this does not include mobile phones) as an additional learning tool, starting with students in Years 7 and 11 for 2021.

Our fleet of electronic devices (PCs, laptops and electronic whiteboards) are nearing their “use by date”. Funding for these lies predominately with the school. The school will need to continue to fund the replacement of the electronic whiteboards and some other supportive electronic equipment. In order to sustain this, students in Year 7 and 11 will be expected to bring their own laptops for classroom use. All other students, if they have one, will also be encouraged to bring their own. Currently most of our Year 11 and 12 students bring their own laptops to school each day.

I have briefly discussed this initiative with the Principals from Gloucester Public School and Barrington Public School who have endorsed this in principle. As soon as possible we will provide information on suggested laptop specifications and places of purchase, which we are finalising. We are pursuing all possible methods to support parents and students through this process, such as payment plan options to support families with the purchase. As with all new initiatives, there may be teething issues during the first year, however, we are committed to providing our students with similar opportunities that other schools are doing with their students. More information to come.

Mrs Trudi Edman, Principal

2020 ICAS RESULTS ARE IN

Year 7

- English:** Sam Collie - participation, Joe Hogan - Merit, Xavier Soupdis - Credit
- Digital Technologies:** Sam Collie - Participation, Joe Hogan - Merit
- Mathematics:** Sam Collie - Participation, Joe Hogan - Participation, Kaitlyn Beggs - Participation, Thomas Maggs - Participation, Xavier Soupdis - Credit
- Science-** Sam Collie - Merit, Joe Hogan - Merit, Xavier Soupdis - Credit
- Spelling-** Joe Hogan - Participation, Kaitlyn Beggs - Participation, Thomas Maggs - Participation

Year 9

- Mathematics:** Ryan Beggs - Credit
- Digital Technologies:** Ryan Beggs - Participation

Well done to everyone that participated.



INVITATION TO PARENTS/CARERS OF OUR ABORIGINAL STUDENTS

Unfortunately, we currently do not have an Aboriginal Education Consultative Group (AECG) in Gloucester to help guide us in supporting our Aboriginal students.

I would like to invite you to an informal afternoon tea where we can hear your ideas/suggestions to help us improve our whole school and classroom programs for your child/children. You may like to bring a community member who would like to work with the school to help us improve our Aboriginal student outcomes.

Date: Thursday 29 October 2020

Place: Gloucester High School Library

Time: 4pm – 5pm

Refreshments: Tea, coffee, juice, sandwiches, biscuits

For catering purposes, please let us know if you would like to attend by calling the school on 6558 1605.

YEAR 12 FAREWELL ASSEMBLY AND AWARDS

- Friday 16 October -

Year 12 Special Awards

Bethany Hester	Gloucester High School Captain
Ethan Bird	Gloucester High School Captain
Anneka Hooke	Gloucester High School Vice Captain
Leon Mackintosh	Gloucester High School Vice Captain
Elizabeth Howarth	Gloucester High School Senior SRC
Charlotte Maslen	Gloucester High School Senior SRC
Ethan Bird	Caltex Award for the 'Best All Rounder' <i>Recognises commitment in academic, leadership, sporting and community service activities</i>
Anneka Hooke	Reuben F Scarf Award for Commitment <i>Recognises consistent effort and desire to improve</i>
Elizabeth Howarth	University of New England Vice-Chancellor's High Achievement Prize <i>Acknowledges the considerable effort made as a high achieving Year 12 student</i>
Kelsey Farley	Gloucester High School Award <i>Recognises achievement through Motivation and Commitment</i>
Thomas Bandy	Gloucester High School Award <i>Recognises achievement through Motivation and Commitment</i>
Anneka Hooke	GHS Black OPAL Award 2020 <i>Achieving the greatest amount of Black OPAL Awards for 2019 (Ongoing Performance Assessment Log), awarded every 4 weeks for engagement, enthusiasm, effort and application in the classroom</i>
Charlotte Maslen	Gloucester High School Service Award <i>For commitment and service to Gloucester High School throughout her school career</i>
Bethany Hester	Gloucester High School Service Award <i>For commitment and service to Gloucester High School throughout her school career</i>



Ethan Bird



Elizabeth Howarth



Kelsey Farley



Charlotte Maslen

Ethan Edwards

Raymond Burton Memorial Prize
For Spirited Effort
Donated by Mrs K Braunton in memory of
Raymond Burton, former student of
Gloucester High School



Ethan Edwards

Bronte Wisely

John Tight Memorial Prize
For Woodwork
Donated by Mrs Janet Nolan in memory of John
Tight, former student of Gloucester High School



Bronte Wisely

Thomas Bandy

Derek Kerry Memorial Science Award
Demonstrates commitment and understanding of Science
concepts.
Donated by Mrs Suzanne Landers in memory of
Derek Kerry former student and teacher of
Gloucester High School

Tayla Casey

P&C Ag Sub-Committee Agricultural All Rounder Award
Commitment and Application to Agriculture

Anneka Hooke

Tim Westcott Memorial Award for Drama
Donated by Gloucester Arts Cultural Council (GACCI) in
memory of Tim Westcott, former teacher and member of
GACCI



Tayla Casey

Nicholas Murray

Mid Coast Connect Vocation Education and Training (VET)
Award
Displays excellence in Vocational Education and Training.
Donated by Mid Coast Connect

Charlotte Maslen

NSW Premier's Sporting Challenge Medal
Commitment and contribution to sport and
physical activity programs

Ethan Bird

Hunter School Sports Association Certificate of
Recognition *Hunter representation on three or more*
occasions in the sport of Squash

Bethany Hester

Australian Defence Force Long Tan Leadership and
Teamwork Award *Demonstrates leadership and*
teamwork within both the school and the community,
displaying strong values, such as doing one's best,
respect for others and "mateship"



Nicholas Murray

Year 12 Academic Awards

Thomas Bandy

Equal first in Year 12

First in Biology
First in Chemistry
First in English Standard
First in Software, Design and Development
First in Mathematics Advanced
Second in Mathematics Extension

Anneka Hooke

Equal first in Year 12

First in Drama
First in Music
First in English Advanced
First in Visual Art
First in Hospitality

Holly Willis

Third in Year 12

First in Mathematics Standard 2
First in Food Technology
Second in Drama
Second in English Advanced
Third in Visual Art

(*Best 10 units counted when determining position in the year)



Top 3 in Year 12 - Thomas Bandy, Anneka Hooke and Holly Willis

Ethan Bird	<p>First in Mathematics Extension</p> <p>Second in Mathematics Advanced</p> <p>Second in Software, Design and Development</p> <p>Third in Chemistry</p>
Sarah Benson	<p>Second in Industrial Technology Timber</p> <p>Second in Construction</p>
Tayla Casey	<p>Third in Mathematics Standard 1</p>
Umi Chan	<p>First in Legal Studies</p> <p>First in History Extension</p> <p>Second in Ancient History</p> <p>Third in Hospitality</p>
Riley Doutty	<p>First in English Studies 2</p> <p>Second in Modern History</p> <p>Third in Software, Design and Development</p>
Emily Dulihanty	<p>Second in English Standard</p> <p>Second in Food Technology</p> <p>Second in Visual Art</p> <p>Second in Hospitality</p>
Cameron Dunlop	<p>First in Personal Development, Health and Physical Education</p> <p>Third in Ancient History</p>
Kelsey Farley	<p>First in Investigating Science</p> <p>First in Science Extension</p> <p>Second in Chemistry</p> <p>Equal Second in Biology</p> <p>Third in Legal Studies</p> <p>Third in Mathematics Advanced</p>
Mia Giudice	<p>First in English Studies 1</p> <p>Second in Mathematics Standard 1</p>
Lillian Greenham	<p>Second in Science Extension</p> <p>Equal Second in Investigating Science</p>
Bethany Hester	<p>Second in Mathematics Standard 2</p> <p>Third in Drama</p> <p>Third in Music</p>
Elizabeth Howarth	<p>Second in Music</p> <p>Third in Mathematics Standard 2</p>
Charlotte Maslen	<p>First in Primary Industries</p> <p>Second in Personal Development, Health and Physical Education</p> <p>Third in Food Technology</p>
Nicholas Murray	<p>First in Construction</p> <p>First in Metals & Engineering</p> <p>Third in Industrial Technology Timber</p> <p>Equal Third in Primary Industries</p>

Patricia Oleksiuk	Third in English Studies 1
Jordan Rae	Third in Science Extension
Troy Ryan	Third in Construction Third in Metals & Engineering
Lilly Ryll	Second in Primary Industries Equal Second in Investigating Science Equal Third in English Standard
James Terras	First in Mathematics Standard 1
Jasmin Thompson	Second in English Studies 1
Owen Tomlinson	Third in Personal Development, Health and Physical Education
Toby Ware	Equal Third in Primary Industries
Hayley Weismantel	First in Ancient History First in Modern History Second in Legal Studies Second in History Extension Third in English Advanced
Bronte Wisely	First in Industrial Technology Timber Second in Metals & Engineering
Isabella Yates	Equal Second in Biology Equal Third in English Standard Third in Modern History

YEAR 12 STUDENTS WHO HAVE ACHIEVED CERTIFICATES/QUALIFICATIONS EXTERNAL TO GHS

Sarah Benson	Achieved a Certificate III in Animal Studies through NSW TAFE
Mia Giudice	Achieved a Certificate III in Animal Studies through NSW TAFE
Laurajean Keegan	Achieved a Certificate III in Early Childhood Education and Care through NSW TAFE
Jasmin Thompson	Achieved a Certificate III in Animal Studies through NSW TAFE

Congratulations to all of Year 12 for your achievements!

YEAR 12 INDUSTRIAL TECHNOLOGY - TIMBER

Done and dusted. Another round of HSC major projects are about to go home with their proud owners. Projects delivered for 2020 represent the yearlong effort of our Year 12 Industrial Technology - Timber students. Projects fronted the Covid safe HSC marking team after tools down on the Thursday 27 August. Projects are truly a varied collection, each representing the varied interests of the students. Projects were well presented and showcased the skills developed during their time here. Skills, that hopefully will stay with them for a lifetime.

Thanks to our new TAS head teacher, Mr Murray for chipping in with his knowledge of cabinetry and to Mr Wisely for spending a Saturday in the workshop. Also, a big thank you to the parents and carers who supported our students.

For the second year running we utilised Camphor Laurel slabs which were kindly donated to the school by Mrs West and continue to deliver results which can be seen on the following pages. I am sure you will agree, this timber holds a special place in the aesthetics department. So, enough said, enjoy the pictures and well done to all students; I wish you good luck with your HSC exams and all unknown opportunities in 2021.

Mr Andrew Herps

Project 1. Writing Desk

Timber: Radiata Pine with Rosewood highlights

Supplier: Gloucester Hardware

Plus: Looks great

Minus: Not in my office

Features: Simple lean appearance / exotic timber highlight



YEAR 12 INDUSTRIAL TECHNOLOGY - TIMBER Continued...

Project 2. Entertainment Unit

Material: Black Butt

Supplier: Petries Hardware Taree

Plus: Lovely pale appearance, Will last a life time, Dad paid for it

Minus: Expensive, heavy, really heavy

Feature: Waterfall Mitre Joint



Project 3. Bar

Material: Rosewood

Supplier: Pops shed

Plus: Gorgeous dark red colour, hardwood, but easy to work with, free (thanks Pop)

Minus: Usual splits and dry found in reclaimed timber.

Features: Mortise and Tenon joints, Rusty iron infill



YEAR 12 INDUSTRIAL TECHNOLOGY - TIMBER Continued...

Project 4. Whiskey Cabinet



Material: Reclaimed Hardwood

Supplier: The back shed at home

Plus: The price was right, beautiful grain and colour, tough (don't ask)

Minus: Timber splits easily if not careful

Features: Glass doors, dove tail joints, serving shelf



Project 5. Saddle Stand

Material: Mixed Softwood plus finger joint sheet

Plus: Super practical, project, material easy to work, not too\$\$\$

Minus: No good for motor bikes!!!

Features: Wheels and huge storage drawer, suitably themed.



YEAR 12 INDUSTRIAL TECHNOLOGY - TIMBER Continued...

Project 6. Tall Boy Topper

Material: Camphor Laurel

Supplier: GHS woodshed - kindly donated by Mrs West

Plus: The smell when being worked, easy to work, beautiful grain pattern, within budget!!

Minus: The smell when being worked

Features: Brass accents, dove tail joints, raw timber edging



Project 7. Toy Box

Material: Pine Box with hinged lid

Plus: Super practical project, storage for lots of toys

Minus: None that I can see

Features: Nautical theme with rope handles and nautical shapes to highlight design.



Why attendance matters



When your child misses school they miss important opportunities to:



Learn



Build friendships



Develop life skills

Days missed = years lost

A day here and there doesn't seem like much, but...

When your child misses just...

they miss weeks per year

and years over their school life

1 day per fortnight
 = **4** weeks  = Over **1** year missed

1 day per week
 = **8** weeks  = Over **2.5** years missed

MANNING REGIONAL ART GALLERY YOUTH WEEK MATERIAL SOUND CHALLENGE

In the last week of Term 3, we were invited to participate in a Youth Week Material Sound Challenge provided by the Manning Regional Art Gallery. The students received a bin full of various materials that they had to use to design and build a Rube Golberg style system to move a marble across a room/space using the materials provided. The group that took on the challenge consisted of Year 10 Creative Arts students – Savannah Ashby, Anita Jackson, Temeaisha Martin, Anna-Rose Seale, Ava Tuckwell and Brooke Willis. They were brilliant in their participation and final outcome. A very enjoyable and constructive day had by all.

Student comments:

Ava: First we looked at the range of materials to see what we had to work with. Then we split up into groups of two so we could do a third each of the project.

Brooke: We then did a rough sketch of our ideas for the challenge.

Savannah: We then went over to the bucket and all the materials finding a bunch of different things to help with our ideas.

Haylee: Then brought them all onto the stage trying to connect them making it so the marble would travel through properly.

Anna-Rose: Some stages didn't work so we had to change some things up, but in the end it both sounded and looked nice.

Anita: Though it was sometimes annoying and frustrating when our ideas did not work, seeing it come together in the end was worth the effort.



YEAR 9 - FOOD FOR SPECIAL OCCASIONS

During Term 3, Year 9 students were required to complete an assessment task for the unit 'Food for Special Occasions'. Students researched the necessary requirements for a child's birthday party, including theme, decorations, suitable menu and applied the Australian Guide to Healthy Eating to assess the nutritive value of their chosen menu. For the practical component the students designed, then prepared and decorated a child's birthday cake to suit the chosen theme.

As the pictures highlight, the students excelled! Each student arrived prepared and worked efficiently to produce these creative and delightful results!

Well done Year 9 Food Technology, a wonderful example of our CARER values, Achievement & Effort.



CAREERS NEWS

Year 10 Work Experience Term 4

Year 10 students are permitted and encouraged to complete 1 or more Work Experience placements this term. Work experience will not be made mandatory this year due to the pandemic, but we hope students take advantage of this opportunity and organise a placement if they and their family are comfortable for them to do so.

The last day of Year 10 Final exams is Monday 16 November (Term 4 Week 6). After this day, students can organise placement for the next several weeks. Please keep in mind that many students will also participate in Peer Support training on Wednesday 25 November (Term 4 Week 7). Work experience placements for future Peer Support Leader should NOT be scheduled for this day. Most employers will be flexible with this and it should not hinder a student's chances of attaining a placement.

Below is a simple table that outlines when students can organise Work Experience. They can choose to do as much or as little as they want. I do encourage students who are very keen, to experience different working environments and find a variety of businesses / host employers.

TERM 4	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
WEEK 6	16 Nov (No W.E for any student...EXAMS)	17 Nov	18 Nov	19 Nov	20 Nov
WEEK 7	23 Nov	24 Nov	25 Nov (No W.E for Peer Support Leaders)	26 Nov	27 Nov
WEEK 8	30 Nov	1 Dec	2 Dec	3 Dec	4 Dec
WEEK9	7 Dec	8 Dec	9 Dec	10 Dec	11 Dec
Week 10	Students are encouraged to attend school in these final 3 days, collect their Report, exams, and any work for collection.			HOLIDAYS BEGIN.....	

All students for all placements must complete a new Student Placement Record (SPR). The SPR is a mandatory requirements as it is the insurance documentation for the placement. Students need to collect these from Mr De Angelis ASAP. Student, Employer, Parent / Carer and myself all need to sign this document. There is also a new dot point that ensures that the host employer is following a NSW Health COVID-19 safety plan.

I will be discussing Work Experience requirements during career lessons. However, parents / carers can call me at school if they have any questions or need more information.

Year 10 Careers Classes:

This term, during Careers lessons, all students MUST complete the Mandatory NESA requirements for the, "All My Own Work" (AMOW) Program. The HSC: All My Own Work program is designed to help Preliminary and Higher School Certificate students to follow the principles and practices of good scholarship. This includes understanding and valuing ethical practices when locating and using information as part of their HSC studies.

The HSC: All My Own Work program is integrated with other NSW syllabuses and programs. The program is designed to be delivered flexibly as self-paced learning modules.

Continued...

CAREERS NEWS Continued...

The program's content is divided into five modules:

1. Scholarship Principles and Practices
2. Acknowledging Sources
3. Plagiarism
4. Copyright
5. Working with others

Each module contains:

- Information and advice on the module focus questions
- Quiz questions
- Summary
- Frequently Asked Questions (FAQs)
- Link to a glossary
- Links to relevant websites.

In a nutshell, AMOW provides students with a contemporary and relevant understanding of how to avoid plagiarism. Please note: Students are unable to be enrolled as Year 11 Students until this requirement is fulfilled. All students will need to complete all 5 Module Quizzes. It is important that each Quiz Report has the students' full name on it. The quizzes can either be printed off as a hard copy, or emailed directly to: michael.deangelis@det.nsw.edu.au

Michael De Angelis, Careers Adviser

MATHS CORNER QUESTION (for students and parents)

Question:

The four digit numeral 3AA1 is divisible by 9. What digit does A represent?

Previous Answer:

The average speed of any trip is the total distance divided by the total time spent travelling. The total distance was 120km and the total time was 5 hours. The average speed equals $(120\text{km})/(5\text{hours})$ or 24km/h

Comment: It is interesting to observe that the average speed in this problem does not depend on the distance. In other words, the average speed in this problem would be the same no matter what distance was travelled at the given rates.

* Maths corner questions have been provided courtesy of 'Australasian Problem Solving Mathematical Olympiads (APSMO) Inc' an advanced problem solving course currently being undertaken by some of our Year 7 & 8 students.



TUNE IN TO YOURSELF

Tuning in to yourself can start with checking in with yourself and asking a simple question: "What can I sense right now?"

Use your five senses to feel, touch, taste, hear and smell the world around you and experience the way the outside world makes you feel internally. Touching a nearby object, or listening to sounds of a bird chirping outside, and naming what you feel or hear can improve awareness of your surroundings.

You can also ask the question "How do I feel right now?" Naming a single emotion or feeling can help focus your mind and understand what is going on inside you.

Tuning in to yourself can also look like identifying things that help or harm your own mental health.

For example, exercise may help improve your mental health and engaging in conflict might negatively impact your mental health. Taking time to tune in to yourself can improve self-awareness and decrease stress.

How can I tune in to myself?

- Meditating
- Finding silence
- Going for a walk
- Being in nature
- Journaling
- Practicing self-care
- Doing something creative – drawing, painting, knitting
- Creating a morning ritual

TUNE IN TO OTHERS

Tuning in to others can build positive connections. Can you imagine what other people might be feeling and why? Does someone you love seem a bit down? Maybe you can head over and help them out with a chore or task, or just sit and have a casual chat.

If you're having difficulty connecting with others, it can help to let them know that. If you're able, letting someone know that things are a bit tough right now and you need some company can help them understand where you're at. It can also help them tune in to you.

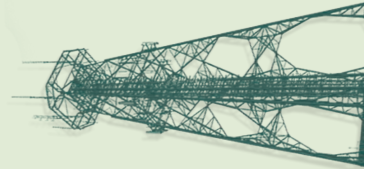
How can I tune in to others?

- Asking others how they are feeling
- Imagining how others are feeling
- Going for a walk together
- Sharing a hobby
- Teaching them about something you love
- Helping with chores
- Playing games
- Going out together
- Staying in together
- Chatting on the phone
- Sharing a cuppa

TUNING IN MEANS BEING PRESENT.

IT MEANS BEING AWARE OF WHAT IS HAPPENING WITHIN YOU, AND IN THE WORLD AROUND YOU.

BEING PRESENT BY TUNING IN HAS BEEN SHOWN TO HELP BUILD SELF-AWARENESS, HELP MAKE EFFECTIVE CHOICES, REDUCE THE IMPACT OF WORRY, AND BUILD POSITIVE CONNECTIONS.



TUNE IN TO STIGMA

You can tune in to stigma by considering the misconceptions, prejudice or barriers that you or others face regarding mental health and wellbeing. You can help increase understanding by making sure mental health and wellbeing are not taboo topics in your community, and letting others know if they are engaging in stigma-promoting behaviour.



TUNE IN TO COMMUNITIES

You can tune in to communities by thinking about the broader groups and networks you are part of and what's happening within them. You can also think about how to make communities and activities more welcoming, open or easier to access for people experiencing difficulty with their mental health and wellbeing.

This might mean something specific, like hiring a bus to pick people up to go to community events, or it could be more general, like thinking about community feelings after a natural disaster.

How can I tune in to communities?

- Challenging negative ideas around mental health
- Starting wellbeing activities at work
- Joining a local hobby group
- Attending free community events – libraries or Councils often run them
- Making sure events are inclusive
- Creating a range of different options for people looking to connect
- Reviewing accessibility options
- Making sure your community/workplace/group takes part in Mental Health Month
- Reaching out to community members who might be isolated

DO YOU NEED SOME MORE HELP?

mentalhealthmonth.org.au

You can find a number of resources and links including information and a calendar of events during Mental Health Month.

wayahead.org.au

You can read more information on mental health or maintaining wellbeing, download and view our factsheets or find out more about our support programs.

wayaheaddirectory.org.au

An online directory of mental health and community services, searchable by location and support type.

1300 794 991

WayAhead's Mental Health Information Service (9am – 5pm, Monday – Friday) for advice and support.

13 11 14

If you need to talk to someone immediately, you can call Lifeline 24 hours a day, 7 days a week.

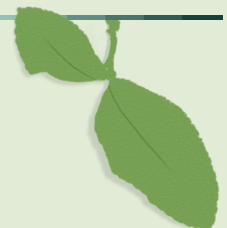
(02) 9912 3851

If you are from a culturally or linguistically diverse background, you can also contact the Transcultural Mental Health Centre Information and Clinical Consultation Line.

Finally, if you don't find the right help the first time, it's important to keep trying. It's okay to ask again or to talk to another mental health professional until you find the support and help that is right for you.

MENTAL HEALTH MONTH 2020

Tune In



Each October, Mental Health Month gives us the opportunity to raise awareness of mental health and wellbeing. It is celebrated across NSW, the ACT and Victoria, and is a chance to promote activities and ideas that can have a positive impact on our daily lives and the lives of others. These events and messages are tied together with a specific theme, and this year's is "Tune In".

MENTALHEALTHMONTH.ORG.AU

MENTAL HEALTH MONTH 2020

Tune In

TUNE IN TO YOUR COMMUNITIES

What is happening that you can be part of, or that you can help others be part of?

TUNE IN TO YOURSELF

What can you sense right now?
What can you feel?

TUNE IN TO OTHERS

What might people around you be feeling?
How can we connect?

TUNE IN TO STIGMA

How do attitudes and understandings of mental health and wellbeing impact people's ability to live the lives they want?
How can we help?

UNDERSTANDING DIFFERENT CONCEPTS

Some of the concepts around mental health have different meanings to different people. Here are some definitions of the language we use to speak about mental health and wellbeing so we can tune in through shared understanding and meaning.

mental health

A state of wellbeing in which every individual realises their own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to their community.

mental distress

A term used to describe the resulting experience a person may be having, rather than a diagnostic term. It can present at any point of the wellness to illness spectrum.

mental ill-health

When the state of our mental health negatively impacts on our ability to think, feel and respond to others. This may occur in response to life events and stressors. It may resolve over time or when stress is reduced. However, if it is ongoing or worsening, a mental health problem can become a mental illness.

mental illness

A clinically diagnosable illness that significantly interferes with an individual's cognitive, emotional or social abilities. The diagnosis of mental illness is generally made according to the classification system of the Diagnostic and Statistical Manual of Mental Disorders (DSM). Mental illnesses are diverse and each of these can occur with a varying degree of severity. When referring to people, the preferred terminology is "person/people with a lived experience of mental illness", or you might refer to a specific diagnosis, for example "person with a lived experience of Bipolar disorder", rather than saying "mentally ill person" or "Bipolar person".

USEFUL CONTACT INFORMATION

- For all emergencies call **000**
- MensLine Australia – **1300 789 978**
- Suicide Call Back Service – **1300 659 467**
- Kids Help Line – **1800 55 1800**
- Domestic Violence line – **1800 656 463**
- National Sexual Assault, Domestic & Family Violence counselling service **1800Respect – 1800 737 732**
- Alcohol & Drug Info Services (ADIS) – **1800 250 015**

These numbers are either free or the cost of a local call.

WayAhead
Mental Health Association NSW

WayAhead is an ACNC registered Australian Charity and is endorsed by the Quality Improvement Council.



WAYAHEAD.ORG.AU

WayAhead acknowledges and actively supports the culturally diverse community we work in. This includes recognising and working with the Indigenous community, the LGBTI community, multicultural Australia and people living with a mental health condition.



@mentalhealthNSW

@mentalhealthNSW

Supported by the





GLOUCESTER JUNIOR TENNIS COACHING

TUESDAYS AND WEDNESDAYS @ 4.00PM

STARTS TUESDAY 13.10.2020

\$5.00 PER SESSION

\$15.00 ANNUAL REGISTRATION

ACTIVE KIDS PROVIDER

GLOUCESTER TENNIS COURTS

MESSAGE US ON FACEBOOK

WWW.PLAY.TENNIS.COM.AU/GLOUCESTERDISTRICTTENNISASSOCIATION

SCHOOL VISION STATEMENT

Gloucester High School aims to develop a supportive learning environment that engages all students, teachers and community in the pursuit of excellence.



Education &
Communities

Principal
Deputy Principal
Address:
Telephone:
Email:
Web:

Mrs Trudi Edman
Mr Mik Wisely
129 Ravenshaw Street, Gloucester NSW 2422
6558 1605 Fax: 6558 1229
gloucester-h.school@det.nsw.edu.au
www.gloucester-h.schools.nsw.edu.au