

Cootamundra High School Newsletter

PRINCIPAL: Mrs Leesa Daly ACTING DEPUTY PRINCIPAL: Mr Christopher Payne

PRINCIPAL'S REPORT



Welcome back to what is shaping up to be a very busy and exciting term.

It was with great pleasure that we welcomed the Honourable Minister for Education and Early Childhood Learning, Ms Sarah Mitchell and our local Member

for Cootamundra, Ms Stephanie Cooke to the school on Thursday to officially open our three new, state of the art science laboratories and two new science preparation rooms. A big thank you is extended to Mr. Peter Beath for his Welcome to Country in Wiradjuri language and also to Mrs. Kate Holt for her presence on behalf of the P&C.

The refurbishment of the science labs commenced in December 2018 and was completed in April 2019 at a cost of over \$600,000. The new labs accommodate 90 students and include modern fittings and the latest interactive technology which provides teachers with the opportunity for quality, flexible and versatile lesson delivery to meet the learning needs of our students. The labs have been designed to be multi-purpose with carpet squares in the middle for instructional teaching, space for physical sciences on the linoleum and wet science work spaces at the side of the laboratories. The labs are significantly quieter using acoustic reducing materials to allow for an excellent space for students to concentrate on their learning.

Thank you to those parents who attended our community forum on Monday evening and for providing us with valuable information and feedback. As mentioned in previous communications home, we will be introducing some new programs and initiatives into the year 7-10 curriculum based upon student and staff survey responses and from the analysis of internal and external data. The new programs are designed to enhance student wellbeing, build valuable skills in inquiry, problem solving, collaboration and critical thinking and to boost outcomes in literacy and numeracy. These programs will be incorporated into students' new fortnightly timetables that will start next week (week 4-B). There have been some changes to class structures and teacher allocations and we trust that students will embrace the opportunities that come with these changes. New timetables have been given out today enabling students to bring the right books and equipment for their lessons on Monday.

Some brief information about some of these programs will be found in our school newsletter this week and has also been sent to students school email accounts and includes information about: Wordflyers (Literacy), MathsOnline (Numeracy), The Learning Curve (Wellbeing), ALARM (A Learning and Response Matrix), STEAM (Science, Technology, Engineering, Arts, Mathematics), and study skill hints and tips.

On Wednesday afternoons during period 6 we will be running a Homework hub for all students as well as a Mindfulness hub. An opportunity for students who would like to participate in an extra period of physical activity will also be provided. This is not a free period. An option to go directly home after sport for town students is available and indicates that you are not in any need of extra support with assessments, classwork or homework. The parental permission note, which was posted home, must be signed and returned to school.



Public Schools NSW

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PRINCIPAL'S REPORT cont.

Students have had many opportunities already this term to be actively involved in leadership, mentoring and sporting endeavours which have included: the open girls soccer team defeating Murrumburrah High School in a tightly contested match allowing them to move into the fourth round where they will take on Yanco Agriculture College; our boys were narrowly defeated 4 tries to 3 against Temora High School lads in a hard fought and highly skilled Davey Shield match; students attending the Wiradjuri Language camp and the PASS class hosting year 6 students and staff at our transition Premiers Sporting challenge day.

We appreciate all the parent and community members who have assisted in the transportation of students and the refereeing of games. In the coming weeks we have students attending the regional SRC leadership camp and 10 lads attending a boy's choral camp where they will be writing and recording songs in a studio environment as well as making associated music clips.

Cootamundra High School is hosting a free 'Helping Learner Drivers Become Safer Drivers' workshop for residents who intend to supervise learner drivers in conjunction with Cootamundra-Gundagai Regional Council on Tuesday 21st May from 5:15pm in the school library. To book your space please contact CGRC Road and Safety Officer Anthony Carroll on 0437 908 262.

A big thankyou is extended to our wonderful P&C Association for all their efforts with the Mother's Day fundraising raffle and their ongoing efforts with

the cake stall at this weekend's election. We appreciate all you do for our school.

Have a great Term 2.

CHS CALENDAR

Week 4, Term 2		
May 24	◆ Sorry Day	
Week 5, Term 2		
May 27-31	◆ Junior Exams	
May 28	 Year 9 Field Study Assessment Task 	
Week 6, Term 2		
Jun 3-7	 Junior Exams 	
Week 7, Tern	n 2	
Jun 12	 Year 10 & 11 Wagga Careers Expo 	
Jun 14	◆ Riverina Cross Country	
Week 8, Term 2		
Jun 17-21	Work Experience	
Jun 18	 Yr 9 & 10 Discovering Engineering Workshop 	
Jun 19	◆ Zone Athletics	
Jun 20-21	 Year 12 ANSTOExcursion 	



The following information is about some of the new programs we will be introducing into our new timetable.

LITERACY - WORDFLYERS

Differentiated activities allow students to work at their ability, with a review level designed to bring students up to standard. Students engage with and analyse short, high interest, real-world texts, with activities that reinforce learning. WordFlyers uses real-world texts and contexts designed to engage student interest (e.g. *Training diary of an elite athlete; How to create your own mehndi; Buying bike parts online; Programmed to plank*). Some are typical of the texts that students currently study in English classes (e.g. short stories and poetry), but most are texts that students would expect to see and read outside of school contexts. Assign tasks for home or class work. Automated marking and online tutorials, students can progress in their literacy skills at their own pace. WordFlyers is easy to implement with lessons already correlated to the Literacy and Language strands of the Australian Curriculum. The Lessons in WordFlyers build a strong platform for student success in NAPLAN tests.

WordFlyers is an innovative literacy teaching and learning resource designed for use with students in Years 7 to 10. Built around a unifying theme of travel, the resource has been constructed to appeal to a range of student interests, with sub-themes and topics such as adventure, sport and identity developed in a mature, 'real-world' manner. The curriculum content of the resource is derived from the Australian Curriculum: English, specifically the Language and Literacy strands but also, to a lesser extent, the Literature strand. WordFlyers comprises Australian content for Australian schools, with topics and texts that reflect Australian students' experiences of the world and provide connections with local, national and global communities.

The core of WordFlyers consists of units of lessons developed around 128 high-interest, real-world texts created by professional writers on a variety of topics and issues. These texts are relatively short and encompass imaginative, informative and persuasive contexts and text types (e.g. Narrative, Report and Discussion). A variety of text forms is represented within these text types, including traditional and contemporary forms such as short stories, web articles and online discussion threads. There are also high levels of variability in the design elements of the texts, including multimedia presentations and texts with strong visual and aural elements. Each text is the focus of a unit of lessons exploring selected aspects of punctuation, vocabulary, spelling, grammar, reading comprehension, writing skills and understandings in context.

As well as the texts and lessons, WordFlyers comprises layers of immediate feedback on student learning and opportunities for social interaction to promote student engagement with content and activities. The resource also includes NAPLAN*-style sets of questions based on each text or lesson unit that provide further feedback for both teachers and students on learning achievements. Teachers and students can also make choices about learning pathways within WordFlyers, within or across the year-level organisation within the resource.

WordFlyers is dedicated to building high levels of literacy and language skills and understanding within the English curriculum but also functions as a basis for learning across the curriculum and meeting the challenges associated with living and working in a complex social world. The texts and lessons are designed to scaffold successful learning of language and literacy skills, with multiple opportunities for repeated readings of texts; opportunities for practice and consolidation of learning; and deliberate links with real-world topics and issues. The resource enables a significant level of curriculum differentiation, based on learners' skills and abilities, interests or prior knowledge. With its focus on explicit teaching, the resource is also designed to support 'learning about learning' and the development of metalanguage related to English language and literacy practices.

NUMERACY - MATHSONLINE

Each of the 1,400+ MathsOnline tutorials last around 4-9 minutes and present the concepts of the maths lesson step-by-step. Using synchronised audio and animation which harnesses both audio and visual learning styles simultaneously. MathsOnline lessons can be studied at home or at school and on all devices. Obviously no one can force a young person to study maths, but what we have done here is to provide materials that are interesting and stimulating in themselves, and which will encourage the student, once started, to continue studying.

Following each maths tutorial there are interactive questions or an optional printable worksheet which tests the understanding of key concepts. Answers are entered into MathsOnline automated marking system which then stores the results in each individual student's ongoing progress report. This brings in the third learning style - Kinaesthetic, which is the process of actually doing the maths yourself.

Because maths concepts build upon each other, sometimes it's necessary to go back and revise a particular concept before moving on to a new topic. MathsOnline is Australia's leading computer-based training program designed to complement what you teach your kids in class. It helps guide your students lesson by lesson, allowing them to pause, rewind and repeat all or part of any lesson until they fully understand it. Ideal for students who are struggling, who have missed some work, as well as those students who want to get ahead.

Maths learning is cumulative. Ideas and principles build on each other, so if a maths lesson is missed or not fully understood the first time it can be of detriment to a student's entire maths learning. With MathsOnline, students can go back and revisit those areas to ensure a complete understanding. MathsOnline uses a combination of effective graphics and animation synchronised with the voice of a friendly teacher together with practical assessment. This three pronged attack makes learning so much easier and more effective.

Every MathsOnline lesson is presented in the simplest, most logical way possible. This ensures that the maths rules and principles are put across efficiently, and most importantly they will be absorbed and retained when it comes to exam time.

MathsOnline collects data on every lesson and task the student completes, and generates valuable information you can use in a variety of ways including detailed student reports, which lists results for individual lessons and makes it easy to identify students' weaknesses and gaps in knowledge.

With MathsOnline, you are in control with just a click of the mouse.

- Video-audio lessons covering an abundance of concepts, with several examples of each
- A bank of questions accompanies each lesson for students to practice their newly learned skill
- Students submit their answers online, work is immediately marked and their results recorded
- Worked solutions are provided with every worksheet
- With MathsOnline, you are giving your child access to their own personal maths tutor in the home day or night

A wealth of information at your fingertips: detailed reports showing student grades for every lesson; summary reports showing student progress by topic

Connect, Succeed, Thrive - Positive Education & Wellbeing

Our focus at *The Learning Curve* is to empower teachers with the resources, knowledge and skills to build resilient students. We do this by offering a range of products and resources for Primary and Secondary students and teachers to support their Positive Education journey.

Below are our six elements of wellbeing which underpin The Learning Curve program and are equally important in building student confidence and in turn wellbeing.



MindMatters - Headspace - Be You - Reach Out -The Positive Behaviour for Learning Framework -The Wellbeing Framework for Schools- Connect, Succeed, Thrive.

"Every student is known, valued and cared for."

<u>ALARM</u> (A Learning And Response Matrix) is a cognitive scaffold for writing, learning, deconstructing questions, feedback and reflection.

ALARM is a powerful tool that helps improve literacy and assists students with composing written responses for assessment tasks and exams. By using the ALARM system students are able to write more sophisticated written responses that can help them progress from a Band 4 or 5 to a Band 6.

ALARM helps students break down questions to understand what is being asked. It uses the <u>NESA Key</u> <u>Words</u> to explicitly teach students to identify, describe, explain, analyse, interpret, critically analyse and evaluate. This hierarchy of thinking and writing skills is aligned with <u>Bloom's Taxonomy</u> to enable students to understand the different complexities required for different questions. This helps students produce more sophisticated written response answers in secondary school, the HSC and beyond. All too often students do not know how to move beyond a 'C Grade' paper that simply describes and explains. To get top marks, students also need to know how to analyse, interpret and evaluate when constructing written responses.

ALARM is not just a literacy tool it helps students to view learning as a process. It promotes deeper understanding by employing higher order thinking skills, such as analysis and evaluation, and enhances student inquiry and reflection. ALARM helps students go from the level of content to the level of concept. School subjects are often content driven. ALARM, however, uses the content to arrive at the level of concept. This provides students with a big picture learning map.

In addition, it provides students with a skills set that is transferable across school subjects and school years. Another major benefit of using ALARM is that it increases metacognition by making the learning process explicit. Understanding HOW to learn is integral for students to become lifelong learners.

Learning for the Future - STEAM fields are science, technology, engineering, art, and mathematics, or applied mathematics. STEAM is designed to integrate STEM subjects into various relevant education disciplines. STEAM programs add art to STEM curriculum by drawing on design principles and encouraging creative solutions.



Creating an effective study schedule

Two main predictors of academic performance are: having a study schedule and being self-motivated.

1. The most successful way to create a study schedule is to FIRST put in all the times when you are <u>NOT</u> going to study in your term planner. This is where you mark on your planner things like social events, hobbies, sporting commitments, after school or weekend jobs, chores to help at home or any other commitments. Reserve plenty of time for rest, sleep and exercise.

2. Next fit the study around it. Schedule time to do homework and assessments plus time to do revision and create study notes. Be realistic and don't create a schedule that is overly rigid or that isn't flexible enough to accommodate emergencies or conflicts that may arise.

The key to an effective study schedule is balance. Scheduling time to do the things you love will help you stick to your study routine. Having a balance also improves productivity and reduces stress and prevents being overwhelmed when deadlines are approaching.

Self-motivation involves: sticking to your study schedule, cutting out distractions and avoiding procrastination.

Your Study Schedule should be displayed in your study area and copied to your student diary. You should check it daily to be of most benefit. Cross off each day as you progress through the term. This will act as a visual reminder to help you to see that you are progressively achieving your goals. Sure, you may have to change your schedule around from time to time as things crop up, but don't use this as an excuse to give it away entirely.

Distractions can be minimised by creating a quiet and relaxed study space. It is also important to turn off social media and mobile devices etc. While some students insists they study better with the TV on or listening to music, the latest research in neuroscience shows that multitasking actually impairs learning. So ensure to minimise any noise.

Procrastination can be a destructive habit that can stop you from fulfilling your true potential. The key to controlling this destructive habit is to recognise when you are procrastinating, understand why it happens (even to the best of us), and take active steps to manage your time and outcomes better.

Dealing with stress.

Exercise is one of the most effective ways to unwind and de-stress. You may feel that you don't have time for exercise but making time to exercise will help you de-stress and better cope with study and other life demands. As always, a balanced lifestyle is key. Regular exercise has been proven to: reduce stress, ward off anxiety and feelings of depression, improve memory, boost self-esteem and improve sleep. When you exercise, your body releases chemicals called endorphins. These endorphins interact with the receptors in your brain and trigger a positive feeling in the body.

Some people may also like to do yoga, meditate or practice mindfulness exercises.

Remember that a good study regime involves leading a balanced life by including doing the things you love.

SCIENCE LAB'S OFFICIAL OPENING



On Thursday 16th May our new Science Labs were officially opened by Ms Sarah Mitchell— Minister for Education and Early Childhood Learning and Ms Stephanie Cook - Member for Cootamundra.

Pictured L to R:

Mrs Kate Holt (P & C Rep.), Mr Alasdair Sides (Head Teacher Science), Ms Stephanie Cook, Ms Sarah Mitchell, Mrs Leesa Daly (CHS Principal), Matthew Friend (School Captain), Mr Peter Beath (Wiradjuri Rep.), Michaela Webb (School Vice Captain), Brianna Hefren (School Captain) and Eliza Cooper (School Vice Captain).

SPORTING SUCCESS

SPORTS FOUNDATION AWARD

Congratulations are extended to Luke Dowell on his recent achievement at the Sports Foundation Awards.

Luke received an Honour Award, an Individual Sports Finalist Medal, an Encouragement Trophy and a Karate Sports Encouragement Trophy



Term 2, Week 4

FROM THE CAREERS DESK

CONGRATULATIONS!

Congratulations are extended to Trinity Slade who has been selected as a finalist in the 2019 NSW Training Awards, Riverina Region. Trinity has undertaken a School Based Traineeship with Jak and Jill which will see her complete a Certificate III in Retail Operations by the end of this year. We wish Trinity well on Friday 14th June when the winner will be announced at a formal dinner in Wagga.

WORK EXPERIENCE

Expressions of Interest are now closed for Term 2 Work Experience which will take place in Week 8. There will be another opportunity for Work Experience in Term 4.

YEAR 12 UPDATE

By now Year 12 parents and carers should have received a letter outlining important UAC dates and other information regarding Early Entry to university. The letter also includes information about scholarships and TAFE options. Please let Mrs Alderman know if you have not yet received this letter. UAC Guides are still available from the Careers Office.

CSU EXPLORE DAY

On the 25 and 26 June, Explore Day will be taking place at CSU Wagga and Albury respectively. The university is offering a free bus to both campuses, and Year 10 - 12 are welcome to register their interest with Mrs Alderman.

WHS WHITE CARD

20 Year 10 students have successfully completed their White Card Training. Thanks to Mr Phillips for providing this important training. Another course will be offered later in either Term 2 or 3.

YOUNG CAREERS EXPO

Year 9 students travelled to Young TAFE and High School in Week 1, where students were able to access a large number of stalls offering a wide variety of career and post school study options. All students are strongly encouraged to attend these days which are really informative, and often at a very low cost.

HELPING LEARNER DRIVERS BECOME SAFER DRIVERS

Dates and Venues:

20th May	Gundagai High School Library
21st May	Cootamundra High School Library
22nd May	Tumut High School Resource Centre
23rd May	Tumbarumba High School Library

Sessions for parents and supervisors of Learner Drivers and soon to be Learner Drivers start at 5:15pm and run for 90 minutes.

Please RSVP for catering purposes: **Anthony Carroll** Road Safety Officer Snowy Valleys Council and Cootamundra - Gundagai Regional Council **Ph.: 0437 908 262**

Please contact Mrs Alderman on 6942 2711 for further

Mathsemagic

"Where Every Student Counts"

How to Study for a Maths Exam

Many people try to study for maths in the same way they would study for a history exam : by simply memorizing formulas and equations the way they would memorize facts and dates. While knowing formulas and equations is important, the best way to learn them is by using them. That's the great thing about maths - you can do maths. You can't simply "do history."

<u>Classes</u>

- 1. **Attend every class a day.** Listen and pay attention to the material. Maths is typically more visual than other subjects due to the equations and problem solving. Copy down all examples from the class. When you review your notes later on, you will have a better knowledge of the specific lesson that was taught, rather than relying on your textbook.
- 2. Ask your teacher any questions that you might have before the day of the exam. The teacher might not tell you specifically what is going to be on the exam, but he or she will give you helpful guidance if you don't understand. Not only will they show you how to do the problem, but a teacher who has seen you before and knows who you are will be more willing to help you in the future.
 - Highlight any questions you are unsure of and take them to your teacher who will always be happy to help you with the problem.

Studying

- 1. **Read the text.** Make sure you read all of the text and not just the examples. Textbooks often include proofs of the formulas that they expect you to know; this is useful for truly understanding the material and why it works.
- 2. **Do homework problems.** Most classes have assigned, or at least suggested, problems that the teacher feels are most useful. A lot of exam problems are extremely similar to homework problems; sometimes they are even exactly the same.
 - Keep your homework papers. File the check papers and homework sheets in a plastic wallet or binder. Use them when revising.
 - Do as many problems as you can so that you can get as much practice as possible and become familiar with the different problem set ups.
- 3. **Try to find out various ways to tackle a certain problem.** For example, with systems of equations, you can solve them by either substitution, elimination, or graphing. Use substitution or elimination based on the question (some are solved easier by x method than y), or determine which way is easier for you to do. This is better than becoming adept at one method, which may let you down when the time comes to take a test.
 - It is often useful to understand how a formula is derived rather than just memorizing it. Things will make more sense, and it is often easier to remember just a few simple formulas and how to derive more complicated ones from them.

Revising

- 1. **Start studying 2 months before the exam.** Do not wait till the last minute. As for the day before the exam, do not be stressed and just relax. Clear your mind when you sleep and you will definitely do well.
 - Study as much as possible the day before the test, but allow yourself time for other activities, too.
- 2. **Try to find other problems that are similar to those that were assigned for homework.** Take this opportunity to finish off an entire page if the assigned homework was a portion of that (for example, if the homework was to do the odd-numbered problems, do the even ones too).
 - Google workbooks in the area and level of maths you're revising. Try the questions; doing this will give you extra knowledge, and you may face that problem next day.
 - Ask your teacher if your maths book has an online website. Sometimes online textbooks can help by providing quizzes and additional instructional material.
- 3. Join a study group. Different people see concepts in different ways. Something that you have difficulty understanding may come easily to a study partner. Having his/her perspective on a concept may help you to comprehend it.

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MATHSEMAGIC cont...

- 4. **Have someone make up problems for you to work out.** Get them to draw out similar examples from your textbook or ideas from online sources and reveal the answers to you if you're finished or seriously stuck on them. Don't try to create your own study sheet since you're not challenging yourself enough.
- 5. **Know that teachers will go back into the past.** Even if you're studying for a chapter or two, they may "polish" your skills and come up with maths problems that you studied a while back or at the beginning of the test.
- 6. Sleep for 7-9 hours to keep your mind fresh and perform calculations mentally.
- 7. Eat good nutritious food, this will aid you get through the test

During the test

Relax.

Start by doing the easiest problems first. That way, you can have more time focusing on the harder problems.

<u>Tips</u>

- Solve problems. In this way, you have the tendency to understand and realize the formulas and the given problems. You can solve the problems that have been given to you. Solve some problems even if you don't know the answer and let someone check it for you.
- Make sure to drink lots of water and have a small snack before you study. This will stimulate your brain and will help you memorize and work on your maths concepts.
- In all maths tests, the toughest questions that you encounter while preparing are the ones asked in the test, prepare by reviewing study guides, other tests, homework, and other papers regarding the things covered before the test
- Start studying while you still have time to go to your teacher for answers if you need to. If you start studying too late, you leave yourself with no options or opportunities to study.
- Make sure that when you are understanding the maths problems, you aren't just doing them. You have to understand them and if you have the slightest doubt, you should ask a teacher or an adviser.
- If maths is something you find boring and not worth studying for, give yourself incentives to finish problems. For example, promise yourself you'll treat yourself to some biscuits, half an hour of your favorite program, etc. after you finish 20 questions. You could also race your friends in finishing the questions if you can manage group studying. You could also speak to your family and decide on a reward if you get over a certain percentage in the exam. That way you have an incentive to do well.
- Keep calm and think positive, be confident that you can do it.
- Do not rely on your teacher to make you understand a concept or a problem. You will never get it and you might feel that the teacher is being rude by not bringing down the question to your level of understanding. Instead, do it all by yourself, start to finish. Some questions are so tricky, they almost always have to be memorized, so mark them and revise them again and again before an exam so that it is well set in your mind.
- Try to enjoy maths. Feel happy and satisfied when you manage to finish a problem and then proceed to the next question.
- Keep all previous quizzes, exams, notes, and so forth to go over!

Paul Frilay Head Teacher Mathematics

Term 2, Week 4

Surviving year 12 Fact sheet for parents

Supporting your Year 12 student

Year 12 is considered by some to be the most important year of schooling. There is an enormous amount of pressure on Year 12 students and it comes from parents, teachers, schools and the students themselves. There are a number of ways parents can support their children as they work through their final year of schooling.

Balance

It's important that you make sure your teenager has lots of opportunities to play sport or pursue an artistic activity like drama or music. Also, try to make sure that they spend time with their family, and friends.

Routine

Parents can do lots of things to help teenagers develop smart study habits. These skills do not develop automatically and parents will need to be patient while these new habits develop and the old, unhelpful ones are discarded.

A study-friendly home

Environment

It is important to make your home a place where it is easy for your teenager to think. Help eliminate distractions such as television, radio, MP3 player, talking, noisy younger children, or cluttered work areas. It is impossible to watch TV and study. Show how important schoolwork is by keeping the TV off during study time.

- Keep your conversation to a minimum and encourage younger children to use this time as their study time or quiet time, too.
- Provide physical conditions that help concentration, such as good lighting, cool temperatures and a table or desk with a supportive chair.
- The work area should be neat, have enough space for writing and reading, and should be kept clear of any clutter.
- Remind them to sit with good posture in a comfortable chair.
 Lying down may be so relaxing that it interferes with concentration.

Making time to study

You can support your teenager by helping him or her focus on their study.

 Schedule study time. Study times should be scheduled for whenever there are the fewest distractions or interruptions. If your teenager needs help to establish a routine, have a chat about which times could be best used for studying. Set that time aside on at least five days a week. Use the afternoon or early evening as study time, as this leaves time later in the evening for relaxing activities. Plan study in two 50 minute blocks with a 15 minute break. One 50 minute slab of study is better than several hours full of distractions and interruptions. Use a kitchen timer or an alarm clock to signal breaks and to indicate the end of study time.

At exam time

The exam results do not represent your teenager's future. The end of secondary school is the start of the next and usually more exciting time in your teenager's life. The moment the exams are over, celebrate. Such a celebration is crucial, as the message you will be reinforcing is that the final score is incidental. Getting through high school is a wonderful achievement in itself.

When the exam results arrive

This period can be even more uncomfortable than the exams because everyone feels so helpless. There is always the potential that your teenager might fall short of his or her predicted scores, and the goal of achieving a place at his or her chosen university, TAFE or apprenticeship might seem unreachable. This can result in weeks of anxious waiting. Everyone in the family is treading on eggshells, and when the results do finally arrive, quite often the family can be too emotionally drained to celebrate or regroup.

You need to recognise that feeling onedge or uneasy is a natural response. Talk to your teenager about the way he or she is feeling and the choices and options available. Let him or her know that both you and their school are supportive.

www.beyondblue.org.au 🕻 1300 22 4636

When the results are not what your teenager hoped

bevondblue

Don't be fooled if your teenager appears to be indifferent to his or her results. Almost all students care deeply about their results and about the attitudes. of their friends and relatives

- Encourage your teenager to talk and reassure him or her. Reassure your teenager that failing an exam doesn't mean he or she is a failure, and that while you may all be disappointed in the results, you are not disappointed in him or her.
- If your teenager was after a score that would allow him or her into a particular university course, reassure him or her that all is not lost, with thousands of university places being offered through the preference process.
- Put things into perspective. Reassure your teenager that everyone loses out at some time or other, and failing an exam isn't the end of the world. He or she could re-sit and do better; or decide to go a different route next time
- Encourage your teenager to look for positive ways forward, to consider all the options available. Your teenager may want to consider completing Year 13, working or travelling for a year, or doing an internship. A career counsellor or university advisor may be able to help.
- Tell your teenager that whatever happens, you will be behind him or her 100 per cent.

Do's and don'ts

Do

- guide, support and encourage your teenager
- encourage healthy eating, regular exercise and plenty of sleep
- take your teenager's efforts seriously
- create an effective work space in the house if your teenager can't study in their room
- take a whole family approach to supporting your teenager
- remind your teenager of his or her goals

- give your teenager positive feedback whenever possible
- encourage your teenager to take study breaks when necessary
- remember, the final year is about your teenager, not you
- help your teenager put, and keep, the year in perspective
- keep an eye on his or her emotional health - look for changes in sleeping or eating habits, and see your GP if you are worried
- let your teenager know that you're there when he or she needs you
- encourage your teenager to believe in themself.

Don't

- nag
- overload your teenager with domestic chores
- tell your teenager to work harder or he or she will fail.

The research

According to the Mission Australia Youth Survey in 2012, coping with stress and school or study problems remain major concerns for respondents. Research has shown that Year 12 can increase rates of depression, anxiety², suicidal thoughts³ and even suicide.⁶ In particular, the fear of failure and the apparent lack of prospects as a result of poor results in Year 12 were identified as major stressors for many young people. As well as managing school, many young people were also trying to cope with work, family and social commitments. The cumulative effect of these demands appears to be leaving many young people feeling besieged and struggling to cope.

References

- Mission Australia (2012) Youth Survey 2012; page 5.
- Gough D, Edwards H (2006) Pressure takes big toll on students. The Age Newspaper, April 16 2006 McGraw, K., Moore, S., Fuller, A. and Bates, G. (2008), Family, peer and school connectedness in final year secondary school students. Australian Psychologist, 43: 27–37
- ⁴ Robotham, J. (2003), Suicide linked to pressure of HSC. Sydney Morning Herald Newspaper,
- January 23, 2003

Where to find more information

bevondblue

www.beyondblue.org.au

Learn more about anxiety and depression, or talk it through with our Support Service.

📞 1300 22 4636

🕿 Email or 🗭 chat to us online at www.beyondblue.org.au/getsupport

mindhealthconnect

www.mindhealthconnect.org.au

Access to trusted, relevant mental health care services, online programs and resources.

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COMMUNITY EVENTS / NOTICES

Term 2, Week 4

256 Army Cadet Unit - Cootamundra

If you want to experience things you don't do in everyday life, then the Australian Army Cadets (AAC) is for you. We are a community-based youth development organisation focused on Defence customs, traditions and values. As a cadet you'll learn leadership, team building, communication and speaking skills, time management and survival skills that will set you up for community life. For more information please go to: <u>https://www.armycadets.gov.au</u> or phone 0429 693 095

256 ARMY CADET UNIT – COOTAMUNDRA (OUR VALUES ARE: COURAGE, TEAMWORK, INITIATIVE, RESPECT)

The Australian Army Cadets (AAC) is a youth development organisation sponsored by the Australian Defence Force, dedicated to providing opportunities for all young Australians to obtain comprehensive personal challenges, experiences and growth, enhanced self-esteem and selfdiscipline and adventurous enjoyment in a military setting.

LEARN SKILLS SUCH AS: Navigation, Fieldcraft and Camping

Communications & First Aid Safe Weapon Handling Leadership & Personnel Management Adventure Training & Military History A military experience

MAKE NEW FRIENDS, LEARN ABOUT THE AUSTRALIAN ARMY AND HAVE FUN

 Age:
 Must be 13 on enrolment

 Day:
 Monday Evenings

 Time:
 6:00 pm to 9:00 pm

 Where:
 Cootamundra Army Drill Hall

Submit your expression of interest on <u>www.armycadets.gov.au</u> For more information please phone Major (AAC) Jacqui Vincent on 0429 693 095

We invite you to attend an Expo to meet the NDIS Community Engagement Officer for Murrumbidgee and Local Service Providers

This is an opportunity for people with a disability, families / carers to find out more about the National Disability Insurance Scheme (NDIS) including:

- Understanding the NDIS
 Planning including plan review (imple
- Planning including plan review /implementing your plan
 How to use your NDIS plan including using a plan manager , service coordination and self-management
 What services are available in your local area
- What services are available in your local area

Venue:	Gundagai Services Club
Date/time:	Wednesday19th June 12noon-3pm
Address:	254 Sheridan Street, Gundagai

Light lunch provided

Please book before Monday 17th June for catering purposes RSVP: Email <u>LAC.Murrumbidgee@ndis.gov.au</u> or phone 1300 488 226. Please provide notification of any accessibility requirements.

ndis.gov.au Intereach is delivering the NDIS in the Murrainbidgee area on behalf of NDIS Partner Social Future

