



YASS HIGH SCHOOL

We value respect, responsibility, safety and learning.

Principal: Linda Langton

Deputy Principals: Andrew Facer & Ruth Riach

High Expectations at YHS

New Phone Policy

The introduction of a new electronic devices policy with the implementation of Yondr pouches has been a great success. The overwhelming majority of students have adapted seamlessly to the new policy and procedures. Students are now required to place their phone in their Yonder pouch once they arrive at school in the morning. Students unlock their pouches to regain access to their phone at the end of the school day.

While some students were apprehensive about this change before the policy took effect, many can now see its benefit. There is a noticeable difference in the playground. Interactions are far more positive, and conversations between friends and fellow students have blossomed. A number of students have commented that 'it takes the temptation and pressure to use your phone away.' Mr Harding says many students have mentioned to him that without their phone out it is easier to 'socialise and be included' during lunch and recess.

Teachers have also noted the improved focus in classrooms since the policy began. 'Before the Yondr pouches were in place, even when a phone was "off and away" students had the temptation to take a quick look when they opened their bags or put their hand in their pockets. This could lead to small interruptions taking the focus away from learning. The Yondr pouches are helping students focus on what is important: learning,' says HSIE teacher Mr Ben Szota.



18 March 2021

Honours English Classes

This year has seen the formal introduction of our Years 9 & 10 English Honours classes. Entry to the classes is based on demonstrated aptitude and achievement. The Years 9 & 10 Honours classes are designed to support high achieving English students who have been identified as having the potential to undertake Advanced and Extension English in Stage 6.

Students in these classes will therefore engage in a modified curriculum designed to extend their learning through the development of advanced level knowledge and skills.



Positions in the Honours Program are contingent on continued application and performance and will be reviewed at the end of each term to ensure all students are appropriately placed.

Thus far students in both classes are meeting the challenging demands of the English Honours curriculum. At present Year 9 are looking at the history and subtle language variations characteristic of different crime fictions sub-genres.

Students are experimenting with these language variations in their own writing, and exploring the values reflected in various crime fiction texts. Year 10 are studying Advertising which entails adapting communications to a range of audiences and purposes, and developing public speaking and formal writing skills.



Racism – No Way!

As leaders in this school we aim to make everyone feel like they belong no matter their race, sexual orientation or background. Please work with us so together we can all be positive role models and stand up to attitudes and behaviours that may discriminate against others because of their race, sexual orientation or background. We all belong here and we all should feel safe whilst we are here at school and beyond.

Please be aware of the language you use, be respectful and pro-active when you hear or see things you know are not right.

We would very much appreciate your help in helping us make everyone feel like they belong and feel safe.

Captains Corner (belated from last week)

This week we want to thank Mr McLennan for his continuous help with the Soccer tryouts and building this year's team over the past couple weeks. He has been making sure this year's team is the best it can possibly be with a good variety of strengths. We send our best luck to the new team and wish to see many successes in the future under Mr McLennan's guidance. We also want to thank him for his complete commitment to the team for this year.

Joke of the Fortnight

Question: What is not heavy and blue?

Answer: Light blue



Captains Corner

This week's staff of the fortnight is Miss Vale! We have recognised her amazing work in getting the Yass community involved with Clean Up Australia Day on Sunday the 7th of March from 9 to 11am.

But not only that, she even got Yass High to be involved in doing their part in cleaning up Australia by getting a few volunteers to help clean up Yass High School last Friday, making it a cleaner and more enjoyable place to be apart of. We hope to get more people involved next year to do their part in stopping the spread of pollution.

Thank you Miss Vale and everyone who participated in cleaning up our school. Well done!



Zone Swimming Report

Yass High has performed outstandingly well at the recent Southern Tablelands swimming carnival held in Queanbeyan last week. Our students dominated in the pool with our school winning every relay they entered bar one. We finished with 883 points with the next closest school being Mulwaree High on 668. We finished with 6 age champions and 4 runners up age champions.

Age Champions

12G Kaylee Douven

13G Lara McClelland

14B Patrick Koen

15B Riley Gibbs

16B Gus Hinds

17+ Nick Hinds

Runner Up Age Champion

14G Felicity Shannon

16G Bronte Anderson

17+ Chelsea Anderson

The following students set new records on the day.

G13 200m Free Lara McClelland 2.34.65 (OR 2.36.72)

G14 200m Free Felicity Shannon 2.29.37 (OR 2.32.09)

B15 200m Riley Gibbs 2.25.56 (OR 2.31.91)

G13 100m Fly Liana Deery 1.17.98 (1.35.31)

G13 50m Free Lara McClelland 31.16 (31.19)

G12-14 200IM Liana Deery 2.53.13 (3.20.09)

G14 50m Breastroke Addie HINDS 48.31 (48.85)

B15 50m Breastroke Malakai Vea (43.35) (46.92)

Homework

Thank you to all the parents and carers who responded to our recent homework survey. Your feedback will inform our new policy, currently being developed. More on this soon.



South Coast Swimming Championships

On Tuesday 9th March 39 students from our school made the trip to the Dapto pool to represent our school and the Southern Tablelands Zone at the regional swimming carnival. We had 12 relay teams compete as well as a record number of students competing in individual events throughout the day. It was YHS' best performance at a South Coast swimming carnival with 18 students qualifying to represent South Coast at the NSWCHS carnival in Homebush next month.

Yass High finished 6th in the overall schools point scores out of the 33 schools in our region. An outstanding performance from a school our size. Riley Gibbs was the 15 boys Age Champion which is a fantastic effort and he is only the second student from our school to achieve this. Kaylee Douven was runner up age champion in the 12 yrs girls.

Liana Deery - (3rd), Lara McClelland (5th) and Felicity Shannon(3rd) also put in creditable performances in the Age Champion stakes.

Of our 12 relay teams 4 have made it through to the NSWCHS carnival next month with our 12 years boys, 13-and 14 years girls and the girls all age relay all finishing in the top three which meant they qualify to represent South Coast.



Outstanding individual performances also lead to number of students qualify in individual events. These are as followed:

12 Girls - Kaylee Douven 100m Free(2nd), 100m Back(3rd) and 50m Free (3rd)

13 Girls - Lara McClelland 200m Free(2nd)

13 Girls - Liana Deery 100m Fly(2nd) and 100m Breast(1st)

14 Girls - Felicity Shannon 100m Free(2nd), 50m Free(1st), 100m Back(1st) and 200m Free(2nd)

15 Boys - Riley Gibbs 100m Fly(2nd), 100m Free(3rd), 50m Free(2nd), 100m Breast(3rd), 100m Back(2nd), 200m Free(2nd)

15 Boys - Luke Barlow 100m Back (3rd)

16 Boys - Gus Hinds 16yrs 100m Breast (3rd)

Relay Teams

12 Boys - Hunter Waine, Malu Tunks, Archie Ellams, Hayden McHugh

13 Girls - Lara McClelland, Lucy McClelland, Emma Barlow, Liana Deery

14 Girls - Felicity Shannon, Alivia Kruger, Addie Hinds, Kaylee Douven

Girls All Age - Kaylee Douven, Lara McClelland, Felicity Shannon, Tegan Davis, Bronte Anderson, Chelsea Shannon

Thank you to our parents for your support on the day and for transporting the competitors to and from Dapto.

Open Boys Touch

Congratulations to the Open Boys Touch Football team- Zone champions after going through undefeated on Wednesday 17th.



Year 7 Camp



We had a wonderful time out at Warrambui Retreat Centre near Murrumbateman in Week 6. The accommodation, great food and beautiful bush surroundings made for a terrific backdrop for the students to get to know each other and some of their teachers.

After lots of students had missed out on going away for traditional end of year 6 camps, we all felt very fortunate to have this opportunity.

Highlights for me were seeing all the kids dancing and singing around the campfire, getting to the top of the lookout bushwalk with some reluctant kids, and seeing the resilience growing before my eyes as students were pushed out of their comfort zones and thrived. Memories and friendships were made and I feel very lucky to have such a great Year Group to be the Year Advisor for. I am really excited to watch them grow and get to know them even more as they navigate high school.

Thank you to all the parents and teachers who helped make camp happen. I am busy researching and planning on where we will head to for our next camp. Thank you to my fellow camp colleagues: Mr Anderson, Ms Vale, Ms Hatcher and Mr McLennan.

Katrina Flynn







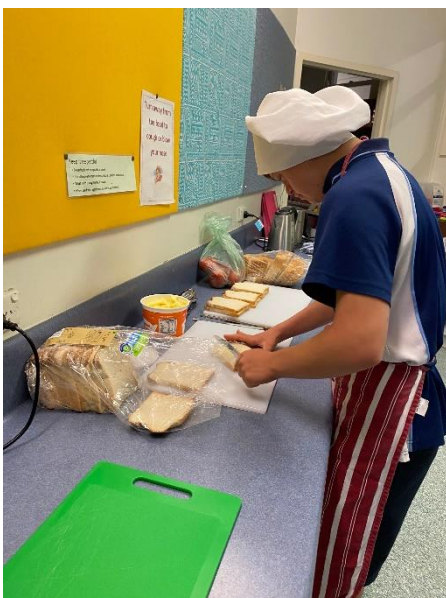
Learning Hub 2 Recount Writing

Last week we started planting the Woolies seedlings. We started by moistening the soil. We put water on the soil and watched it expand then we put the seed in it. We have to water it every day and it will take a couple of weeks to grow. I am excited to see if it will work. By Felicity and Bethany



On Thursday I ran a Toastie Café for Learning Hub students. I made toasties for other people. They had to order the toasties before the day. The fillings were cheese, ham and tomato. Mrs. Kemp, Sarah, and Mark helped in my kitchen. I was the boss and wore an apron and a special chef hat. The most popular Toastie was ham and cheese. Everyone said they were yummy. By Chester

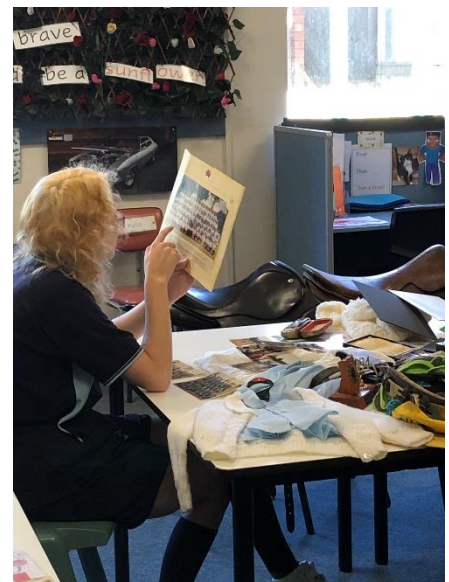
Last week I went to the Year 7 Camp. I liked doing archery. It was the first time I had tried archery and I got the arrow to hit the target. I got to roast marshmallows over a campfire and survived a really really really long bushwalk. By Mark



On Friday Miss Leisa brought in items from her childhood to show us. There was a little tea pot, an old teddy bear and lots of photos. My favourite item was the teddy bear. By Tiarna

This morning Miss Leisa brought in lots of items from her childhood. My favourite was the old photos. By Chloe.

This morning Miss Leisa showed us some of her childhood items. She brought in saddles bridles, school photos, baby clothes, trophies, an old tar tin, baby toys and horse photos. I liked the photos of Leisa when she was younger because it showed us her history and what she used to do. It was lots of fun to see all the old items. By Sarah





This morning when I got to class the animal toys were on the desk. Max the dog was wearing headphones, Kev the koala was playing the drums and Skipper the penguin was doing writing. It was weird. How did they get there? By Leroy

On the weekend I watched the realistic version of The Lion King movie with Mum and Charlotte. I liked how they showed the female lioness getting away from Scar and the detail of all the characters. By Isabelle

On Tuesday Mrs. Kemp was trying to make the Maths lesson fun. We had lots of boxes on the floor. We had to make a robot using different shapes. It was a lot of fun learning about 2D and 3D shapes with our robots. We made remote controls for our robots. By Chase, Mark, and Leroy.



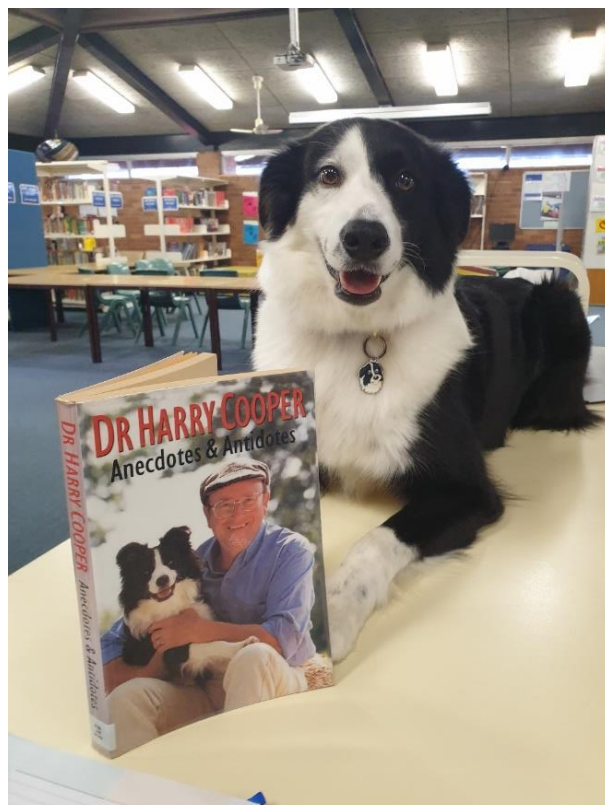
Yass High Community students do their bit to Clean Up Australia

As part of the Australia wide Clean Up Australia Day the Year 10 Community class did their bit to ensure their local environment was clean. The students cleaned up around the river, Victoria Park, tennis courts and O'Connor Park. Other students where given an opportunity to do their part with a lunchtime clean up around the school grounds. A big thank you to the Community students and the following students who gave up their lunchtime to help clean up around the school. Trent Robinson, Cooper Thornely, Jack Cathles, Bronte Fraser, Angus Grogan and James Weeks. A big thank you also to Ms Vale and Mr Harding who also lent a hand.



A day in the (school) life of Athena

On Friday 19th February, Mr Anderson allowed Athena to support our students through their vaccinations. We have noticed over the years that when Athena is present in an activity, student anxiety and stress appears to be lessened. Here is Athena during and after vaccinations



Student of the Fortnight

Corinne Green



Consistent outstanding work
across Music 2

Chelsea Shannon



Positive attitude to learning
in Maths

Angus MacKay



Academic focus during all
Science lessons

Chelsea Graham



Consistent effort and
motivation in all aspects of
PDHPE

Jacob Garner



Demonstrating significant improvement
in imaginative writing

Julianna Pitt



A great start to a new year in
the Learning Hub

Domonic Owen



Positive and respectful
participant in HSIE

Ryland Jones-Hope



Outstanding focus on studies
and first in Chemistry
Assessment

Stage 4 & 5 Problem of the Fortnight

Stage 4:

Lola went on a train trip. During her journey she slept for $\frac{3}{4}$ of an hour and stayed awake for $\frac{3}{4}$ of the journey.

How long did the trip take?

Stage 5:


A pool can be filled through three pipes that can be used together or separately. If only the first pipe is used, the pool is filled in 21 hours. If only the second pipe is used, the pool is filled in 24 hours. If all three pipes are used, the pool is filled in 8 hours.

How long will it take to fill the pool using only the third pipe?

School Fees 2021

This week we have posted invoices for 2021 school fees. It would be appreciated if you would check that the invoice reflects your child's current program of study and that they have not changed courses since the invoice was completed. The invoice consists of:

- Course fees for elective subjects which cover the costs for materials/activities used in these subjects. These courses often have consumables or use equipment which are expensive to maintain and replace. Prompt payment of Elective Fees is appreciated.
- General Contributions which in accordance with departmental policy are voluntary; however, payment of this money provides a major part of the budget allocated to resourcing the educational programs of our school.

Elective fees need to be paid by Friday 20th March. Please contact the front office to arrange a payment plan if required. Our preferred method of all payments to the school is through Parents Online Payments (POP) available through the school website www.yass-h.school.nsw.edu.au by clicking the payment icon  and following the prompts. Cheque, cash and EFTPOS payments are also available if you are not able to access the POP system.

There is some student financial assistance available, up to \$100 per family for subject electives, uniform, stationery or excursions, but not for the General Contribution Fee. Please contact the front office for application forms.

About Down Syndrome Fact Sheet



Down Syndrome
Australia

About Down syndrome

Down syndrome is the most common genetic disability. There are approximately 13,000 people in Australia who have Down syndrome. The birth rate for Down syndrome is one in every 1,100 births in Australia.

Down syndrome is not an illness or a disease.

Down syndrome is caused when a person is born with an extra chromosome. People with Down syndrome have 47 chromosomes instead of 46. They have an extra chromosome 21, which is why Down syndrome is sometimes known as trisomy 21. Down syndrome is named after Dr John Langdon Down who first described it.

Down syndrome impacts intellectual development, some physical characteristics and aspects of a person's physical health. Because no two people are alike, this will vary from one person to another.

Although we know how Down syndrome occurs, we do not know why it happens. Down syndrome occurs at conception, across all ethnic and social groups and to parents of all ages. It is nobody's fault. There is no cure and it does not go away. Down syndrome can be detected prenatally or at birth and is confirmed by a blood test.

What does it mean to have Down syndrome?

Most of the young people growing up with Down syndrome today will lead quite ordinary lives in the community. Some people with Down syndrome may not need much help to lead an ordinary life, while others may require a lot of support.

Having an intellectual disability

Down syndrome is the most common cause of intellectual disability that we know of. Everyone who has Down syndrome will have some level of intellectual disability. There will be some delay in development and some level of learning difficulty. Because everyone is unique, the level of delay will be different for each person.

When a baby is born, there is no way to tell what level of intellectual disability the child may have. Nor can we predict the way in which this may affect a person's life. However, we do know that having Down syndrome will not be the most important influence on how that person develops and lives their life. Instead, what happens after birth will be much more important as family, environmental, cultural and social factors will shape their life, just like everyone else.

English

A lot of people with Down syndrome speak fluently and clearly, however – for many – speaking clearly can be difficult and they will need speech and language therapy to achieve this. Some people will find it very difficult to develop language or speak clearly at all. However, regardless of a person's ability to speak, people with Down syndrome can understand a lot more than they can express with words. This often means that their abilities are underestimated, which can lead to frustration and isolation.

Living an ordinary life

People with Down syndrome are not different from anyone else.

They have the same needs and aspirations in life that we all do, including:

- a good place to live
- meaningful employment
- the opportunity to enjoy the company of friends and family
- love and intimacy
- having a role in our community.

However, achieving these goals can be harder for people with Down syndrome than it is for everyone else. Many people with Down syndrome are likely to need some level of support to help them achieve the kind of life that most people take for granted.

In the past, many people with Down syndrome have not had the opportunity to develop to their full potential. Often, they have been separated from the rest of the community, living in segregated settings such as care institutions. Low expectations were placed on them and there were limited opportunities for learning and personal growth.

Today, people with Down syndrome have access to better health and medical advancements, as well as better education and developmental opportunities, which have provided an improved quality of life.

To be a part of a community you have to be in it. This means that people who have only experienced life in a segregated setting may find it difficult to be included in the general community. Life for people who grow up being included in families and communities will be very different than it has been for those who have always lived in care facilities.

Encouraging children with Down syndrome to go to a school and attend activities with their peers from their community has many benefits. It opens the way for a smooth transition to adulthood and encourages meaningful inclusion in the community.

People with Down syndrome need opportunities to reach their full potential, like we all do. When given these opportunities, they become valued and productive members of their families and the community.

Being an individual

One of the greatest challenges that people with Down syndrome face is the attitudes of other people who do not understand what it means to have Down syndrome. Despite much change, many people still don't see the individual person. Instead they just see 'Down syndrome' and expect everyone with Down syndrome to be more or less the same.

People with Down syndrome are very different from each other, just as we are all different. Every person with Down syndrome is unique, with their own talents, abilities, thoughts and interests. And, like everyone else, people with Down syndrome have strengths and weaknesses. While one person may read very well but find basic mathematics difficult, another might be a first-class cook and live independently in the community, but will have to work hard to speak clearly. People with Down syndrome are also likely to share similar passions, culture, interests and skills as other members of their family, as we all do.

People with Down syndrome do not all look alike. In fact, people with Down syndrome look more like other people in their own family than they look like others with Down syndrome. Although there are some physical features associated with Down syndrome, there is large variation in how many of these features an individual may have. For some people, one feature may be very prominent while in another it may not exist at all. Importantly, the physical characteristics of Down syndrome that a person may have do not tell us anything about that person's intellectual ability.

Another common misconception is that all people with Down syndrome are happy and affectionate. People with Down syndrome experience all the same emotions as everyone else. They may be happy, sad, embarrassed, frustrated, thoughtful and fall in and out of love, just as we all do. They may, however, find it difficult to express their feelings in words. This can lead to frustration and the expression of feelings through behaviours.

☎ 1300 881 935

📍 18/71 Victoria Crescent, Abbotsford VIC 3067

✉ info@downsyndrome.org.au

🌐 www.downsyndrome.org.au

WORLD DOWN SYNDROME DAY

**LOTS
OF
DOCKS**

21 MARCH

**HELP US CELEBRATE
WHAT PEOPLE WITH
DOWN SYNDROME
BRING TO OUR
COMMUNITY**



**WE ARE
SUPPORTING WORLD
DOWN SYNDROME DAY
THIS MARCH**

www.downsyndrome.org.au/nsw

Happiness and wellbeing for teenagers

Key points

- **Boost teenage happiness with praise, clear rules, a healthy family lifestyle, and warm family relationships.**
- **Boost teenage wellbeing by encouraging your child to try new things, value personal strengths and focus on good things.**
- **Happiness and wellbeing are related, but they're not the same thing.**

Teenage happiness and wellbeing

Happiness is a state of mind or a mood. Teenagers are usually happier when they're satisfied with their lives and relationships, although nobody is happy all the time.

Wellbeing comes from physical, mental and emotional health. It's also about understanding your emotions, taking part in different activities, having good relationships and social connections, finding meaning in life and feeling that you're doing well.

Happiness and wellbeing are related, but they're not the same thing. There are no clearly defined links between them. Teenagers can be happy because of some of the things that make up wellbeing, but they don't need all these things to be happy.

Boosting teenage happiness: tips

You can boost your child's happiness with praise and encouragement, clear rules and boundaries, a healthy family lifestyle and warm family relationships.

Praise, encouragement and positive attention

- Give your [child](#) [praise](#) when he behaves in ways you want to encourage, like [helping out](#), doing chores or getting homework done. For example, 'I really appreciate it when you put your dirty clothes in the laundry bin'.
- Give your child attention. For example, go to watch her playing sport, send her a friendly text message or just give her a special smile.
- Encourage your child to try new things. For example, if your child is interested in playing a new sport, you could offer to take him along to the local club's registration day.
- Value your child's [strengths](#), and [praise](#) her for who she is. For example, 'You're really good at looking after the younger children in your Scouts group'. This helps to build self-esteem and protects her from comparing herself to other people.
- Let your child know that you're proud of him when he tries, especially when things are tough. For example, 'I was so proud of you for running all the way in your [cross country](#) race, even though I could see you were tired'.

Rules and boundaries

Clear and fair [rules](#) help teenagers feel safe when lots of things in their lives are changing. If you involve your child in making the rules, she'll be more likely to stick to them. Negotiating rules with your child is also a way of showing that you respect her growing maturity.

Healthy lifestyle

- Encourage good sleep habits: teenagers need about 8-10 hours of sleep each night.
- Help your child aim for at least 60 minutes of physical activity each day.
- Encourage your child to make healthy food choices to fuel his growth and development.
- Help your child keep a healthy balance between study, work and play. This might mean looking at how many nights your child is out doing things, how much down time she has, how much she can contribute to family life through chores, how many family meals you have together and so on.

Family relationships

- Share and make memories together. For example, take photos or videos on special family days or at school events and look over them with your child, or talk about and remember things you've enjoyed as a family.
- Make time to talk about individual and family successes. For example, you could try going around the table at family meals and giving everyone a turn at sharing something that went well for them during the day.
- Establish and maintain family rituals. For example, cook pancakes on Saturday mornings, watch special movies together, go for milkshakes after school on Fridays and so on.

For older teenagers, happiness depends a lot on having freedom to make choices without too many restrictions – although they still need you to monitor what they're doing. It's about being respected, developing independently of parents or [carers](#), making their own friendships and social life, and being taken seriously as individuals.

Boosting teenage wellbeing: tips

Here are some ideas for fostering different aspects of teenage wellbeing.

Physical health

When your child takes care of himself physically, it's good for his wellbeing. For example, being active, having a break from technology, getting outside and getting enough sleep can help your child's mood and improve his physical fitness.

Mental and emotional health

Good mental and emotional health is important for teenage wellbeing. For example, teenagers with good mental and emotional health can develop

VOLUNTEER



Volunteer for the National Trust Plant a Tree Day at Cooma Cottage

Cooma Cottage is a beautiful National Trust heritage property located in Yass, and we need a team of volunteers to sign up for one day of planting 800 trees at our special 75th Anniversary event. You will work with the National Trust's Bushland Management Services experts, meet great people, connect with nature and improve the natural environment in your local area. We'll also shout you a BBQ lunch.

SIGN ME UP FOR A FULL DAY OF VOLUNTEERING!

Saturday 27 March, 10am - 3pm

Cooma Cottage, 756 Yass Valley Way, Yass NSW 2582

To register, email volunteer@nationaltrust.com.au



resilience to cope better with difficult situations. If your child develops resilience, she can 'bounce back' when things go wrong, which will boost her wellbeing.

Good emotional health also includes being aware that it's normal and OK to sometimes feel sad, embarrassed, angry and frustrated – but these feelings usually pass.

A positive focus

If your child can notice and appreciate the good things in his life, he's more likely to feel positive. This can also help him keep difficult times in perspective, so they don't become overwhelming.

Your child can do this by just taking a few moments each day to focus on what she's grateful for. You could even make this a family activity by asking everyone at the dinner table to name one thing they're grateful for. You can be grateful for all sorts of things, like being together at dinner, the sun shining after a week of rain, having good health, being part of a great group of friends and so on.

Different activities

Trying new things and getting involved in different activities keeps your child's options open, and can build his confidence and sense of self-worth. You can encourage your child by helping him find activities he might be interested in. It's also important to praise him for being open to new things and willing to have a go.

Relationships and social connections

Relationships and social connections are vital for teenage wellbeing. Your child needs close and supportive family and friends. And good parent-child relationships tend to lead to good teenage friendships.

Meaning in life

Meaning in life can come from doing good things for others. Your child could look for everyday ways to help family or friends – for example, giving someone her seat on the bus, or helping someone pick up papers they've dropped in the street. Or she could get involved in community activity. This type of 'giving' lights up the reward centre in the brain, which makes your child feel good.

Feeling connected to something bigger can also help to give your child's life a sense of purpose. Meaning might come from spirituality, life philosophy, or a commitment to a cause like the environment. People with meaning have less stress and get more out of what they do.

Goals and achievement

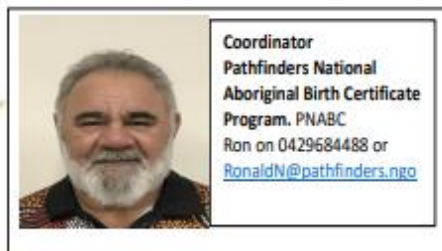
If your child has goals that fit with his values, are fun and attainable, and let him use his strengths, it can give him a sense of purpose and achievement.

For more information about parenting teens see <https://raisingchildren.net.au/>

**Free Birth Certificate and Free Birth Registration for
Aboriginal and Torres Strait Islander young people who are:**

- Pre-school aged children;
- Primary school aged children;
- Secondary school aged children;
- Transitioning from school to the workforce;
- Transitioning from school to further education;
- Aboriginal and Torres Strait Islander (ATSI)
parents/Carers/guardians to Aboriginal and Torres Strait Islander children;
- Juvenile Justice detainees/Centres;
- Adult Correctional Centres; and
- All age groups and vulnerable ATSI people.

For more information about applying and the ID requirements contact:




STREETBEAT HOSTS....

**HIGHSCHOOL
MOVIE & PIZZA
NIGHT**

31ST MARCH 7-9PM

110 Rossi St Yass (new Streetbeat Studio)
email streetbeatyass@gmail.com to book
ALL WELCOME!
\$15 (includes pizza individually wrapped)

**ABORIGINAL MEN'S
REFERRAL CRISIS LINE
TALK TO US**



RELATIONSHIPS FAMILY VIOLENCE PARENTING
BROTHER to BROTHER
1800 435 799
USE THE MESSAGE STICK
COMMUNICATION CONNECTION SUPPORT

 **24 HOUR SERVICE**

BE EMPOWERED

ALI Action Learning Initiatives

LOVE BEING ACTIVE IN THE OUTDOORS?

Spend 5 days being trained and mentored in Outdoor Education and Tour Guiding work.



If you're an Indigenous young person aged between 16-25 then you can join us for 5 days of wilderness expedition and exploration including canoeing, river sledding on Snowy River and bushwalking in Kosciusko National Park. Dates are Wed 28th April to Sun 2nd May 2021

WHAT YOU GET?

- White water training.
- Experience working in the field in Kosciusko National Park.
- Mentoring from experienced outdoor guides, leaders and teachers.
- Exposure to delivery of Indigenous Interpretation and tour guiding.

JOIN US

REGISTER YOUR INTEREST TODAY OR FIND OUT MORE

Contact: Ruth Reed
Phone: 02 64572788
Email: ruth@action-learning.com.au

WE ARE LOOKING FOR KOORI YOUNG PEOPLE WHO:

- Are aged 16-25 with an interest/passion for the outdoors.
- Are interested in pursuing a career or further work in outdoor education, outdoor recreation/ guiding or tourism.
- Have a reasonable level of fitness and are comfortable camping in the outdoors, as well as bushwalking, canoeing, mountain biking and gaining cultural interpretation experience.

HOW WILL YOU BE SUPPORTED?

- Mentoring and cultural support from a well-respected Aboriginal tour operator
- Aboriginal cultural support on program
- Qualified Teachers and Action Learning Initiative Staff Member
- All course fees will be covered (\$80 equipment deposit)
- This is a combined initiative with National Parks and Action Learning Initiatives (ALI).





THURS
4.30PM-
6.30PM

THE HANGOUT

RELAXED BEATS. CHILLED EATS.

The Hangout is here.

We're creating a safe space for 12 to 17 year olds in the Yass Valley to hang out. Catch up with mates [and make new ones!] over a chilled BBQ dinner.

And the best bit ... **it's 100% FREE!**

25 MAR | 29 APRIL | 27 MAY | 24 JUNE

ZAC'S PLACE - PRITCHETT ST, YASS

RSVP VIA TEXT TO ROS

0406 379 561

Ginninderry 

 Capital
Region
Community
Services

 **ANGLICARE**
NSW SOUTH | NSW WEST | ACT

 **NSW**

Communities
& Justice

yass valley council
the country the people

Coming Events

Date	Event
Thursday 18 March	Year 7 2022 Open Evening 4 – 5pm Open Evening 5 – 6pm Information Session
Friday 19 March	Flock Ewe Championships
	She Leads Conference - Canberra
Monday 22 March	School Assembly Period 3
	CHS Boys Squash – Braidwood 9.15am
	CHS Chess Comp - Online
Tuesday 23 March	Year 8 Bell Shakespeare
Friday 26 March	Fan Girls Musical – 5pm Canberra
Tuesday 30 March	Year 12 BaKE Sale – Quad Lunchtime
Wednesday 31 March	Bill Turner Cup – Walker Park 10am
	Flat Rock AI program
Thursday 1 April	Last Day Term 1
	Year 12 Celebration Assembly
Monday 19 April	Pupil Free Day
Tuesday 20 April	Students Return to School
