



YASS HIGH SCHOOL

We value respect, responsibility, safety and learning.

Principal: Linda Langton

Deputy Principals: Andrew Facer & Ruth Riach

From the Principal

Each year on the 25th of April, we unite as a nation of people to commemorate ANZAC Day. In coming together as a community in cities and towns across the country, we demonstrate our enduring gratitude for the sacrifices of so many Australian and New Zealand military personnel who died during war.

ANZAC Day 2021 has had an added focus on remembering and honouring the service of Australian and Torres Strait Islander men and women during conflict.

- Over 1000 Aboriginal and Torres Strait Islander people served in World War (1914 -1918) and around 70 fought at Gallipoli
- At least 3000 Aboriginal and 850 Torres Strait Islander people served in World War II (1939 – 1945)
- Aboriginal and Torres Strait Islander people have participated in all military conflicts since the World Wars, including Vietnam, Iraq and Afghanistan and in all peacekeeping operations including in Somalia and East Timor.



29 April 2021

The significance of this day reaches far beyond the borders of Australia and New Zealand. Lives have been lost and heroes remembered in distant countries where men and women paid the ultimate sacrifice. Indigenous peoples from other countries have added to our ANZAC story, connecting themselves with us forever through joint hardship and sacrifice.



Stories of bravery, selflessness and courage reflect the Australian spirit and add to our national culture – these are the values that we are most proud of and which we would all like to claim.



How do we know if we have this same strength of character and clarity of purpose? Like the young men who fought in two world wars and the nurses who followed them to tend to their wounds, and in the conflicts that have followed, the situations these men and women found themselves in demanded a response, and it was their actions that showed their character.



We display this same character in the kindness we show to others, the helping hand we extend to those in need, the courage we possess that enables us to take a stand for right, and our willingness to put someone else's needs before our own.

I know that the ANZAC spirit is alive and active in you all. We remember with pride those who have sacrificed greatly for the free life we enjoy today and commit to ensuring their stories live on.

Lest we forget.



Down on the Farm

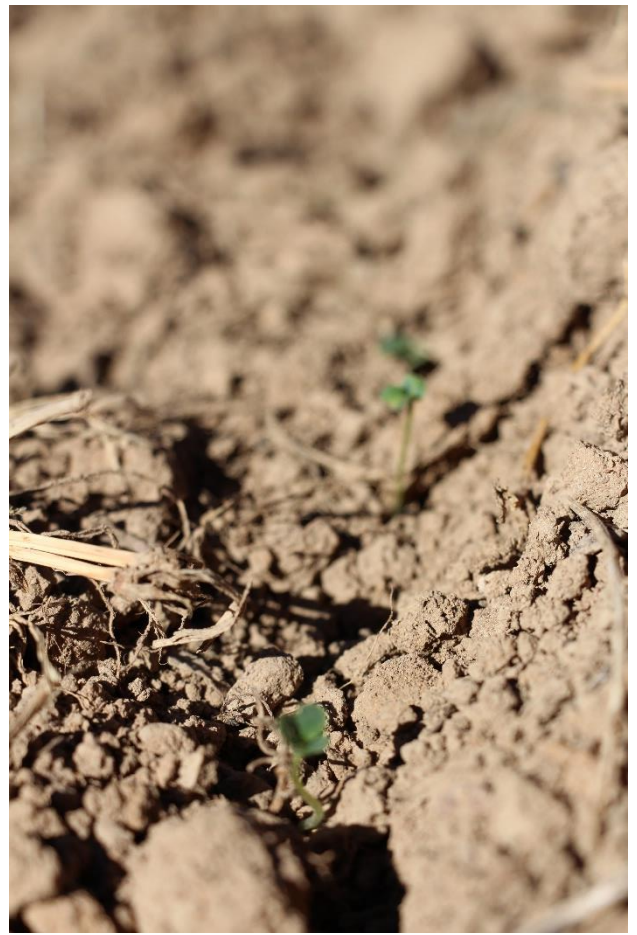
The onset of cool weather has had us moving to get ready for winter. Our latest goal achieved has been the completion of our AI program with the stud ewes. This happened on the second last day of term and was carried out by local John Hall and the Year 10 Agriculture class. It was an informative process, and we are keen to see the results first when the ewes are scanned in 3 months time and then for lambing in five months time.

Our other major goal is the sowing of our brassica forage crop at the bottom farm. This has meant a lot of tractor driving for the senior Primary Industries kids and even some help from the Nines and Tens. The very first plants have just started to come up and hopefully we will have the young rams grazing it by the end of the term. In the next few months we are aiming to prepare the lambing area by constructing a more permanent shelter for the lambing pens and hope to install the permanent panels into our sheep yards adjoining the Rotary shed.



Getting ready to enjoy a fire
Agriculture Department.





Show Team

The South Coast Beef Steer Spectacular in Nowra is fast approaching, and we have been busy getting our three steers ready. Master, Chief and Turbo have been going through the last stages of preparation with lead practise, washing and clipping and are entered into the Opens section of the competition.



We hope to have a steer make it into each of the three available classes in the section and so it is with great anticipation we will go into the weigh-in at the competition.



On our return from Nowra, we are going come home via Moruya to collect a new steer to add to the group of steers we are gathering for the spring shows of Murrumburrah/Harden, Albury, and the Upper Hunter Beef Bonanza in Scone. Steers have come to us so far from Sarana Limousins, Newton-Wood Limousins, the Targett family as well as one bred by the school out of our favourite cow, Coco. Steers are still to come from Su McClusky and the Welch Family.





This is a larger pen than we have been able to do for a while and will provide a great opportunity for the team to be more involved individually with animals for what we hope to be a very exciting show season.

Preparing the next Champions,
Show Team

Year 9 Urban Geography

Throughout Term One, Year 9 students in Ms Gerkens' and Mr Roberts' Geography classes have been investigating how urban environments change over time. With a focus on our local context here in Yass, and the Commercial Hotel site as a case in point, students designed alternative landuse concepts which met present and future needs of the town, considering social, economic and environmental sustainability issues.

To facilitate this process, Chris Berry (pictured), General Manager of Yass Valley Council, visited to discuss the settlement strategy and the Commercial Hotel site specifically, in a one hour forum.

Students also took part in fieldwork on site, and spent some time looking at other places from which to gain inspiration. Notably, their visit to The Link at Ginninderry, facilitated by the developers and hosted by their urban planners (pictured) and community engagement specialists gave students an insight into ways new greenfield sites could incorporate sustainable designs and practices into their plans. They also looked at an urban infill site along the Kingston Foreshore (pictured) to consider mixed use developments including medium density housing.

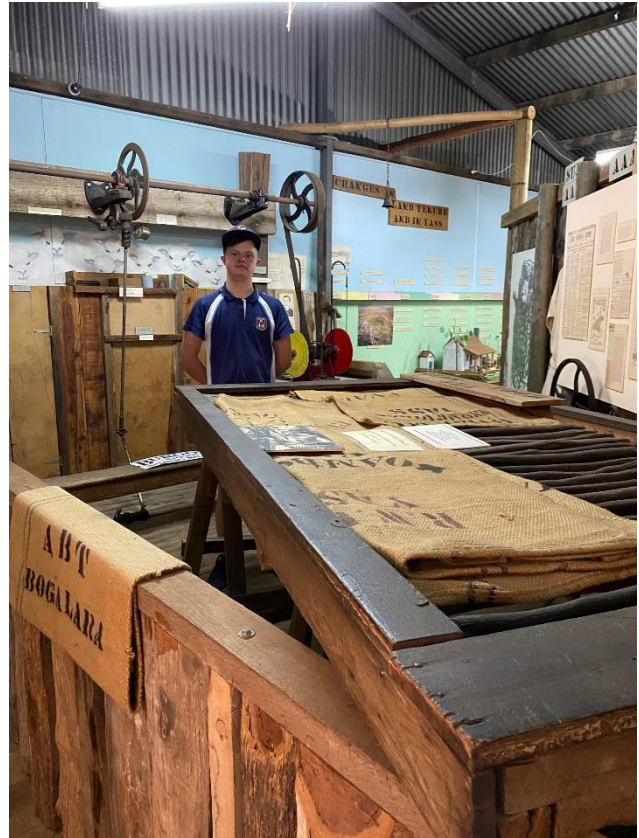
Many thanks to the team at Yass Valley Council, Strategic Development Group and Ginninderry in facilitating this experience for our budding architects, urban planners and designers of the future.





Yass District Museum

On Thursday 1st April LH2 travelled with Mrs. Kemp, Ms. Quigley and Miss Kylie to the Yass District Museum to investigate items that were used in our past. We met two of the volunteers, Adrian and Bill, outside the museum and listened to their stories about being involved with local history. They also mentioned an exciting competition coming up soon for school aged children.



When we entered the museum, the teachers had to check in with their phones before we could all look at what was inside. The first room had an old fashioned camera on a tall stand and interesting certificates on the wall. The second room was full of miniature buildings that showed what the main street of Yass looked like many years ago. We recognized the Yass Post Office building and the Yass Court House. The main street looked very different back then.

The last room was the biggest and it had plenty of exhibits for us to look at. Tiarna found a washing machine that had rollers on the top to squeeze out the water. Felicity, Bethany and Chloe liked looking at the old bridal gown while Chester was interested in the old sheep shearing station with its large timber sorting table. Leroy really enjoyed learning to play the old organ by pumping the foot pedal to get power. Thank you to Adrian and Bill for showing us through the museum.

After the museum we all went to the Tourist Information Centre and purchased ice creams for recess.

ANZAC DAY

This term we have been learning about the importance of ANZAC Day. We have read stories about the soldiers in the war and watched reports about what it was like living in the trenches. Last Friday we made Anzac Biscuits. The recipe was easy to follow and the biscuits were very yummy.



We all worked together with Mrs. Kemp and Miss Leisa to make a wreath from paper poppies. It took a lot of cutting, folding and gluing but the end result was worth all our efforts. The wreath was used during the whole school ANZAC assembly.





Student of the Fortnight

Kaitlin Luff



Completing work and assessments to a high standard in PD/H/PE

Emma Barlow



Excellent work in Visual Art

Closing the Gap Walk

On the final Wednesday of last term members of the Yass High School community participated in a Closing the Gap walk along the Yass River down at the Cliffs. Students and staff were met at the river by a group of Ngunnawal Elders and community members. Scott Bell spoke to us about the importance of the river to the Ngunnawal people, and about caring for Country. We learned a lot, and had the chance to chat and ask lots of questions.



Project Based Learning in HSIE

Whilst most students and staff were winding down for the weekend last Friday afternoon, history and geography teachers were updating their skills in project based learning (PBL). Facilitated by Paloma of Cura Education (pictured), the HSIE faculty spent 3 hours pouring over the research behind PBL, analysing their current practice, and planning for PBL in the future.

HSIE students already undertake several projects, most recently with the town planning diorama project Year 8 Geography students completed and presented to their class, and the Year 9 Geography Commercial Hotel Redevelopment project. With an updated toolkit, our HSIE teachers are looking at even more opportunities to provide engaging, rich learning opportunities for our students at Yass High School.



Resilience in teenagers: how to build it

When teenagers are resilient, they cope better during or after difficult situations. They ‘bounce back’ when things go wrong. Your child needs resilience to navigate life’s ups and downs, so building resilience is an important part of his development.

Resilience: what you need to know

Resilience is **the ability to ‘bounce back’** during or after difficult times and get back to feeling as good as before.

It’s also the ability to adapt to difficult circumstances that you can’t change and keep on thriving. In fact, when you’re resilient, you can often learn from difficult situations.

Your child’s resilience can go up and down at different times. And your child might be better at bouncing back from some challenges than others.

All teenagers can build resilience, by developing attitudes like self-respect, social and organisational skills, and positive thinking habits. Your support is also a key building block for your child’s resilience.

You can’t always stop your child from experiencing problems or tough times. But you can play a big role in helping your child build resilience. Your child can also gain strength from other supportive adults, like grandparents, aunts, uncles or teachers. Friends and classmates can be great sources of support too.

Why your child needs resilience

Your child needs resilience to bounce back from **everyday challenges** like arguments with friends, disappointing test results or sporting losses.

Some young people face **more serious challenges** like family breakdown, family illness or death, or bullying. And some have more challenges than others because of learning difficulties or disabilities, or because they have more anxious personalities. Resilience will help them with these challenges.

Resilience is more than just coping. When you’re resilient, you’re more prepared to seek new ways to overcome your challenges and achieve your goals. Although this might mean taking some risks, it also creates opportunities for success and greater self-confidence.

Personal values and attitudes for building resilience

Self-respect is a great building block for resilience.

Self-respect grows out of setting standards for behaviour. If your child has self-respect, she believes that she matters and should be treated respectfully by others. She’s also more likely to protect herself by avoiding [risky behaviour](#) and situations. A strong sense of self-respect will also help your child be less vulnerable to bullies and bullying.

Empathy, respect for others, kindness, fairness, honesty and cooperation are also linked to resilience. This includes showing care and concern for people who need support, accepting people’s differences, being friendly, not mistreating or bullying others, and taking responsibility for your actions.

If your child shows these attitudes and behaviour towards others, he’s more likely to get a positive response in return. This helps him feel good about himself.

Having a [strong, loving relationship with you](#) and [staying connected](#) with you are the basis for all these qualities and values in your child. If you show your child love and respect, she’ll be more likely to care for herself and others.

Social skills for resilience

Social skills are another important building block for resilience. They include skills for making and keeping friends, sorting out conflict, and working well in teams or groups.

When your child has good relationships at school and gets involved in community groups, sports teams or arts activities, he has more chances to develop connections and a sense of belonging.

These social connections also mean that your child will probably have more people she trusts when she wants to talk about things that worry or upset her.

You might like to read more about [teenage friendships](#) and how to support them. Our articles on [keeping teenagers active](#), [finding extracurricular activities](#) and [getting teenagers into community activity](#) also have lots of ideas to help your child make social connections.

Positive thinking habits for resilience

Resilience is about **being realistic, thinking rationally, looking on the bright side**, finding the positives, expecting things to go well and moving forward, even when things seem bad. When your child is upset, you can help him **keep things in perspective** by focusing on facts and reality. For example, you could try gently asking, 'Does this really matter as much as you think it does? On a scale from 1-10, how bad is it really?'

You can also help your child understand that **a bad thing in one part of her life doesn't mean everything is bad**. For example, if your child gets a poor exam result, you could point out that it won't stop her from playing weekend sport or going out with friends.

If your child is being hard on himself, you could suggest **more helpful self-talk** instead. For example, he might say something like 'I'm going to die of embarrassment speaking in front of my class'. You could suggest alternatives like 'Public speaking isn't my favourite thing, but I can cope', or 'Public speaking isn't my strength, but it's good to try new challenges'.

Your child is more likely to feel positive if she can see that **difficult times are a part of life**, and that things will get better. It might just take longer than your child would like. You can help your child with this by talking about how you or people you know have gone through tough times.

Working with your child on solutions to problems can build resilience too. And having [problem-solving strategies](#) can help your child feel he has the power to deal with difficult situations and get through challenging times.

It's also important for your child to feel and talk through difficult emotions like anxiety, fear and anger. Facing difficult emotions will help your child grow stronger. With resilience your child will be able to ride out these [adolescent ups and downs](#).

It's also good for your child to have **simple strategies for turning low moods into better ones**. Here are some ideas:

- Do things you enjoy or that help you relax, like watching a funny TV show or DVD or reading a good book.
- Spend time with friends or support people.
- Do something kind for someone else – for example, carrying the grocery shopping in from the car.
- Look for the positive or funny side of a difficult situation. For example, a sprained ankle might mean missing sport on the weekend, but it gives you the chance to binge-watch your favourite TV series.
- Do some physical activity, like playing sport or going for a vigorous walk.
- Go over some good memories by looking through photographs.

You're a role model for your child. Let her see and hear you being positive and optimistic. You can do this by thanking other people for their support, saying 'Things will get better soon and I can cope with this', and expecting that good things are possible.

Skills for getting things done

Feeling confident, capable and ready to get things done are big parts of resilience.

Important skills in this area are goal-setting, planning, being organised and self-disciplined, being prepared to work hard and being resourceful.

You can foster these skills in your child by helping him **work out his specific strengths** and limitations. Then you can encourage him to set goals that put his strengths into action, and that help him to focus on what he's good at.

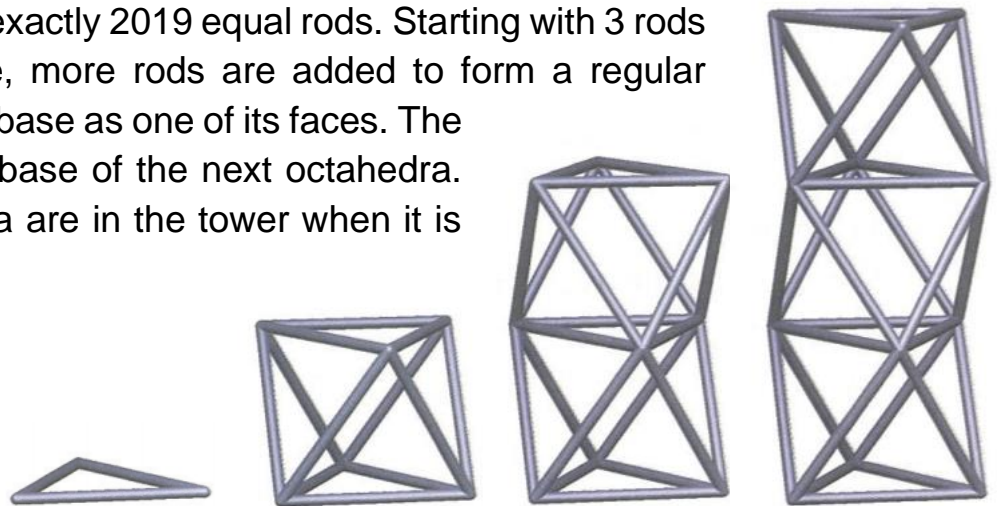
For example, if your child is good at singing or music, you could suggest she joins the school band, or even starts her own band. If she's good with young children, you could suggest she looks into some babysitting work or coaching junior sport.

Supporting your child to take on new or extra responsibilities is a great way to build your child's confidence and sense of what he can do. Examples might be a leadership role at school or a part-time job as he gets older. Challenges are a normal part of life, and young people have to learn to cope with them by themselves. Let your child have a go at sorting out her own problems and fighting her own battles before you step in. Fumbles and even failures are part of the process.

Stage 4 & 5 Problem of the Fortnight

Stage 4:

A tower is built from exactly 2019 equal rods. Starting with 3 rods as a triangular base, more rods are added to form a regular octahedron with this base as one of its faces. The top face is then the base of the next octahedra. How many octahedra are in the tower when it is finished.

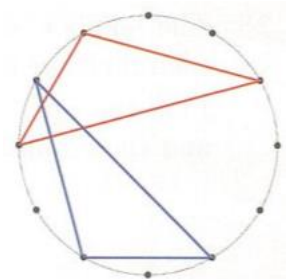


Stage 5:

Out of modern musical theory comes the following question. Twelve points are equally spaced around a circle. Three points are to be joined to make a triangle.

We count two triangles as being the same only if they match perfectly after rotating, but not reflecting. For instance, the two triangles shown are the same.

How many different triangles can be made?





U Learning Labs July 2021

An academic enrichment program for students from Years 7 to 10. Check out what's on offer below and find out more about our workshops and the application process online: uow.info/learninglabs



UNIVERSITY
OF WOLLONGONG
AUSTRALIA

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What's on in July

SEE MS VALE FOR MORE INFORMATION



LEARNING LABS

WHEN: 1 - 2 July 2021

WHERE: University of Wollongong,
Wollongong campus

TIME: 9.00am - 3.30pm

FEE: \$185-200

LEARNING LABS (MINI)

WHEN: 30 June 2021

WHERE: University of Wollongong,
Wollongong campus

TIME: 9.00am - 3.30pm

FEE: \$100

PROGRAM INFORMATION

Learning Labs is a face-to-face enrichment program designed for students who are excelling in their area of interest within their year group, and are seeking a challenging and fun experience during the school holidays.

All workshops are held over one (mini-labs) or two days, and are presented by teachers with specialist training or a specific interest in gifted education. There will be sponsorship places available for some participants- please see more details on how to apply for these places on the website.

CREATIVE KIDS PROVIDER

Learning Labs can now accept Creative Kids vouchers. Workshops that apply for Creative Kids vouchers are identified on our website in the workshop descriptions.

WORKSHOPS (SEE FULL LIST OF WORKSHOPS & DESCRIPTIONS ONLINE)

Learning Labs has many workshops on offer for our high school aged students. Workshops cover a range of diverse topic areas from virtual reality, creative writing, history, physics and many, many more. Workshops are designed to challenge and stimulate the interests of self-motivated and curious learners. For full workshop descriptions on offer, please go to our website: uow.info/learninglabs

APPLICATION AND CONTACT DETAILS

Our workshops fill up really quickly each year so don't hesitate to submit your application to avoid disappointment. For more detailed workshop descriptions, how to apply, FAQ's, and the online application form, please go to: uow.info/learninglabs.

For all other enquiries, please contact the Learning Labs team:

E: learning-labs@uow.edu.au | P: (02) 4221 5557 | Facebook: www.facebook.com/UOWOandP

APPLICATIONS NOW OPEN

May 24th – 28th

Riverina Strings & Recorders Camp

2021

A five day,
live-in camp for
NSW Public School
students in Yr 3 to
Yr 12 who play Violin,
Viola, Cello, Double
Bass, Classical Guitar
or Recorder.

Contact Judy: 0428295227
judith.gollasch@det.nsw.edu.au





Expressions of interest for:

The parents and caregivers of children with Autism, ADHD, Anxiety, ODD (or any other neurodiverse challenges) to come along to a friendship and connectivity group.

Starting Monday evenings at 7-8pm. Venue and date TBA.

Please feel free to pass on this information to anyone that may be interested.

Let's TALK – CONNECT – SUPPORT.

Please register your interest via email to:

Georgie Rainger

bravelybeingme@gmail.com



JCU Winter School for Aboriginal and Torres Strait Islander Students 2021



Indigenous
Education
and Research
Centre

Discover university life and gain skills for success



Kick start your future at a one week residential program for Aboriginal and Torres Strait Islander high school students.



Gain skills and make contacts

The range of educational activities gives you the chance to build a network of friends and form connections with IERC staff, lecturers and student ambassadors.

Meet current JCU students and hear about their experiences at university, their tips and tricks on how to succeed.

You'll develop a variety of skills including time management and study skills, and learn about the exceptional support services the IERC offer to all Indigenous students.

Graduation

On completion of the program, you will attend a Graduation Ceremony where you will be presented with a Certificate of Attainment.



Experience University

If you are in Year 10, 11 or 12 and want to know what it's like to be a uni student at JCU, this program is for you. Over five days, students live on campus and take part in an interactive program including attending lectures, sporting and cultural activities. The program provides opportunities to meet University staff and students as well as form bonds with other students in the program.

The Winter School is held at James Cook University's Bebegu Yumba Campus in Townsville. The Indigenous Education and Research Centre (IERC) along with JCU academic staff will deliver the activities and provide supervision and support.

On-campus accommodation in the residential colleges allows for a complete university experience, with the IERC covering the cost of all accommodation, meals, and travel related to participating in this program.

Study Areas

During the week, you will have the chance to learn more about the courses offered at JCU. You can choose from a range of study areas, so whether you already know what you want to study or are curious about university, this is a great way to find out what is right for you.

Students will attend lectures, workshops and field trips within their chosen study area, as well as complete assignment tasks, oral presentations and exams to demonstrate their learning.



"It gives a really good insight of what university is actually really like. I think it's a good environment for people to come to learn and make new friendships and relationships, and do what you have to do to make a better life for yourself"

Gemilah Allen
2018 Winter School Student



The 2021 JCU Winter School will run from 27 June to 2 July

[APPLY NOW via the IERC website](#)

For further information contact the IERC on (07) 4781 4676
or visit jcu.edu.au/ierc

Coming Events

Date	Event
Friday 30 April	Puma Cup Open Boys Soccer – Walker Park
Tuesday 4 - Thursday 6 May	South Coast School Steer Spectacular - Nowra
Tuesday 4 May	Athletics Carnival High Jump
Tuesday 4 May	Year 12 HSC Music Study Day – Koorinal
Thursday 6 May	Year 12 Music Master Class - YHS
Tuesday 11 May	Gugan Gulwan - Canberra
Tuesday 11 – Friday 21 May	Naplan Online Years 7 and 9
Thursday 13 May	CHS/South Coast Boys Squash - Dapto
Friday 14 May	School Athletics Carnival – Victoria Park
Monday 17 May	South Coast Touch Knock Out – Frogs Holla Narrawallee
Tuesday 18 May	Biology Excursion Year 12 – Sydney
Friday May 21	Zone Cross Country – Mulwaree High School