



# YASS HIGH SCHOOL

We value respect, responsibility, safety and learning.

Principal: Linda Langton

Deputy Principals: Andrew Facer & Ruth Riach

## From the Principal

### Roadmap for students returning to school

The latest advice from the NSW Department of Education regarding the plan to return students to school was released on Friday 27 August. Schools will return to face-to-face learning either through a 'staged return' (Greater Sydney and LGAs of concern) or 'full return' (regional NSW), depending on NSW Health conditions in their area.

### Full return (Level 3)

Areas across NSW that are removed from stay-at-home rules will return to school under Level 3 settings. This is a full return for **all** cohorts to schools, with reduced mingling and on-site activities.

Our current stay at home orders expire on Friday 10 September. In the event that these orders are lifted, students will return to school for the last week of term (Monday 13 September) under the Level 3 restrictions.

Double doses of COVID vaccinations will be **mandatory for any staff** on school sites from 25 October and for all school staff from 8 November.



**Level 3 restrictions** involve:

- Face masks for ALL students and staff both indoors and outdoors
- No mingling of student cohorts; no assemblies
- No visitors (including parents and carers)
- No bands or ensembles
- No SRE (Special Religious Education)
- No excursions (including visits to aged care facilities)
- No speech nights or award presentations
- No school orientation programs
- VET work placement needs to be deferred
- No external providers or specialist programs not directly related to educational outcomes and support.

HSC exams will be delayed until 9 November with a revised timetable and guidelines for a COVID-safe HSC to be released by NESAs in early September.

Our safe COVID practices will continue with supplies of hand sanitiser and additional cleaning to remain in place. The uniform shop will continue to operate on-line. The canteen can operate with some adjustments.

Thank you for supporting your children to learn from home during this time. We are all looking forward to having our school back to business as usual at school as soon as possible.

Take care and keep safe.

Linda Langton

Principal





## Millenium Marching Band

Year 12 student Corinne Green usually travels to Sydney every fortnight to rehearse on alto saxophone with the Millenium Marching Band. You would have seen this band at School Spectacular, though they do lots of other performances throughout the year. At the moment, the students are rehearsing via Microsoft Teams. This is another example of our students' flexibility and resilience in the Remote Learning climate.



## Book Week at YHS

At Yass High School we have celebrated Book Week and our love of reading in a slightly different way this year – from home and from cyberspace.

Being in lockdown there are many activities we normally take for granted that, at the present time, we simply cannot partake in. Yet there is one activity that we can indulge in, that we finally have a bit of time for, an activity, an exercise that is fundamental to who we are, fundamental to our education and to shaping our perception of the world, an activity that brings joy and enriches the mind and soul: reading.



Samuel Taylor Coleridge, the famous Romantic poet, was said to be the last person to have read 'everything.' While that feat is not possible in today's world, lockdown has given us a rare opportunity to pick up that book that has been gathering dust on the shelf for too long now.

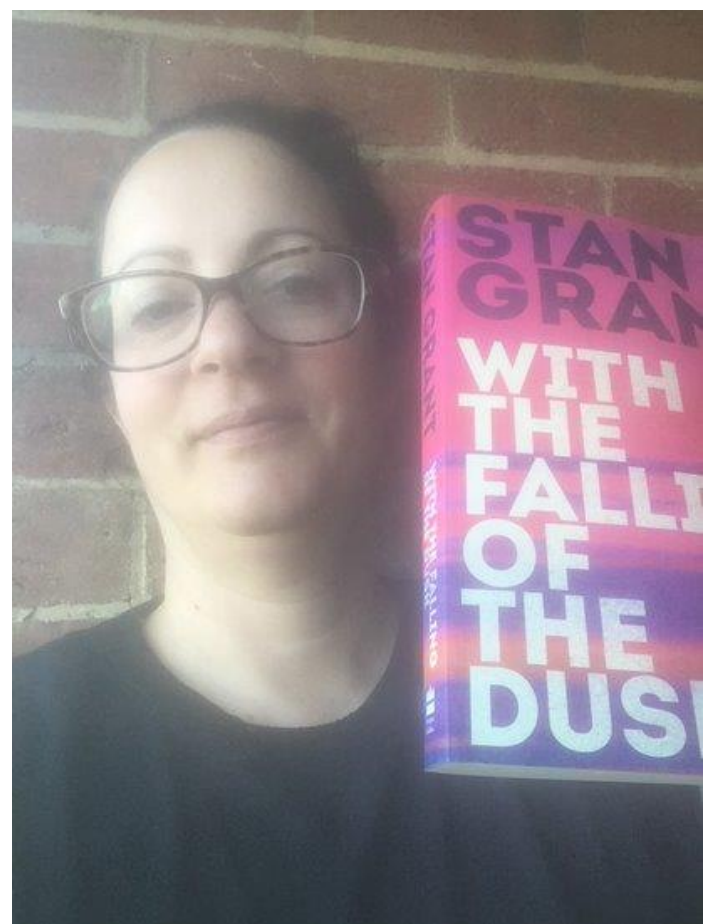






And who better to guide us in what to read than, well, us: the Yass High School community. After sending out a survey to gather people's recommendations, we have been flooded with so many great suggestions. Take the time to have a look and find something here that may pique your interest, something that may take you away from the dreaded screen, out of the house, across the street, over the hills and off to a world new, exciting and wonderful. The survey results can be found here:

[Book Week Survey Results](#)



## Mathematics 5.3

While learning remotely, Year 10 Mathematics 5.3 course students have been developing their skills using DESMOS, an online graphing calculator with a geometry tool and have applied these skills while revising practical applications of Trigonometry.

Mathematics teacher Mr O'Reilly said, "under the current circumstances, it has been really useful to be able to see how each student is progressing and to be able to give them feedback and assistance in real time as they work through the activities online." In this activity, students drew and labelled a diagram from a worded bearing problem in their textbook and then gave an algebraic solution. Here are some samples of their excellent work.

Charlotte McPherson  
Student 5 of 17

Solve Q7 from page 427 - showing all working as in Example 8

$\cos 40^\circ = x/5$   
 $x = 5\cos 40^\circ$   
 $x = 3.83\text{km (2 d.p.)}$

the ship is 3.83km east from its starting point.

$\sin 40^\circ = x/5 + 3$   
 $x = 3 + 5\sin 40^\circ$   
 $x = 6.21\text{km (2 d.p.)}$

the ship is 6.21km south from its starting point

Lucy Petty  
Student 2 of 20

Draw and label a clear diagram of Q7 from page 427 (refer to Example 8a as a guide)

Construct Transform

Select Point Circle Polygon Angle Segment Line Ray Vector Arc

More Tools

Solve Q7 from page 427 - showing all working as in Example 8



*Eastbound travel =  $x$*   
 $\cos(40^\circ) = \frac{x}{5}$   
 $x = 5 \cos(40^\circ)$   
 $= 3.83 \text{ (2 d.p.)}$

*Therefore the ship has travelled 3.83 km east of its original position.*

*Southbound travel =  $3 + y$*   
 $\sin(40^\circ) = \frac{y}{5}$   
 $y = 5 \sin(40^\circ)$   
 $= 3.21 \text{ (2 d.p.)}$

*Southbound travel =  $3 + 3.21$*   
*Therefore the ship has travelled 6.21 km south of its original position.*

Draw and label a clear diagram of Q7 from page 427 (refer to Example 8a as a guide)

Construct Transform

Select

Point

Circle

Polygon

Angle

Segment

Line

Ray

Vector

Arc

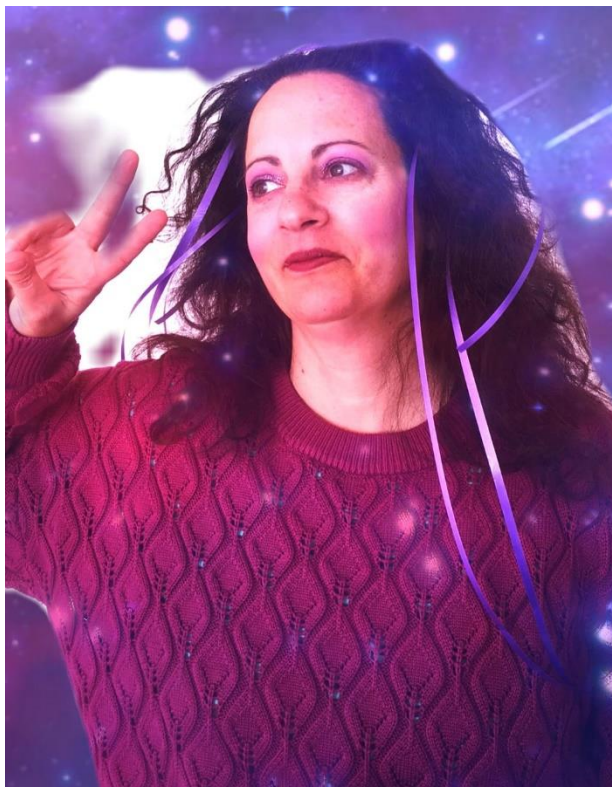
More Tools

The screen gives an overview so the teacher can see how the students going in the activity, in real time, allowing the teacher to send messages with hints, tips, feedback and encouragement to each student working on the activity at home.

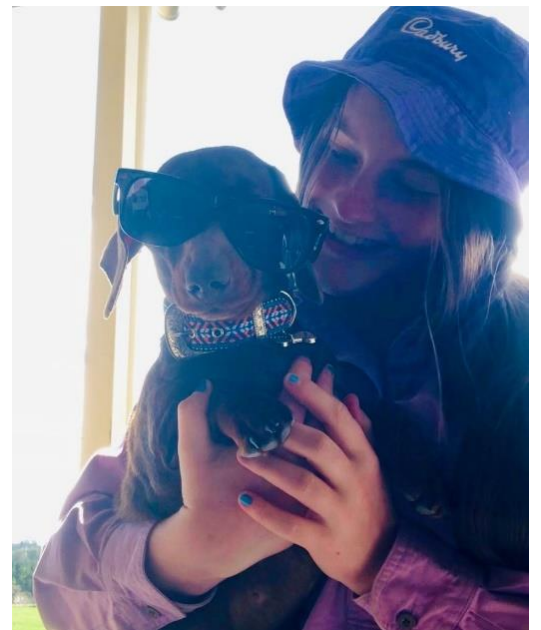


## **Wear it Purple Day**

Wear It Purple Day is celebrated each year to show support for the young LGBTI+ people in our community. Wear It Purple Day 2021 was held online this year by the Yass High School community. The theme for this year was 'Start the conversation, keep it going'. Staff and students dressed in purple and shared their photos. We even had some fabulously dressed pets!









## Stage 4 Technology Remote Learning Fun

During remote learning, Year 7 and 8 students have been able to select from a wide variety of Technology and STEM tasks. It has been exciting to see and hear about all the different things students have been doing. Smoothie making and cooking dinner have been popular options as has building towers as high as possible and testing out paper plane designs to decide the best.

Some other fun activities include learning how to finger knit, helping with a repair job around the house, doing a coding tutorial, or designing your dream bedroom.







You can see just some of the great things our students have been doing at home.

Technology teachers will be adding more activities to the grid next week, so keep your eyes peeled!



## Year 7 Indonesian

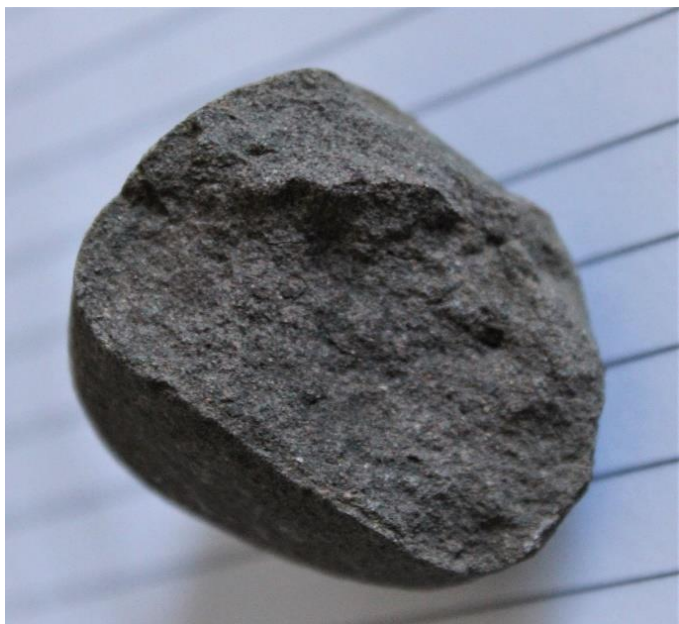
Last week Year 7 Indonesian was given an option to cook something from Indonesia. Ms.Vale was flooded with pictures from our amazing young chefs. She really wished that they had Uber Eats so that she could have the food delivered to her in real life!





## Photography

Although we are all required to stay close to home currently the Year 11 photography students have been utilising their environment and imagination to look for opposites and how time changes the physical form of subjects. Well done everyone!









# Stress in teenagers

## Key points

- **Stress is normal, and it isn't necessarily bad. Some stress can motivate you and get you ready for action.**
- **Stress is a problem when there's too much of it or it goes on for too long.**
- **Signs of teen stress can show up in behaviour, emotions, body and thinking.**
- **You can help your child with stress by listening, spending time together, encouraging your child to eat well, sleep, exercise and think positively.**

## Teenage stress: what is it?

Stress in teenagers – and anyone – can be unpleasant, but it's not necessarily a bad thing. Stress is the way your body responds to challenges and gets you ready to face them with attention, energy and strength. When you feel you can cope with these challenges, stress gets you ready for action and gives you the motivation to get things done.

Everyone experiences stress. There's nothing wrong with your teenage child if he's stressed. But stress can cause problems when it goes on for too long, or your child has more stress than he can cope with.

## Signs of teenage stress

Signs of stress in teenagers can show up in their behaviour, emotions, body and thinking.

### Behaviour signs

**If your child is stressed, you might see some changes in your child's behaviour. For example, your child might:**

- not want to take part in activities she usually enjoys, refuse to go to school, or not do as well at school
- seem nervous or anxious
- sleep too little or too much
- eat more 'comfort food' than usual, or eat less
- drink more caffeine products, or take over-the-counter painkillers, use alcohol or other drugs, or gamble
- behave aggressively.

### Emotional signs

**If your child is stressed, you might see changes in your child's emotions. For example, your child might:**

- be cranky, moody, cry or feel sad, down or hopeless, feel that 'nothing is going right', or have emotional 'ups and downs' for no obvious reason
- worry about missing out on what his peers are up to
- find it hard to relax or switch off, especially from social media.

### Physical signs

**Sometimes you might see physical signs of stress. Your child might:**

- feel sick – for example, she might have headaches, shoulder pain, stomach aches or jaw pain
- get frequent colds or infections
- lose or gain weight
- have panic attacks, dizzy spells, fast breathing or pins and needles
- have changes in her period.

## Thinking signs

**Stress can affect your child's thinking. You might notice that your child is:**

- finding it hard to concentrate and stay focused
- having trouble remembering things, organising, planning or making decisions
- making snap decisions or errors in judgment.

## Causes of teenage stress

Lots of things cause stress in teenagers, but the top five causes are:

- school, especially homework, exams and pressure to do well
- relationships with friends, boyfriends and girlfriends
- life changes like leaving school, getting into university or getting a job
- too many things to do, and feeling unprepared or overwhelmed by tasks
- lack of sleep.

It's important to be aware of the things that cause stress for your child. If you can reduce these things and respond early to signs of stress, you might be able to prevent stress tipping over into [anxiety](#) and [depression](#).

## How to reduce stress in teenagers

In general, you can help your child with stress by

- [listening](#)
- spending time connecting with your child
- doing things that make your child feel good.

You can also help your child reduce stress by working together on two key areas – healthy lifestyle and helpful thinking.

## Healthy lifestyle changes to reduce teenage stress

Here are some healthy family lifestyle changes that you and your child can make to reduce stress:

- [Do some physical activity](#): exercise burns off the 'stress hormone' cortisol, so exercise can help the body relax.
- [Stay connected to family and friends](#) : plan some special time with your child when you know she's feeling stressed. Positive relationships are the building blocks of mental health.
- [Get enough sleep](#): one of the biggest causes of stress in teenagers is not getting enough sleep. Your child still needs about 8-10 hours of sleep a night.
- [Eat good food](#): aim for a family diet with plenty of fresh fruit and vegies, lean meat, dairy foods and wholegrains.
- Relax and unwind: this might be going for a walk, reading a book, having a relaxing bath or listening to some music.



## Helpful thinking to reduce teenage stress

How you think about things affects how stressed you get by them. Like adults, teenagers can develop unhelpful thinking that makes it harder to deal with stress. Unhelpful thinking can get out of control, particularly if it becomes the normal way you think about things.

Some **common unhelpful thinking patterns** are:

- mind-reading, or expecting other people to have a bad opinion of you – for example, ‘They think I’m stupid’, ‘She thinks I’m no good at anything’
- thinking things will always go wrong – for example, ‘Things never work out for me’, ‘Everyone is always against me’, ‘I’ll never be able to ...’
- labelling yourself – for example, ‘I’m no good’, ‘I’m stupid’, ‘I’m hopeless’
- absolute thinking – for example, ‘I have to do it this way – I have no choice’, ‘This will never work’
- fortune-telling or expecting the worst – for example, ‘I’m sure to mess this up’, ‘It’s not going to work out anyway’, ‘I’m going to feel awful when it doesn’t happen’
- all-or-nothing thinking – for example, ‘He does everything right, and I always get it wrong’, ‘It has to be perfect’, ‘If only I had done it that way, it would be OK’.

## How to change unhelpful thinking patterns

**Speaking to you or someone else can help your child to see that there are other ways of thinking about a situation. You and your child could try these steps:**

- With your child, work out what’s causing the stress. For example, your child gets a last-minute text from a friend to cancel an outing.
- Encourage your child to identify the thoughts connected to this situation or event. For example, ‘He doesn’t really like me’, ‘She should have told me sooner’, ‘My day’s ruined’.
- Gently help your child think differently about the situation. For example, how does your child know his friend doesn’t like him? Is it possible the friend couldn’t have told him sooner? Are there other good things your child could do with the day?
- Encourage your child to suggest some other explanations for the situation. For example, ‘I don’t really know why he cancelled – there could be an emergency’, ‘Life has its ups and downs’, ‘I can go out anyway’, ‘This gives me time to do other things’, ‘I’m disappointed but I can cope’, or ‘We can go out together another day’.
- Help your child notice that when he challenges his thinking, his feelings can also change, usually for the better.

## When to get help for stress in teenagers

If your child’s stress won’t go away, it’s a good idea to see a professional.

Your child could start by:

- talking to your GP
- seeing the school counsellor – school counsellors have specialist training in child and adolescent mental health
- talking to a spiritual leader or elder
- talking to a youth worker if your child goes to a local youth centre
- calling Lifeline on 131 114
- calling Kids Helpline for teens on 1800 551 800.

## Students of the Fortnight

Bradley Roche (TAS)



Excellent work in Industrial  
Technology - Metal

Floyd Cummings (English)



Submitting well written,  
detailed and insightful  
responses for the 'Anime Takes  
on the World' English unit

Chrissie Davis (PDHPE)



Outstanding extended responses in  
the trial exam and continuing to build  
on these throughout the remote  
learning period

Bradley Simons (CAPA)



Embracing online learning with  
fantastic results



Chloe-Lee Xerub (HSIE)



Diligent and consistent application, setting and achieving high expectations in HSIE

Clarissa Hoy (LaST)



Attending some Mainstream classes

Lachlan Penfold (Science)



Completing tasks during online learning to a high level while assisting others

Hunter Stansfield (Maths)



Great maturity, respect and responsibility by asking permission to complete tasks ahead of scheduled live online event

# CLEANERS WANTED

Applicants need to be available to work  
Monday to Friday between the hours  
5:00am-7:00pm.

- Split shifts: 5:00am-9:00am and  
2:00pm-7:00pm
- Day shift available from 11:00am-3:00pm

[careers@jossgroup.com.au](mailto:careers@jossgroup.com.au)  
[www.jossgroup.com.au](http://www.jossgroup.com.au)