



Hawkesdale P12 College & Community Newsletter

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Monday 5th June 2023 new date	Cows Create Careers -Dairy Excursion
Monday 5 th - 7 th June	Year 5/6 Camp to Anglesea
Tuesday 6 th June 2023	Advance Winter Camp - Mt Cole
Wednesday 7 th June 2023	Year 8 Grampians Camp
Monday 12 th June 2023	Kings Birthday Public Holiday
Tuesday 13 th June 2023	Secondary Football /Netball Mortlake
Wednesday 14 th June 2023	Harry Potter Excursion to Melbourne (phone the office for tickets)
Thursday 15 th June	G.A.T. Exam - Lutheran Hall
Friday 16 th June 2023	"Embrace Kids" Screening - Years 7 to 10 Warrnambool
Tuesday 20 th - 22 nd June 2023	Outdoor Ed Camp – Otway National Park
Friday 23 rd June 2023	The Crucible – Melbourne, Year 12
Friday 23 rd June 2023	Last Day of Term 2 - 2.30 Finish
Monday 10 th July 2023	First Day of Term 3
Monday 17 th - 21 st July 2023	Rubicon Camp
Monday 17 th - 21 st July 2023	Year 10 Work Experience - Melbourne
Monday 17 th - 21 st July 2023	Year 11 Work Experience - Melbourne
Friday 21 st July 2023	Unit 4 Biology - Melbourne University
For a more extensive list of events, please see the College's website, Facebook or Compass	



Principal's MESSAGE



I'm sorry to hear about the tragic car accident that occurred in Hamilton last weekend. It's always heartbreaking when such events impact a community, and my thoughts are with the affected individuals and their families during this difficult time. Several members of our school community have been directly affected. Our welfare staff have provided some information on dealing with trauma with this newsletter. Our welfare staff will continue to monitor this situation over the coming weeks.

Apologies for not having a newsletter last week, unfortunately staff absence meant that we just did not have enough people to complete all tasks.

It's important to prioritize the health and well-being of the school community, the importance of following proper hygiene practices. Washing hands frequently, covering mouths with an elbow when coughing, practicing social distancing, and using hand sanitizer are all effective measures in preventing the spread of illnesses, including respiratory infections like flu and COVID.

By adhering to these simple steps and not coming to school when feeling unwell, you are helping to create a safer and healthier environment for everyone. Experience has shown the positive impact of these measures, emphasizing the significance of everyone's cooperation in maintaining a healthy school community.

I hope everyone continues to prioritize their well-being and follows these guidelines. Wishing a swift recovery to those who have been ill and all the best for the school community moving forward.



Congratulations to Carolyn and Rosemary for completing the audition processes and securing the main speaking roles for our school production, "Tempest Reimagined" to be held November. It's always exciting to be a part of a theatrical production, and I'm glad to see that it has been a great experience for the students involved.

The audition process can be a challenging but rewarding journey, and it's fantastic that Carolyn and Rosemary were able to showcase our students' talents in earning the main speaking roles. Now that the roles have been cast, I hope that the entire cast and crew can come together to create a memorable production. "Tempest Reimagined" is a well-known play by William Shakespeare, and reimagining it adds a unique touch to the performance. I'm sure everyone involved will have the opportunity to learn and grow as they bring this production to life.

Break a leg to Carolyn, Rosemary, and all the students participating in the production of "Tempest Reimagined"! I hope the rehearsals and performances are filled with creativity, teamwork, and enjoyment. Carolyn and Rosemary will return in November to bring this show to life.

This week our school had a tree audit which was organised through the Safe Tree Program. Ensuring a safe environment for both staff and students is crucial, and conducting regular tree audits is an important step in achieving that goal.



Trees provide numerous benefits to school yards, such as shade, beauty, and environmental contributions. However, it's essential to assess their condition and potential risks to ensure the safety of everyone on the premises. Tree audits help identify any potential hazards, such as dead or unstable branches, disease, or other structural issues that may pose a risk to individuals.

By participating in the Safe Tree Program and conducting regular tree audits, our school demonstrates a commitment to maintaining a safe and secure environment. Taking proactive measures like this can help prevent accidents and ensure the well-being of everyone in the school community.



The Harry Potter and the Cursed Child theatre show excursion on June 14 will be a thrilling experience for fans of the Harry Potter series. There are still tickets available, which is great news for those who haven't secured their spots yet.

Attending a live theatre production like this can be a magical and memorable experience, bringing the beloved characters and story to life on stage. It's understandable that tickets for such popular shows can sell out quickly, so it's important to act promptly if you're interested in attending.

I would encourage anyone interested in the excursion to secure their tickets as soon as possible to avoid missing out. The chance to see a production like Harry Potter and the Cursed Child is a unique and special opportunity, and I'm sure it will be an unforgettable event for those who attend.

Wishing everyone luck in securing their tickets and hoping that all those who go enjoy a truly enchanting theatre experience!

Ensuring compliance with the school's uniform policy is an important aspect of maintaining a cohesive and respectful learning environment. It's understandable that there may be occasional legitimate reasons for students not wearing the correct uniform, but it's essential that these instances remain exceptions rather than the rule.

Parental support plays a vital role in reinforcing the importance of adhering to the uniform policy. When parents actively participate in promoting and enforcing the policy, it creates a consistent message for students regarding the expectations of the school community.

Our school has taken the time to review and update the uniform policy, considering the feedback from both parents and students. Introducing new items to enhance comfort and warmth is a positive step towards ensuring students' well-being while maintaining a unified appearance.

We support families facing financial challenges or other factors that may hinder uniform compliance. Providing this assistance demonstrates our commitment to inclusivity and understanding and ensuring that all students can meet the uniform expectations.

Colan Distel

Principal

Quote of the week





Parents & Friends

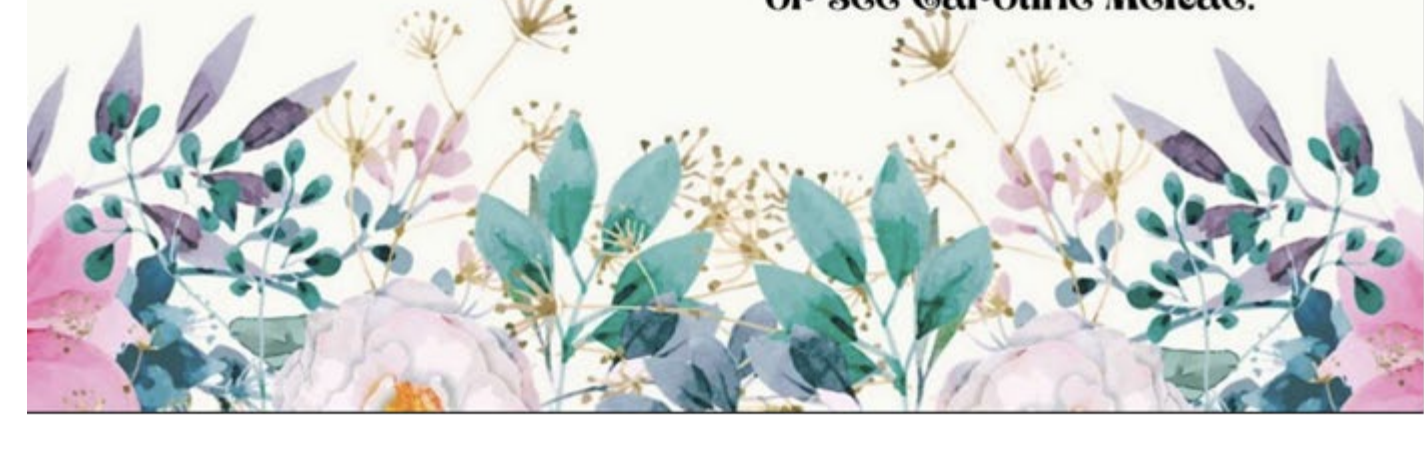
Fundraiser

Pearsons Nursery.

Plant Drive

Order forms to be
returned by 7th June. 20% of
purchases will be donated
back to the school for
gardening projects.

Any enquires please email
parentsandfriends3287@outlook.com
or see Caroline McRae.



P-2 WEEK 5&6

newsletter

LITERACY

The P/1 group have been learning lots of interesting information about sloths in Literacy.

In Art the P-2 class made their own sloths with paper plates.



Did you know sloths only go to the toilet once a week?



Did you know algae grows on the fur of sloths?

THE SPEEDY SLOTH

The P-4 students and the kinder kids joined in the National Simultaneous Storytime, which involved over 2 million students nation wide listening to the same book being read to them at the same time.



The illustrator of "The Speedy Sloth" showed us how he draws Spike, the main character.

HAWKESDALE COLLEGE THEATRE TRIP - WEDNESDAY 14TH JUNE

A promotional image for the play 'Harry Potter and the Cursed Child'. It shows two characters in a grand, gothic-style theatre. One character is standing on the shoulders of another, both holding wands and casting spells. Bright, golden light trails from the wands, forming a large, glowing 'X' shape in the air. In the background, a large, ornate chandelier hangs from the ceiling. The overall atmosphere is magical and dramatic.

J.K. ROWLING'S
Harry Potter
AND THE
CURSED CHILD

10 TICKETS LEFT!

ALL TICKETS MUST SELL
CONTACT THE SCHOOL OFFICE TO PURCHASE

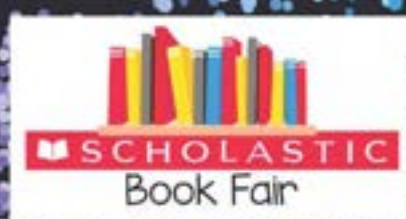
STUDENTS \$100 - ADULTS \$115*

*PLEASE NOTE STUDENTS DO NOT PAY GST, ADULTS DO HENCE THE PRICE DIFFERENCE.

Thank you!! Your support has provided our Library with 27 fantastic new books.



This book was purchased at the Book Fair and donated to our Library. Your generosity is greatly appreciated.



A day with a whole lot of bull

When the principal arrived at school, it looked like it was a wonderful day, but there was a bull on the oval.

The principal was shocked, and he needed to get rid of it. He got to work figuring out a plan to get rid of the huge bull from existence.

The principal went around the school to tell the staff about the encounter. The teachers said, "Wow, do we really get to finally have a school pet?" "No, it's a serious thing we need to get it off our school grounds," said the principal.

So, the principal tried getting rid of the bull using large nets and big machines, but the bull didn't let the machines catch him.

"This is going to be a tough one," said the principal. Then came an animal capturer unexpectedly. "That's what I need to catch," said the capturer.

When the principal and the capturer got to work, they got the capturer's tools out of his truck. They got a Taser, and then tried to Tase the bull but it was shock resistant because it electrically couldn't go through this bull for some reason, The principal was confused about that.

Then the capturer said, "The bull is shock resistant because it drank the potion that helps animals stay alive".

"We need to let the scientist know then," said the principal.

"Agreed," said the capturer.

Then they split up, and the principal went to the science lab. When he got there, he had to make the reverse potion by himself, so he got to work and designed it. He put a secret ingredient in it to reverse the shock resistance.

When the principal got back to the capturer, the capturer gave the bull the potion by making him drink it in his water bucket. The potion had an instant effect by putting him to sleep. The bull quickly realized his protection was starting to fade away and concluded they must have put something in the water.

"It's working," said the capturer.

The bull was getting put into the truck and then the capturer left and then the principal was allowed to head home.

"What a day" he said to himself.

By Cody



Production Update

Over the last two weeks, Rosemary and Carolyn have held small group auditions with students from year 7 to year 12 and whole class workshops with primary grades to help them decide on the cast for our production show, 'The Tempest Reimagined'.

You can read a synopsis of Rosemary's adaptation of William Shakespeare's play and see a cast list on the following pages. Between now and November when Rosemary and Carolyn are back, you might like to look into other stagings of the original play until Carolyn stages our production at the Hawkesdale Memorial Hall.

**Performance dates:
SAVE THE DATE**

November 29 - Matinee
(afternoon)

November 30 - Evening
December 1 - Evening





WILLIAM SHAKESPEARE'S
THE TEMPEST

WYVERN THEATRE COMPANY

TUE 15 MARCH	LANDMARK THEATRE	ILTRACOMBE
WED 16 MARCH	PAVELIONS	TEIGNMOUTH
SAT 19 MARCH	BEEHIVE ARTS CENTRE	HONITON
SUN 20 MARCH	TOBACCO FACTORY	BRISTOL
THU 24 MARCH	QUEEN'S THEATRE	TAUNTON

QUEEN'S THEATRE





The Tempest Reimagined - Plot

William Shakespeare's 'The Tempest' has been reimagined by playwright R. Johns, with an opening poem by Uncle Jim Berg, Elder of the Gunditjmarra people of South-Western Victoria, who has given us permission to use his words.

Set on beautiful utopian island, the spirits, known as the Ariels, are threatened by the arrival of a Scottish witch, Sycorax, her twin sons Caliban and a coven of witches who attempt to take possession of the island and trap the Ariels in a Norfolk pine that she plants. However with the passage of time only one Caliban is left with the trapped Ariels.

Meanwhile, the magician Prospero and her infant daughter Miranda have been put to sea in a leaky boat by her murderous brother and sister, Alec and Alyssa, who have stolen her castle and lands in Britain. Prospero finds the island and sets up a lighthouse. The Ariels agree to serve Prospero for ten years as she has released them from the tree, but Caliban (because of an evil act) is made to be a servant.

Wanting revenge on her brother and sister, Prospero uses magic to conjure a storm and shipwreck a pirate boat on which the Queen of England and Denmark, her brother, Sebastian, her son, Prince Ferdinand and Prospero's siblings, Alec and Alyssa and their wise advisor Geraint are sailing. Prospero and the Ariels torment the survivors of the shipwreck, including three comedic servants: Stephana, Trincula and Columbina. They want to take possession of the island with the help of Caliban, (who will make them the new rulers.) However this plot is thwarted by Prospero and the Ariels.

The Queen's young son Ferdinand, thought to be dead, is washed up on the beach and falls in love with Prospero's daughter Miranda. Their celebrations, led by the Moon and Sun goddesses of the island, are cut short when Prospero confronts her brother and sister and reveals her identity as the usurped Duchess of England.

The families are reunited and all conflict is resolved. Prospero grants the Ariels their freedom because she will be restored to her castle in England and prepares to return the island to the Ariels. However on a last note, the servants claim there is gold on the island and the Queen says a royal fleet will return.

We are such stuff as dreams are made on

PROSPERO — THE TEMPEST

O brave new world that has such people in't!

MIRANDA — THE TEMPEST





The Tempest Reimagined

By William Shakespeare
Adapted and reimagined by R. Johns
An opening poem by Uncle Jim Berg, elder of the Guditjmarra people
A poem by Rumi
Staged by Carolyn Bock in the Hawkesdale Memorial Hall

Characters in order of appearance

ARIEL 1, ARIEL 2, ARIEL 3 - 3 water spirits, servants to Prospero, (look like a cross between fish and bird):

BEKY NSUBUGA
TANEKAH CHAPMAN
RACHEL NSUBUGA

SYCORAX - WITCH from Scotland:
ZARA GOOD

WITCH 2, WITCH 3, WITCH 4, WITCH 5 - SYCORAX'S coven of witches:

EVA AGNEW
PAIGE FOWLER
BAILEE GARDINER
LIANA CARREON

LITTLE CALIBANS, twin sons of SYCORAX:
BAZZ GRANDELL and CONNOR ELLIOTT

BIG CALIBAN, SON OF SYCORAX an inhabitant of the island, servant to Prospero:
AIDEN THOMSON

Prospero, the former duchess of England now a magician on a mysterious island: DEKOTA HABEL


MIRANDA, Prospero's daughter: AMELIA VANDERMARK

LITTLE MIRANDA, Miranda's younger self: KARALEE TIPPINS

FERDINAND prince of BRITAIN, son of QUEEN: WILLIAM FAIRHALL-PRICE

QUEEN of BRITAIN and DENMARK: KENDRA MCLEOD





ALEC and ALYSSA duke and duchess of ENGLAND after Prospero disappears.

Prospero's brother and sister- assassins:

HAYLEY WHITINGTON and CALLUM JOHNSTON-ROBINSON

SEBASTIAN, PRINCE of BRITAIN and QUEEN's brother - assassin:

BRIAR MERRET

GERAINT, wise councillor to ALEC and friend to PROSPERO:

STORM HUTCHINS

ACTOR in mask as young PROSPERO in the garden: ADDISYN HABEL

Young ALYSSA - assassin in the garden of the castle: LORALIE GIBBS

Young ALEC - assassin in the garden of the castle: SHAUN JOHNSTON

Young GERAINT- advisor in the garden of the castle: KYLLA MCCARROLL

STEPHANA - Head servant to QUEEN of Britain and Denmark, and who Caliban wants to make Queen of the island: RILEY LESKE-KING

TRINCULA, servant to QUEEN, of Britain and Denmark, best friends with Stephana and co-conspirator to overthrow Prospero: REAGAN HABEL

COLUMBINA, servant and conspirator to murder Prospero: FERN KNOWLES

The MOON GODDESS of the island: MIA MURRAY


The SUN GODDESS of the island: INDI BOYD



LYREBIRD - SINGER: PAIGE FOWLER

FIRE SNAKES - who torment Caliban:
SAMUEL MCKENZIE and BLAKE HABEL

SINGERS:

TANEKAH CHAPMAN
ADDISYN HABEL
AMELIA VANDERMARK
BEKY NSUBUGA
MIA MURRAY
SAPHY HERBERT





MOSQUITOS - steampunk
SHAUN JOHNSTON
SAMUEL MCKENZIE
BLAKE HABEL
JACQUES LE GRANGE
HARRISON WELLS

PIRATES, OCEAN AND THE SHIP WRECK
YEAR 5/6

PIRATE CAPTAINS - JEFF TANGO and ZAILA BENDANILLO


STRANGE SHAPE SPIRITS who bring the banquet
These shapes also become HUNTING DOGS and WOLVES:

ADDISYN HABEL
SHAUN JOHNSTON
MACKENSIE MARTIN
SAMUEL MCKENZIE
BLAKE HABEL
JACQUES LE GRANGE
HARRISON WELLS and others

HARPIES - monstrous creatures who torment the European would-be assassins:



SOPHIE JOHNSTON
GRACE BELLMAN
MONTAYA YOUNG
KAITLYN RUSSELL
MILLY ESH
ELLA HEWITT
EVA AGNEW
BAILEE GARDINER
LIANA CARREON
ZARA GOOD



SEA CREATURE PARADE and
THE BLUE WHALE: Prep- Year 2

NORFOLK PINE and FOREST YAM DAISIES/BUTTERFLIES/DRAGONFLIES:
Year 3/4

**If your name is not here and you want to be involved we'll back in
November!!**

National Sorry Day

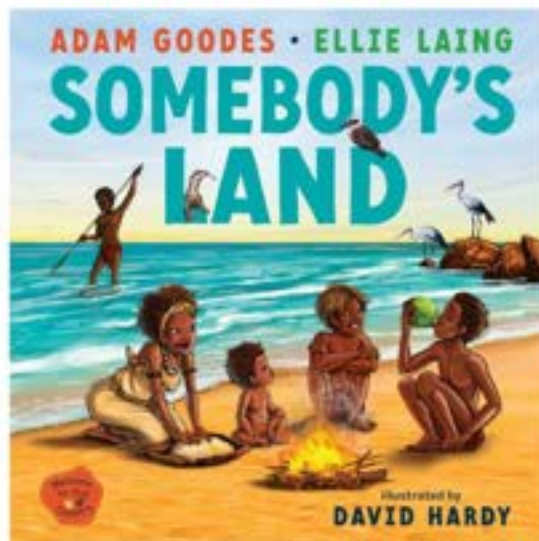
Every year on 26 May, National Sorry Day remembers and acknowledges the mistreatment of Aboriginal and Torres Strait Islander people who were forcibly removed from their families and communities, which we now know as 'The Stolen Generations'.

The five-petal 'Native Desert Rose' was chosen by members of the Stolen Generation to symbolise the scattering of its members throughout Australia and also for its resilience and survivor instinct. It is found widely across Australia, and its purple colour represents compassion and spiritual healing.

This week in library periods, students read stories about Sorry Day and the Stolen Generations and students from across the school made beautiful purple flowers to put up on display.



Recommended Reads



For thousands and thousands of years, Aboriginal people lived in the land we call Australia.

The land was where people built their homes, played in the sun, and sat together to tell stories.

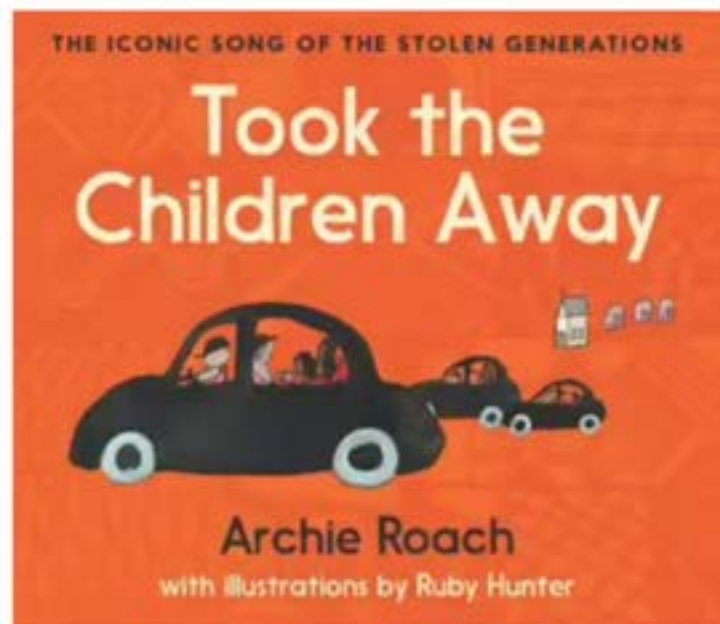
When the white people came, they called the land Terra Nullius. They said it was nobody's land. But it was somebody's land.

Somebody's Land is an invitation to connect with First Nations culture, to acknowledge the hurt of the past, and to join together as one community with a precious shared history as old as time.

One dark day, when Archie was just two years old, big black government cars came to his home at Framlingham Aboriginal Mission in southwest Victoria. They forcibly took Archie away from his mother, father and family – everything he had ever known. They took away thousands of other Aboriginal children, right around Australia. Powerful people had decided that these children would be better off living and learning all the white man's ways. Frightened and alone, they grew up in institutions and foster homes. They became known as the Stolen Generations.

Ruby Hunter was one of those children, too, only eight when she was taken from the loving arms of her grandmother living on the Coorong in South Australia.

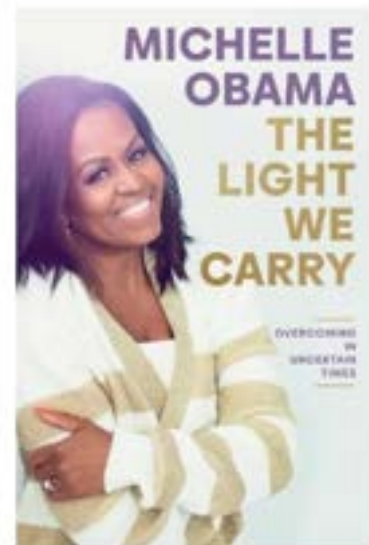
Archie and Ruby met and fell in love as homeless teenagers and Archie started writing songs to help ease his pain. Archie's songs, loved by fans worldwide, tell a powerful story of survival and renewal, and the healing power of music.





HAWKESDALE
P12 COLLEGE

Book Club
Tuesday 6 June
@ 4pm in the
library!!



REMINDER

NPL CAREERS SEMINAR

for parents



Parents will be presented with a balanced summary of your child's post-school options, followed by a Q & A panel of representatives from the apprenticeship and traineeship, university, TAFE/VET and industry/employment sectors.

WHY ATTEND?

Parents are the primary source of career advice for teenagers. Are you ready to have career conversations with your children? This evening will give you tips on helping your child:

- Find and do what they enjoy
- Define what a successful career is
- Choose the right career for the right reasons

Flying Horse Bar and Brewery Function Room
Wednesday June 7
7.00PM - 8.30PM

RSVP: Follow the link above to register your attendance!

WHAT ELSE?

- Teenage students are most welcome to attend
- Matt Porter will briefly present the work of the Neil Porter Legacy and how it is helping students make informed career-based decisions
- Industry members are encouraged to attend. This event will give tips on working with & employing young people!

**PRESENTED BY THE NEIL PORTER LEGACY
WITH SUPPORT FROM:**



HANDS ON LEARNING

A program supported by Save the Children



This week in Hands On Learning, we took a trip to Willatook to visit Habel's farm and observe how a saw mill is operated. Stuart explained the history of the timber, the functions of his mill and shared his knowledge about trees and wood.

Whilst continuing on with our Golf Club project, our next community venture is to build two bench tables for the new area of the Hawkesdale Cricket Club.....with the wood very kindly donated by the Habel's.

The students had a very informative day and we would like to thank Stuart very much for his time and generosity.





Measuring and sorting all the wood we will require.



The bench tables will be similar to the ones we have here at school.

Trauma

About trauma

A traumatic event is something that threatens your life or safety, or the lives of people around you. It is an experience that is stressful and has a significant impact on your emotional state.

A traumatic event might be a natural disaster, such as a bushfire, flood or earthquake, or it might be as a result of a serious accident, a physical or sexual assault, losing someone close to you, or something else. Trauma can also be experienced across many repeated traumatic events (such as ongoing abuse, neglect or violence).

65% of Australians have experienced a traumatic event 

Experiencing some trauma is common, with up to 65% of Australians experiencing a traumatic event at some stage in their lives¹. Trauma can be especially challenging for young people as they are still learning about themselves, establishing their identity and gaining independence. Young people respond to traumatic events in many different ways and this depends on their past experiences, personality, levels of support, level of exposure to trauma and the nature of the event. Most young people will make a good recovery but a few will have longer-term problems.

Getting support soon after the traumatic experience can make a big difference to a person's recovery.

Effects of trauma

After a traumatic event it is normal for a young person to experience strong emotions and feelings. These can include:



Emotional numbness and detachment – feeling cut-off from what happened, other people, and themselves



Shock and disbelief – that the event has happened



Fear – of death or injury, being alone, not being able to cope, or the event happening again



Helplessness – feeling that they have no control



Guilt or shame – for not having stopped the event, being better off than others, not reacting in the best way or not coping well enough



Sadness – for things that have gone or been lost



Isolation – feeling that no-one understands or can help



Euphoria – joy at being alive and safe



Anger and frustration – about the event or the unfairness of the situation



Re-experiencing the event – through dreams, flashbacks or thoughts



Changes in relationships – some people may seem unsupportive or unavailable while others might seem closer than before.

Some young people may experience other physical and behavioural reactions, including:

- Headaches
- Changes in appetite and weight
- Racing heart
- Shaking or sweating
- Trouble sleeping
- Trouble concentrating
- Emotional distress, including mood swings, anxiety or a quick temper
- Difficulty with school or work
- Withdrawal from friends and family
- Difficulties with normal daily activities
- Increased risk-taking behaviour
- Increased use of alcohol and other drugs
- Avoiding situations that remind them of the traumatic experience
- Increased alertness or watchfulness.

These reactions are normal and usually begin to lessen in the days and weeks after a traumatic event.

Trauma



How can family and friends provide support?

Support from the family is extremely important for young people following a traumatic experience. Most young people will recover well with the support of family, friends and their community. Being with familiar and caring people helps them to regain a sense of safety and re-establish normal routines.

To help young people through the process of recovery, there are some things that you can do:

- **Acknowledge the trauma** that they have experienced – let them know that you are there for them and are ready to listen and support them
- **Provide information** about common reactions to traumatic experiences and normalise their physical and emotional responses
- **Encourage them to spend time with family, friends and other trusted people**
- **Limit their access to media coverage of the traumatic event** – information is important, but too much can reinforce distress
- **Encourage them to re-establish their normal routines** such as meal times, sleep, work, study and relaxation
- **Join them in doing enjoyable activities**
- **Let them talk about their experience when they feel ready.** This can help them to begin to make sense of what has happened and to try to understand what it means for them and their life.

What are post-traumatic mental health problems?

Although most young people begin to recover from a traumatic experience over the weeks following the experience some will have persisting or worsening symptoms. This can increase their risk of developing mental health problems such as depression, anxiety, post-traumatic stress disorder (PTSD), or problems with substance use.

Possible signs of a mental health problem include changes in behaviour or mood, and any of the effects of trauma that:

Persist for more than two weeks

Worsen over time

Affect their school, work, relationships or activities they enjoy

Are distressing

Lead to thoughts of harming themselves or someone else.



It has been estimated that 2-8% of adolescents will develop PTSD at some point in their lifetime². If symptoms of trauma are left untreated they can have a significant effect on a young person's social, emotional, behavioural and physical development. Getting help early can reduce the likely effect of mental health problems on their life and improve the chances of a full recovery.

Supporting young people to seek help

Supporting a young person to find a health professional such as a general practitioner (GP) or counsellor who they trust and feel comfortable with is important. If they've had a positive experience with a family GP or another health professional in the past it might be helpful to encourage them to

contact them again. You could also support them to contact your local community health centre or **headspace** centre. Psychological treatments, such as cognitive-behavioural therapy (CBT), can help young people who have symptoms of PTSD.

Supporting someone who has been through trauma can be a very difficult experience so be sure to get the support you need as well.



headspace

National Youth Mental Health Foundation

For more information, to find your nearest **headspace** centre or for online and telephone support, visit headspace.org.au

References: ¹ Creamer et al. (2001). Post-traumatic stress disorder: findings from the Australian National Survey of Mental Health and Well-being. *Psychological Medicine*, 2001; 31 (7):1237-1247. <https://digital.library.adelaide.edu.au/dspace/bitstream/2440/69931/hd6690.pdf>. ² Merikangas et al. (2010). Lifetime Prevalence of Mental Disorders in US Adolescents: Results from the National Comorbidity Study-Adolescent Supplement (NCS-A). *J Am Acad Child Adolesc Psychiatry*. 2010 Oct; 49(10): 980-989. <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2945114/>

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Seasons for Growth

Young People & Grief



There is much hesitation and discomfort around grief, which can make it difficult to know how best to support someone who is grieving. When the grieving person is an teenager, these difficulties can be heightened. Young people are already going through a complex time, working out who they are and how their world works. When grieving they may distance themselves further from others, including adults. This makes it difficult to know how they are coping, and what sort of support they need. This factsheet offers some guidance for adults (parents, carers, relatives, teachers and others) to help you support a young person who is grieving and help them to grow through the experience.



What is grief?

Grief is the human response to change and loss in our lives, such as the death of someone we love. It is a natural and normal response, which has a physical impact on our bodies as well affecting our emotions and our thinking. Grief challenges the way we think about ourselves and the world, and influences our spirituality and relationships.

How do young people express grief?

It is important to remember that grief is a normal and natural response and that there is no right or wrong way to grieve. Each young person will experience grief in their own unique and personal way. However, it is common for young people to retreat privately into their grief and they may withdraw from friends and family. They may believe that the intensity of their grief is much greater than that of those around them, and can fear they are losing control. Some (not an exhaustive list) of the reactions young people may experience are below;

Emotions that young people may feel ...

- May be angry, frustrated or disillusioned
- May feel confused, anxious and overwhelmed
- May feel lonely and isolated from peers
- May sink into their grief and feel consumed by their sadness

Thoughts that young people may have ...

- May feel tormented by their thoughts
- May worry about the future
- If bereaved by suicide they may be more susceptible to suicidal thoughts

Behaviours that young people may show ...

- May engage in risk-taking behaviour
- May distance themselves from family or 'lash out'

Physical Reactions that young people may experience ...

- May have trouble sleeping
- May be tired, distracted, lethargic, and unable to concentrate
- May experience anxiety and panic attacks
- May experience digestive problems
- May feel physical aches and pain

Young people are already engaged in a process of questioning who they are, and how they fit into the world. This can make it complex to know what is an expression of grief and what are normal teenage changes. Trying to decipher the difference doesn't really matter. The main thing is to support the young person as they are at the present time.

The grief process

Grief is a challenging and complex time of hurt, but it is a normal part of life. It is important to remember that young people who are grieving are not 'unwell.' They can cope with grief, and grow through the experience, if they understand what is happening and have appropriate support. In thinking about how best to support them it can be helpful to understand the grief response as a process or journey.

How to support a young person who is grieving

If we think of grief as a journey, our role as adults is to help young people navigate it. Young people are unlikely to want an adult with them every step of the way, but they need opportunities to reflect on how they are travelling. Most importantly they need adults who proactively and regularly check they are heading in the right direction and who are also available for advice when they need it.

How to provide the support young people need

Young people need:

- a strong, loving relationship with a parent or primary caregiver who they can rely upon and trust.
- opportunities to talk through and make sense of what has happened.
- space to express a wide range of emotions (such as sadness, anger, fear, guilt and humour).
- help to talk through and make sense of their emotions and reactions, with someone who won't judge them for their egocentricity.
- security from their usual boundaries and expectations.
- opportunities to be involved in decisions linked to their loss or any further changes.

As a parent, don't be afraid to ask other trusted adults to help support your child. Some young people may find it easier to speak with someone outside the family. Encourage young people to talk over their feelings with the school counsellor if they are feeling overwhelmed.



“Young people are already going through a complex time ...”



How to help as relative, family friend, teacher or other professional

- Let young people know their loss is recognised
- Identify yourself as a safe person who is open and willing to listen (although don't force young people to talk)
- Help young people to manage their feelings in different contexts (such as at school)
- Monitor their progress on their studies and identify if they might need additional support (this helps prevent schoolwork becoming a further source of stress)
- Check in with the young person regularly to keep communication open over time.



Justice
Hope
Collaboration
Compassion
Respect

CYBER



CULTURE

Be an upstander to cyber bullying

Send the person
being targeted
a supportive
message

Invite the
person to
join another
group

Encourage
the person
to report the
behaviour

Change the
topic

Tell the
person doing
it to cut it out

Report
the poor
behaviour to
an adult

Be your **Best Self**
Online



STOP • THINK • ACT

National eSmart Week: 22 - 28 May 2023

eSmart
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foundation 



Preventing bicycle theft

Key crime prevention tips

- **Secure** it.
- **Identify** it.
- **Insure** it.

Theft prevention checklist

Secure it:

- Use a good quality lock. The best lock is a D or U lock.
- Even if you are leaving your bicycle in a secure facility or locked cage area, ensure your bicycle is secured with a quality lock.
- If you are using Parkiteer at a train station, make sure you don't allow someone to follow you in.
- Install GPS trackers/tags in a hidden location, for example under the bottle holder.
- Remove all accessories: computers or GoPro units, lights, panniers or baskets, or pumps.
- Secure your bicycle to something solid, for example a bicycle hoop.
- Park in well lit, public areas.
- Check your bicycle can't be removed or lifted off/over what you've locked it to.
- Lock the frame and wheels to the parking infrastructure with one or more locks, especially if your wheels have quick release mechanisms.
- When parking your bicycle at home, make sure it is securely locked and out of sight.

Identify it:

- Mark your bicycle with 'V' followed by your

driver's licence number i.e. V123456 or your mobile phone number.

- Marking options including engraving or data dots.
- Record the serial number (usually on the frame near the pedals).
- Take a photo of your bicycle, including identifying features or marks.

Insure it:

- Bicycles can be insured against theft and damage under your home and/or contents insurance.

My bike has been stolen, what next?

- If you see the thief, do not confront them. Call Triple Zero (000). Your safety is more important than your possessions.
- Do not touch anything.
- Report it:
 - If you need immediate police assistance, call Triple Zero (000).
 - If you discover your car has been broken into, call the Police Assistance Line on 131 444 or report the theft online www.police.vic.gov.au/police-assistance-line-and-online-reporting.
- Call your insurance company and provide them the police report number.
- Upload the bicycle's information to propertyvault.com.au/bikevault.



For more information,
visit police.vic.gov.au/your-safety

FOUR EASY STEPS TO PROTECT YOUR BICYCLE



VICTORIA POLICE



VICTORIA POLICE

- 1 Use a good quality lock
- 2 Lock your bicycle properly
- 3 Make your bicycle identifiable
- 4 Insure your bicycle



RECORDING YOUR BICYCLE DETAILS

Fill in the following details about your bicycle and keep this in a safe place for when you need it.

Owner's name: _____

Brand: _____

Type: _____

Size: _____

Colour: _____

Serial number (Under pedal crank case): _____

Identification details (engraved) on bicycle: _____

Photo of bicycle: Yes / No (please circle)

FURTHER INFORMATION:

For further information on how to protect your bicycle please contact your Police Division Crime Prevention Officer and/or Neighbourhood Watch Coordinator. (www.police.vic.gov.au)

BICYCLE SECURITY

Protect your bicycle against theft



Please ring the office to buy tickets 55607225



Excursion Letter for theatre showing of Harry Potter and the Cursed Child

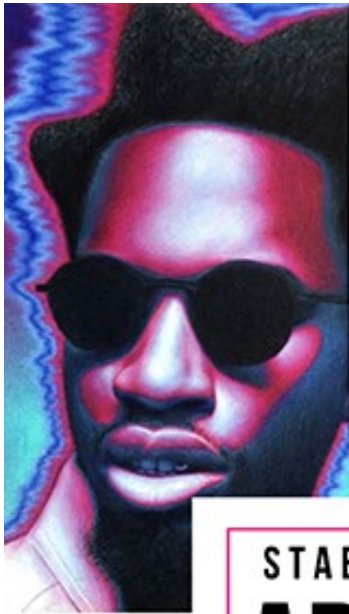
Dear Parents & Students,

- We have 50 tickets to the performance of 'Harry Potter and the Cursed Child' showing on Wednesday 14th June. These tickets are available for purchase at the cost of **\$100 per student for Grades 6-12.**
- We will travel by coach (return journey) from school to the Princess Theatre in Melbourne CBD. Students and staff will be transported by bus from Hawkesdale College and will need to provide their own transport to and from school as our departure and arrival times are outside of the normal school buses.
- **Depart:** From Hawkesdale College at 7am sharp – advised to arrive 10 mins prior.
- **Arrive:** Back at Hawkesdale College for approximately 9.30pm.
- The show goes for 3 hours and 30 minutes, including a 20 minute interval.
- Please note that flash-lighting effects are used throughout the performance.
- Six School Staff Members will be attending and supervising this excursion.
- Students to provide their own food, enough for the day (packed lunch and snacks) and water bottle. Bring a small day bag only, there is no room in the theatre to store bulky items.
- Students are to wear full school uniform, suitable to the winter weather including sturdy footwear.
- **STRICTLY NO ELECTRONICS OR DEVICES ARE ALLOWED ON THIS TRIP.**
- **Tickets are sold on a first-come-first-served basis, meaning only the first 50 completed consent forms AND payment will be accepted. You can do this online and over the counter at the School Office.**
- If you have any queries then please contact the Office.

We look forward to this magical day out.

Kindest regards

Mrs Tyna Lee – Event Organiser



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ARTISTS *of the* YEAR

\$6,000*
in prizes



ENTER NOW!

ENTRIES CLOSE 20TH JUNE.



Canteen Roster – Term 2 – 2023

It would be greatly appreciated if you could help on the days that a volunteer is required in the canteen.

If you are able to help or need to make changes to the day you have requested, please telephone the office on 55607225 or email Hawkesdale.p12@education.vic.gov.au.



All volunteers must have a current Working with Children's Card.
omplimentary morning tea and lunch is provided for all canteen volunteers!



Thursday 1 st June	Volunteer required
Friday 2 nd June	Dame Price
Monday 5 th June	Volunteer required
Tuesday 6 th June	Volunteer required
Wednesday 7 th June	Volunteer required
Thursday 8 th June	Volunteer required
Friday 9 th June	Volunteer required
Monday 12 June	Kings Birthday Public Holiday
Tuesday 13 th June	Vanessa Grandell
Wednesday 14 th June	Volunteer required
Thursday 15 th June	Volunteer required
Friday 16 th June	Volunteer required
Monday 19 th June	Dame Price
Tuesday 20 th June	Vanessa Grandell
Wednesday 21 st June	Volunteer required
Thursday 22 nd June	Volunteer required
Friday 23 June	Volunteer required

HAWKESDALE P12 COLLEGE - 2023 Canteen Menu-Term 2

Recess and Lunch

Mini Chicken Wrap (Chicken breast, lettuce, light cheese in a soft tortilla)	\$2.20
Chicken Mini Muffin Pizza	\$1.70
Ham, Cheese and Pineapple Mini Muffin Pizza	\$1.70
Egg and Bacon Muffin	\$3.00
Hash Browns	\$1.00
Sweet Chilli Chicken Tender	\$1.70
Toastie	\$3.00
Party Pies / Sausage Rolls	\$1.70
Homemade Slices / Muffins / Banana Bread	\$1.70
Homemade Biscuits	\$1.20
Truffles	60 cents

Lunch Only

Angel Bay Light Beef Burgers with Salad	\$5.50
85gm Canteen Approved Chicken Burger with Salad	\$5.50
Salad Roll or Sandwich with or without Meat	\$5.50
Salad Tubs with or without Meat	\$5.50
Sandwiches - selected fillings – must be pre ordered	\$3.00
Vegie Burger - with lettuce, tomato ,beetroot, cheese and mayo on a wholemeal roll	\$5.50
Sweet Chilli Chicken Wrap - with lettuce, tomato, mayo and cheese	\$5.50
Chicken Crackles and Wedges	\$4.00
Mozzarella & Pesto Arancini Balls with Salad and Tomato Relish	\$5.50
Beef Pies	\$4.50

Drinks

Water – 600 ml	\$2.00
Nippys Flavoured Milk – 250 ml - Strawberry or Honeycomb or Chocolate or Coffee	\$2.00
Fresha Juice – 250 ml Apple or Apple & Blackcurrant or Orange	\$2.00
Nippys Flavoured Milk – 375 ml Strawberry or Honeycomb or Chocolate or Coffee or Banana	\$3.00
Fresha Juice – 500 ml Apple & Blackcurrant or Orange	\$3.00

Frozen Yoghurt or Icy Poles – lunchtime only

- Lemonade Icy Poles \$1.30
- Zooper Dooper – Maximum of 2 – Temp must be over 25°C 50 cents
- Dixie Cups \$2.30
- Billabong – Rainbow or Chocolate \$1.70

Chips

- Chips (28 gms) - Honey Soy or Sea Salt or Salt & Vinegar \$1.00
- Snaps (28 gms) \$1.00



Monday, Wednesday and Friday at Recess Dim-Sims \$1.00



Monday	Baked Potatoes	\$5.50
Tuesday	Chicken Pasta Bake	\$5.50
Wednesday	Beef Lasagna	\$5.50
Thursday	Butter Chicken with Rice	\$5.50
Friday	Parma Burger or Parma and Veggies	\$5.50