



### From the Principal's desk



Hello all,

The end of the term is upon us and we have so many great things happening. I have seen excellent samples of students' work, including some impressive musical items and dance performances. There have been staff members who have gone above and beyond to support students both in the gifted and talented areas and also to support students who require extra assistance in organising and coordinating themselves and services. Many of our staff are working to support not just our school, but schools and students across the state, to promote learning and wellbeing. All of these things are coming together and demonstrate on a daily basis the great things that are achieved through SCSODE. Keep up the great work one and all.

Year 12 should be into a lot of revision, both now and during the school break, as they approach their Year 12 examinations. It's full steam ahead, and we all wish you the best of luck in the examinations and beyond. Just remember this year, due to COVID, that you have the one extra week next term to work with your teachers, so stay in touch and keep up the great work.

We would like to remind everyone that you should be submitting one lot of learning activities, per subject per week, to keep up with the course outcomes and requirements. Please ensure that you are committing to each of your subjects equally and that each subject has learning activities being submitted each week.

As always, if you have a concern or issue you would like to discuss, or any questions around student learning, please do not hesitate to contact the school and organise to speak with one of our staff or executive members.

Yours in education,  
Danny Henman

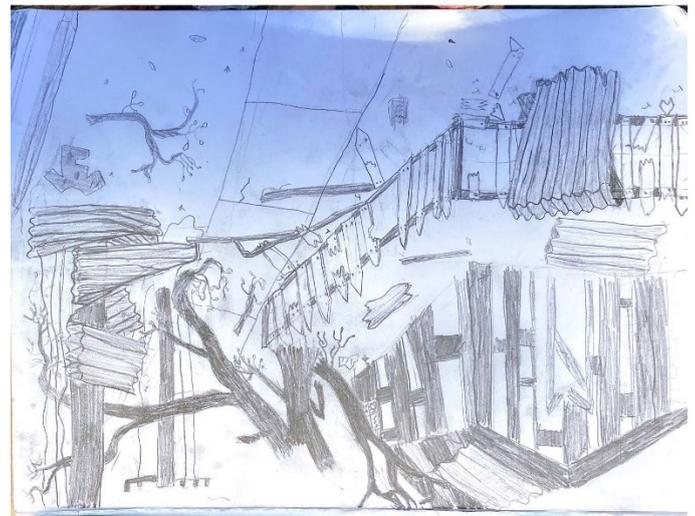
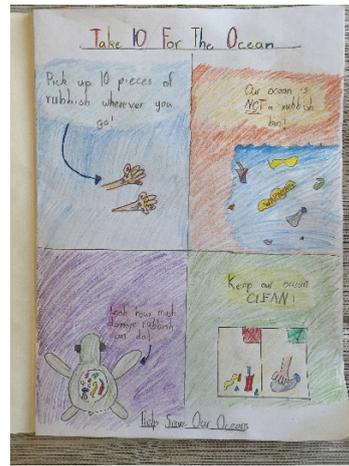


## Primary news

There were some stunning final presentation pieces from our Primary students, wrapping up their five-week geography/creative arts/literature investigation. As well as writing,

- Kindergarten students made salt dough maps of their special place,
- Stage 1 students created their own magic beach picture books,
- Stage 2 students created posters or 3D models of their piece of paradise, and
- Stage 3 students created artworks showing the interaction between humans and environments

Here are just some of their visual representations.





My Paradise Garden



## Secondary News – PDHPE

### Subject Selection



As you move from Year 10 into Year 11 and eventually Year 12, you have many decisions to make. These decisions involve you selecting the subjects you will take in order to advance towards your goals.

In selecting your subjects consider your goals, what you want to do once you leave school, your interests and your strengths. These considerations will help you make the right choices for you.

The PDHPE learning areas have a number of interesting and engaging courses that may assist you in realising your dreams. You have a selection of both ATAR and non-ATAR courses that provide you with a broad range of career options.

### Non-ATAR Courses

Driver Education		
<b>Year 11:</b> Getting a licence and keeping it Road safety and the media Support group awareness Behaviour and attitudes Drink driving drug driving Speed kills	<b>Year 12:</b> Driving skills Tips and tricks Consumer awareness Road safety and the law Car maintenance Planning a road trip Motorcycle safety Fuel analysis and alternatives	<b>Career options:</b> An excellent course for new and inexperienced drivers keeping them safe on the road. Driving instructor, farm work, truck driver, taxi driver, courier etc.

Sport, Lifestyle and Recreation (SLR)		
<b>Year 11:</b> First aid Healthy lifestyles Individual games and sports application	<b>Year 12:</b> Resistance training Individual games and sports Application II Outdoor recreation Social perspective of games	<b>Career options:</b> Fitness Certificate III and IV, Diploma in fitness, Certificate I – IV Outdoor Recreation Diploma in massage Recreational Officer etc.

ATAR Courses

Community and Family Studies (CAFS)		
<b>Year 11:</b> Resource management Individual and groups Families and communities	<b>Year 12:</b> Research methodologies Groups in Context Parenting and Caring Individuals and work	<b>Career options:</b> Child care, Social Science, Social Work, Policing, Occupational Therapy, Criminology, Tourism, Community justice etc.

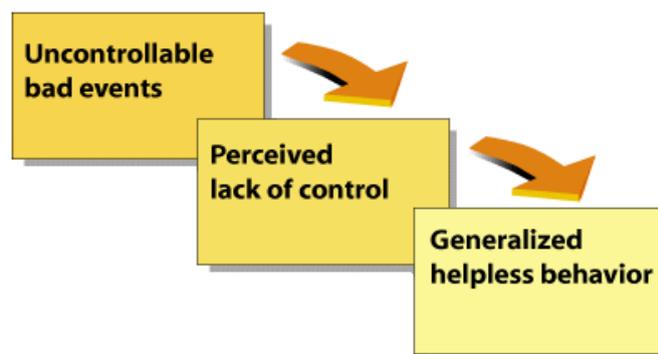
Personal Development, Health, Physical Activity (PDHPE)		
<b>Year 11:</b> Better health for individuals The body in motion First aid Fitness choices	<b>Year 12:</b> Health priorities in Australia Factors affecting performance Sports medicine Improving performance	<b>Career options:</b> Teaching, sports scientist, personal trainer, dietician, naturopath, paramedic, event management, sports administration, nursing, sports manager, health, pharmacist, outdoor recreation etc.

To find out more about what you would study within these courses visit the Southern Cross School of Distance Education website – Curriculum – Stage 6 course information – courses offered, and then click on the links which will take you to any of these four subjects. You are also able to check other subjects you may be interested in.

## Learned Helplessness versus Learned Optimism

### What is learned helplessness?

Learned helplessness occurs when someone has been conditioned to expect pain, suffering or discomfort to the point where they stop trying to avoid the discomfort. When a person starts to believe they have no control over what happens to them, they begin to think feel, and act as if they are helpless (*Cherry, 2017*).



Learned helplessness is not a trait which is part of personality or biology. It is a learned behaviour, conditioned through experiences in which the person either truly has no control over their circumstances, or they simply believe that they have no control. Experiencing situations where people feel like they have no control result in three deficits:

**Motivation** = lack of response to potential methods of escaping a negative situation.

**Cognitive** = the idea that their circumstances are uncontrollable.

**Emotional** = the depressed state that arises when the person is in a negative situation that they feel is not under their control.

(Abramson, Seligman, & Teasdale, 1978).

Learned helplessness is often expressed through a pessimistic outlook and is linked to depression.

**Pessimism** is the tendency to see, anticipate, or emphasise only bad or undesirable outcomes, results and conditions.



### What is learned optimism?

Learned optimism involves developing the ability to approach the world from a positive point of view. It is a protective behaviour, and a strategy for dealing with learned helplessness.

Optimism is a disposition or tendency to look on the more favourable side of events or conditions and to expect the most favourable outcome.

Learned optimism is about how we interpret the world; it's not a fixed trait or part of our disposition, but something we can develop. A change from pessimism to optimism has been seen to be partly responsible for the prevention of depressive symptoms. Learned optimism will help you to feel empowered, in control and motivated. It can also be a route to finding your purpose in life.

### The ABCDE model – By Martin Seligman (the founder of Positive Psychology)

People who start out more optimistic can further improve their own emotional health, while those who are more pessimistic can benefit from learned optimism by lowering their chances of experiencing symptoms of depression, and reducing the prevalence of learned helplessness.

Seligman's approach is known as the 'ABCDE' model of learned optimism:

#### **Adversity**

Think about a recent sort of adversity you have faced.



#### **Belief**

Make a note of the type of thoughts that are running through your mind when you think about this adversity. Be as honest as you can and do not try to sugar-coat or edit your feelings.



#### **Consequence**

Consider what sort of consequences and behaviours emerged from the beliefs you recorded in step 2. Did the beliefs result in positive actions, or did they keep you from reaching your goals?



#### **Dispute**

Dispute your beliefs. Think about your beliefs from step 2 and look for examples that prove those beliefs wrong. Look for any example that challenges your assumptions.



#### **Energisation**

Consider how you feel now that you have challenged your beliefs. How did disputing your earlier beliefs make you feel?

### **Learning Optimism May Take Time**

Remember, this is an ongoing process that you may need to repeat often. When you find yourself facing a challenge, make an effort to follow these steps. Eventually, you will find it easier to identify pessimistic beliefs and to challenge your negative thoughts. This process may also eventually help you replace your negative thoughts and approach challenges with greater optimism.

headspace Fact Sheet what is healthy electronic gaming?



# what is healthy electronic gaming?

Gaming can be a positive and enjoyable pastime. It can help us to connect with others, feel socially included and improve our self-esteem. Healthy gaming can help us to have structure and routine in our lives and provides some beneficial downtime, relaxation and fun.

## When gaming becomes a problem

Gaming, like any behaviour, can cause harm if it is taken to extreme levels.

- For a very small number of young people, gaming can have a significantly negative impact in their everyday lives.
- These problems seem to be most common for young men between the ages of 12–20 years of age, but can occur in any gamer population.

If you think that your internet use or gaming is beginning to contribute to some problems in your life, there are lots of things you can do to get back in control.

## Signs of possible problems with gaming

It is not necessarily the amount of time you spend gaming that causes a problem, but when gaming takes time away from doing activities that keep you healthy and well. For example, you might find that you are spending less time than usual with people you care about. You might be doing less exercise or find that you are having trouble sleeping or getting to school or work. You might be feeling some distress or starting to feel less confident.

If you are experiencing some of these symptoms below, it might be a sign that gaming is starting to have a negative impact on your everyday life:

- feeling sad, irritable, anxious, frustrated or angry when you are not able to access digital or video games
- changing sleep patterns or sleep difficulties such as getting up too early or staying up too late to game
- being aggressive or experiencing conflict with others over gaming
- it's OK to feel frustrated at a loss or situation from time to time but gaming should be a positive experience and if it isn't this may be a sign that something is wrong
- other people expressing concern at the amount of time you spend gaming or online
- spending less time with family and friends than you normally would
- being preoccupied with gaming (spending large amounts of time thinking about the next gaming session or past sessions)
- losing track of time and a loss of control over the time you spend gaming so important things get missed, such as appointments or other commitments
- feeling physical pain or irritation, for example pain in your neck, wrists, or back, dry or red eyes
- eating meals while playing or skipping meals
- spending more money than you can afford on new games or in-game purchases
- using gaming as a way of avoiding other activities.

You might also notice other changes in your life that don't appear directly related to your gaming such as:

- loss of interest in school and other activities that you previously enjoyed
- lowered self-esteem or self confidence
- poor eating habits
- headaches/migraines
- decreased personal hygiene
- performing less well at school or work.

### Related problems

People who have difficulty with gaming may also be experiencing other mental health conditions, for example, difficulty managing their mood.

### Supporting yourself and getting help

Take a "health check" on your gaming and internet use. Is it a fun activity that is helping you to feel good? How is your balance with other activities that keep you healthy and well? Are you feeling more or less connected to others?

There are a lot of tips that can help with keeping your game time in balance. Time on screens can sneak up without you realising it. Here are some things that you could consider.

-  Leave your internet and gaming time for after your jobs are done. Treat it as a reward.
-  Decide in advance how much time you want to spend online and set a timer.
-  Set up times to "unplug".
-  Make mealtimes screen free.
-  Have other hobbies and interests that you enjoy regularly, like seeing friends or playing sport.
-  Charge your devices outside of your room or perhaps don't have them in your bedroom at all. You will reduce the temptation to be online instead of sleeping.

 Get up and move regularly. Doing some simple stretches can really help.

 Take a sleep audit. How much are you getting? Sleep should be a priority, as it is important for our physical and mental health.

### where can I get help

If you find that your relationships, mood, school performance or work are being impacted by your continued or increased gaming use, then it might be useful to talk with someone you trust like a parent, teacher, school counsellor, family member or friend. A general practitioner (GP) is another good place to start when seeking help and information. You can also contact **eheadspace**, your local **headspace** centre, or Kids Help Line if you wanted to talk to somebody about your internet and gaming use.

 **With the right support, most people are able to get back to enjoying the benefits that gaming and internet use can contribute to their lives.**



**If you or someone you know is going through a tough time you can get help and support from headspace, your school or university wellbeing service or your local health provider. For more information, to find your nearest headspace centre, or for online and telephone support, visit [headspace.org.au](https://www.headspace.org.au)**



**If you need immediate assistance call 000 or to speak to someone urgently, please call Lifeline on 13 11 14 or Suicide Call Back Service on 1300 659 467.**

The headspace Clinical Reference Group have approved this clinical resource. Fact sheets are for general information only. They are not intended to be and should not be relied on as a substitute for specific medical or health advice. While every effort is taken to ensure the information is accurate, headspace makes no representations and gives no warranties that this information is correct, current, complete, reliable or suitable for any purpose. We disclaim all responsibility and liability for any direct or indirect loss, damage, cost or expense whatsoever in the use of or reliance upon this information. 2 August 2019

headspace National Youth Mental Health Foundation is funded by the Australian Government Department of Health

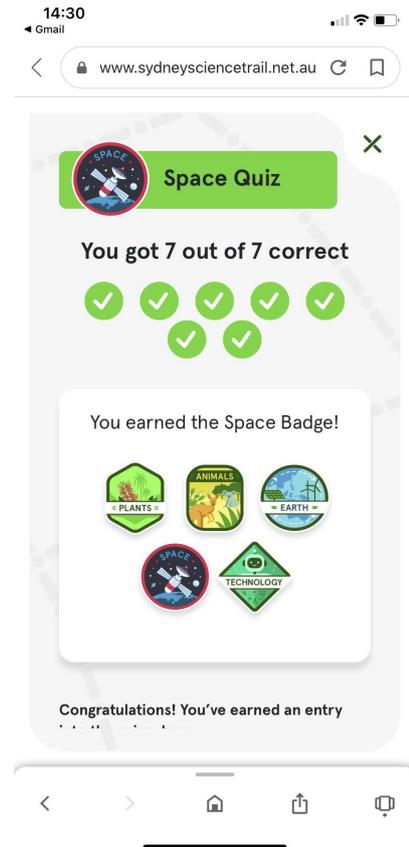


## Sydney science trail

During **Science Week** there was a free online activity page called Sydney science trail.

There were 5 badges Plants, Space, Animals, Technology and Earth that students could collect by completing quizzes.

Several students received badges.



## All My Own Work

All students must complete the All My Own Work program **before starting Year 11** to be eligible for the HSC. The only exceptions are those on Life Skills courses.

All My Own Work helps senior students with their learning as it covers topics such as acknowledging sources, plagiarism and working with others. Students also learn about the consequences of cheating, such as handing in someone else's work or copying content without citation.

There are five modules. The whole program should only take between 5 and 10 hours to finish. Students at Southern Cross School of Distance Education can access the course in a number of ways.

- [Canvas](#)
- [NESA website](#)
- Hard copy

## Completion

All students enrolling in Year 11 must complete All My Own Work before the end of 2020 for enrolment to proceed. Life Skills students are exempt. Students can choose the mode of learning that best suits. Some hubs and programs may run the course in small groups. However, we still require evidence that all students have completed the five modules satisfactorily.

Evidence of completion must be received by **Friday 11 December 2020**.

For more information, visit NESA – [All My Own Work](#)

### Canvas

The five All My Own Work modules are available on [Canvas](#). All students have been added to the class. Students read the resource material, complete five quizzes for each module and submit their work on Canvas.

### NESA

The NESA [All My Own Work program](#) includes information, scenarios, strategies and a quiz for each module. Students who use the NESA website will need to [email](#) their certificates for each module to school.

### Hard copy

It's easier and quicker to use one of the online options, but if you require paper booklets, [email](#) the school and we'll send them out.

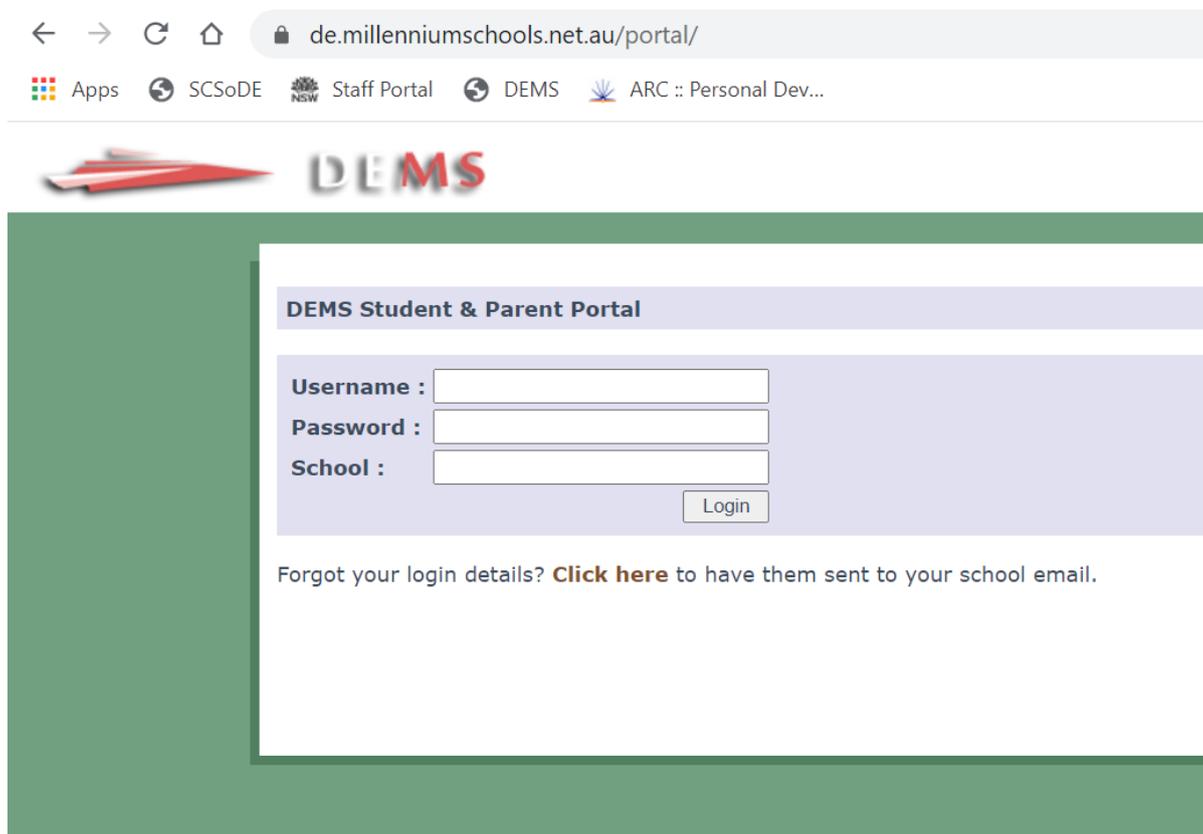
## More information

[Email](#) or phone the school for further information.

## Student and parent/carer portal

As of the first day of Term 4 2020, all Year 12 students and their carers will have access to an online portal. Year 7-11 students and their carers will have access to their portal the first day back, 2021.

You will be sent additional information about how to access the portal on these dates. The following image will be the log on screen you will see.



The screenshot shows a web browser window with the address bar displaying 'de.millenniumschoools.net.au/portal/'. Below the address bar are navigation icons for 'Apps', 'SCSoDE', 'Staff Portal', 'DEMS', and 'ARC :: Personal Dev...'. The main content area features the 'DEMS' logo and a login form titled 'DEMS Student & Parent Portal'. The form includes three input fields: 'Username', 'Password', and 'School', followed by a 'Login' button. Below the form, there is a link: 'Forgot your login details? [Click here](#) to have them sent to your school email.'

When you are able to log on you will see additional information such as your:

- Curriculum report - which will have feedback for each of your learning activities
- Student planner - that shows your course overview and where you should be up to in the course at any time.
- Markbook – that will show your assessment tasks for each of your courses
- Reports – that you will be able to view and print once available
- Warning letters and merit awards that you have received
- Student notices
- Additional information to come

If you have any questions about this, please contact your teacher when you are able to log on. Again, further information about this and information about how to log on will be sent first day Term 4 2020 for Year 12 students and their carer's, and first day back 2021 for Years 7-11.

## Where young carers can reach out for support



Summar, carer to her brother.

Do you look after a family member or friend with disability, a medical condition, mental illness or who is frail due to age?

Do your caring responsibilities affect your wellbeing or your ability to work, study or socialise?

If you answered yes to any of these questions, Carer Gateway can help you.

### What is Carer Gateway?

Carer Gateway provides in-person, phone and online services and support to Australia's 2.65 million unpaid carers.

By calling **1800 422 737** Monday to Friday between 8am and 5pm, you can talk to a Carer Gateway service provider who will help you access services and support.

The dedicated Carer Gateway website ([carergateway.gov.au](http://carergateway.gov.au)) connects you with online support and information.

*Carer Gateway has in-person, phone and online services to support young carers.*

Services available through Carer Gateway include:



#### Coaching

Reflect on how your caring role impacts your life and learn new ways to manage stress and improve your wellbeing.

- **Self-guided coaching** – undertake online interactive courses.



#### Counselling

If you're feeling stressed, anxious, sad or frustrated, a professional counsellor can talk with you about your worries and offer help.

- **In-person** – speak one-on-one with a professional counsellor in your local area.
- **Phone counselling** – speak with a counsellor over the phone in the comfort of your own home.



#### Respite care

- **Emergency respite** – get assistance in looking after the person you care for if an unplanned event stops you from being able to provide care. For example if you are ill or injured.
- **Planned respite** – plan for regular breaks to rest and recharge while respite services look after the person you care for.



#### Connect with other carers

Meet with people in similar caring situations and share your stories, knowledge and experience.

- **In-person** – meet local carers, share advice and learn from each other in a safe space.
- **Online forum** – join the online forum and be part of a supportive community with other carers.



#### Online skills courses

Learn new skills in caring for someone and your own wellbeing, including dealing with stress and legal issues.

*Let Carer Gateway help you.*



#### Financial support

Get financial support to assist you in your caring role.

##### Financial support packages:

- one-off practical support in the form of equipment or an item to assist you in your caring role.
- a range of ongoing practical supports, such as planned respite or transport, provided over a twelve-month period.

#### How do I contact Carer Gateway?

Carer Gateway offers a national website at [www.carergateway.gov.au](http://www.carergateway.gov.au) or you can phone **1800 422 737** Monday to Friday between 8am and 5pm.



*Carers NSW is the dedicated Carer Gateway Service Provider for Hunter New England, the Central Coast and the North Coast of NSW.*

[carergateway.gov.au](http://carergateway.gov.au)

Connecting carers to support services

# OUT OF THIS WORLD

## Art Competition

**\$3000 IN PRIZES**

It's time to **launch your imagination** in our **2020 Challenge Community Services Art Competition!** People with disability of all ages, and young people in foster care throughout NSW are invited to enter using **"Out of this World"** as their inspiration.

For competition details, please visit our website [www.challengecommunity.org.au](http://www.challengecommunity.org.au)

**Key Dates:**  
Entries Open: Now!  
Exhibition Opens: Tuesday 1 December | 11am-4pm  
International Day of People With Disability & Voting Day: Thursday 3 December | 11am-4pm  
Presentation Day: Thursday 10 December | 11am-12:30pm

Artworks will be on display at Ray Walsh House, 437 Peel St, Tamworth from 1 December 2020 to 4 January 2021

**Entries Close Friday 13 November**

For more information please contact Challenge Marketing on (02) 4918 1413 or email [marketing@challengecommunity.org.au](mailto:marketing@challengecommunity.org.au)

**SCAN ME**



**CHALLENGE**  
Community Services



NSW Department of Education

# Calendar 2020



January	February	March
S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
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July	August	September
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October	November	December
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## Key dates

- Term start and end dates\***
  - Term 1 – 28 Jan to 9 Apr 2020
  - Western division – Term 1 – 4 Feb to 9 Apr 2020
  - Term 2 – 27 Apr to 3 Jul 2020
  - Term 3 – 20 Jul to 25 Sept 2020
  - Term 4 – 12 Oct to 18 Dec 2020
- School development days\***
  - Eastern division – 28 Jan 2020
  - Western division – 4 Feb 2020
  - All schools – 27 Apr, 20 Jul, 17 Dec, 18 Dec 2020
- School vacation dates 2020**
  - Summer – 23 Dec 2019 to 27 Jan 2020
  - Western division – Summer – 23 Dec 2019 to 3 Feb 2020
  - Autumn – 13 Apr to 24 Apr 2020
  - Winter – 6 Jul to 17 Jul 2020
  - Spring – 28 Sept to 9 Oct 2020
  - Summer – 21 Dec 2020 to 26 Jan 2021
  - Western division – Summer – 21 Dec 2020 to 2 Feb 2021
- Education Week**
  - 3 Aug to 7 Aug 2020
- Exam dates**
  - Selective high school placement test – 12 Mar 2020
  - NAPLAN paper test – 12 to 14 May 2020
  - NAPLAN online test window – 12 to 22 May 2020
  - Opportunity class placement test – 29 Jul 2020
  - HSC written examinations – 15 Oct to 6 Nov 2020
- Public holidays**



School zone speed limits apply on all school days, including school development days.

\*Check with your local school as some dates may change.

### Get connected

Follow us on Twitter @NSWEducation | Follow us on Facebook @NSWDepartmentofEducation

Visit [education.nsw.gov.au/calendars](http://education.nsw.gov.au/calendars) for more details.

## Facebook



Like us on [Facebook](https://www.facebook.com/NSWDepartmentofEducation) to keep up-to-date with things happening in and around Southern Cross School of Distance Education.

## School website

We're doing some work on our [school website](http://www.southcrossschools.nsw.edu.au) to make it a one-stop shop for all information, links, forms and so on. We'll be surveying parents later this year, but if you have any suggestions about what you'd like to see on the website, please email [lisa.tonkin@det.nsw.edu.au](mailto:lisa.tonkin@det.nsw.edu.au)

- [sthcrossc-d.schools.nsw.gov.au](http://sthcrossc-d.schools.nsw.gov.au)



Opportunity \* Wellbeing \* Engagement