



**Mr Andrew Ponsford**  
**Principal**

**Mental health and exams**

The final term sees a real level of commitment and urgency in the air, as our oldest students finalise their preparations for VCE exams in a busy conclusion over the next few weeks. A walk of the corridors reveals earnest reflection and intense study. We wish all those with looming final exams the very best.

A warm welcome back to all students for the final weeks of the 2018 school year—the term commences with a focus on mental health and wellness which personally I believe quite apt! It is worth noting that *beyondblue*, in conjunction with the National Education Initiative team, are set to launch a series of professional learning videos for educators and communities to support the mental health and wellbeing of children and young people across the country.

I am delighted to advise that Southern Cross Grammar figures prominently in these photos and video footage, which seeks to promote the importance of positive, inclusive and resilient environments. We know that in order to achieve our potential, the best possible state of mental health is critical. This is a great theme with which to commence a vital term.

**Congratulations**

I take this opportunity to commend three SCG students who won bursaries at the recent Science Talent Search—namely Ramandeep Singh (Year 9), Alex Banovski (Year 9) and Callum Weir (Year 9). Particular thanks to Mr Ram for this initiative.

Congratulations also to Yi-Jen Hsu (Year 4, above picture), who successfully participated in the Australian National Junior Table Tennis Championships in Townsville last week, winning an Under-11 Girls' Team silver medal. An outstanding achievement.

Over the holidays four staff became engaged—Ms Bickford, Ms Calvert, Ms Morton and Ms Vu. Our warm congratulations to these staff, together with Mr Familiari, whose band Montebello has been signed by the American record label RL Recordings. In spite of the excitement and hype, Mr Familiari assures me that he is continuing with his day job!

**Farewells**

During the break we received the resignations of two staff members, Ms Wang and Ms Bagci, both due to personal reasons.

I take this opportunity to in particular thank Ms Bagci, who has faithfully served the school in a number of roles over a five-year period. Impacted classes have been previously advised of new arrangements.

**Key events**

Please note that this term is a very busy one with several key events to conclude the year.

The Term 4 Calendar and advance information provided by the Heads of School—Ms Pimpini, Ms Coffey and Ms Rennie—needs to be carefully noted as several events are compulsory.

Best wishes for a satisfying and successful conclusion to 2018.



**Ms Louisa Rennie**  
**Deputy Principal**  
**Head of Senior School (10 – 12)**

A warm welcome to Term 4 and a busy start in the Senior School! We have a number of events on this term and details have been sent home via email.

I remind all families that in the Senior School, mobile phones and headphones should not be visible, unless instruction has been given by the teacher to use them in aid of the learning program. Thank you for your support of this from home. I also ask all families to review our Uniform Policy. As members of a community, we all want to feel proud of our students and the way they present themselves.

**Farewelling our Year 12 students**

Our Principal, Mr Ponsford, has communicated with our Year 12 students and families about bringing the year to a strong and successful finish.

As a young school, we are building our school culture as the school grows. A strong finish to one's school journey is just as important as a solid beginning. It is also underpinned by the culture of the school. We seek to end the school year with goodwill and with a shared respectful appreciation for all involved, especially for our first cohort of Year 12 students. We all have a responsibility here.

At last term's assembly, I asked all Senior School students to bear witness to the final weeks of term, wishing and hoping for all of our Year 12 students to experience success and personal satisfaction that they have achieved their best. In addition, Year 10 and Year 11 students have been asked to allow our Year 12 students the time and space they need to bring their studies and their time at SCG to a close. Year 10 students and Year 11 students will soon have their turn, and we want it to be special for them at that time. For now, they have no involvement with the planned Year 12 farewells.

Any actions undertaken by any students that cause offence, discomfort, interruption or injury to others or damage to personal or school property is unacceptable. We are a place of learning, and school will continue as per normal for all students from Foundation to Year 11. Thank you for your support on this matter and for talking about this at home with your child/ren.

**Spotlight on Phoebe Singh**



Phoebe began her journey at Southern Cross Grammar in 2014 as a Year 8 Student. Her highlights throughout her time at Southern Cross Grammar include the Year 12 Sorrento Retreat, Broome and China. Phoebe has a great passion for travelling and enjoys each opportunity she has to travel.

This year, Phoebe has been most passionate about VCE Literature and Chemistry. She has enjoyed developing new skills, as well as enhancing the things she learned in prior years. Phoebe has encountered numerous challenges throughout her journey as a Year 12 Student, including maintaining motivation and keeping up-to-date with work.

In the conclusion of Year 12, Phoebe is planning to commence a Bachelor of Science at either the University of Melbourne or Monash University. Her future aspirations is to pursue a career in the science or medical fields.

**Mrs Julie Baud**  
**Deputy Principal**  
**Head of Teaching and Learning (F – 12)**

Welcome back to Term 4! It's always a very busy and intensive term in schools, with lots of learning to fit in, as well as more camps, excursions and special activity and competition days.

We hosted the Galway Maths Competition today, and there are incursions organised for Foundation and Year 10 students over the next two weeks, as well as Music Recitals—a wonderful extension of our ever-expanding Music program.

On top of this, we have the external VCAA exams commencing in just under three weeks. Year 12 students have less than two weeks of classes and then head off to prepare for these exams that commence in our VCE Centre for the first time on Wednesday 31 October. These students and Year 11 students studying a Year 12 subject completed a busy week of Trial



Exams in the third week of the recent holiday break. After receiving feedback and results from external markers, there will still be some time available for the final preparations. We wish them all the very best during this time.

We also have our internal exams commencing in just four weeks. An exam timetable will be included in next week's newsletter, but the important dates are set out below.

Important Exam Dates for Years 10 - 11:

- Friday 2 November: Year 10 - 11 classes conclude
- Wednesday 7 November: Year 10 - 11 Exam Prep Day
- Thursday 8 November: Year 10 - 11 Exams commence
- Friday 16 November: Year 10 - 11 Exams conclude

Important Exam Dates for Years 7 - 9:

- Wednesday 21 November – Friday 23 November

### Term 3 Progress Reports

A number of the Term 3 Progress Reports are still to be collected from Reception in the Junior School. These can be collected by parents/carers during office hours (8.00am to 4.30pm).

**Ms Janis Coffey**  
Head of Middle School (5 – 9)

### Mental Health Week

'If we are to help young people attain a love of learning and flourish at school, then we need to explicitly support their wellbeing.' – Dr. Helen Street

I recently received a copy of Dr. Helen Street's new book: 'Contextual Wellbeing – Creating Positive Schools from the Inside Out'.

It arrived at an apt time as we acknowledge the importance of wellbeing as a part of Mental Health Week in Victoria.

There are events occurring throughout the week for students, staff and parents. This week the staff at SCG discussed the research on 'positive emotions' and the impacts they have

on our learning and our overall wellbeing. Positive emotions help undo the lingering effects of negative emotions, fuel psychological resiliency, and broaden our cognition.

Studies have shown that those people who experience more positive emotions are more creative, efficient, flexible, and more open to receiving new information. This has profound implications for how teachers work with brain chemistry in order to get the best out of our students in the classroom.

This week teachers have been guiding students in meditation, shaking and shimmying in Zumba sessions, and bonding and connecting during morning tea time. These important activities help promote greater positivity as well as facilitate better learning for our students.

So, this week, consider how you might use the 5 Ways to Wellbeing to improve your wellbeing!



### Hats

Last term, the Middle School student leaders canvassed the Uniform Committee for a change to the Middle School uniform policy. Students wanted to change from wearing the bucket cap to the peak cap (i.e. cricket-style hat).

This was approved, and so, this term, all MS students may now wear either the bucket or peak cap.

Now that it is Term 4, students are reminded that not wearing a hat means not playing outside in the sun. Please make sure you have a hat as of next week!



## Staying smart online

At the end of last term, I asked the students at our Middle School Assembly how many people were active on social media.

Not to my surprise, a sea of hands waved at me from the student body.

With Instagram and SnapChat and other social media platforms being used by so many young people, I'd like to share with the SCG community the eSafety Commissioner's, Julie Inman Grant, tips for staying safe online:

- Engage positively
- Know your online world
- Choose consciously

The psychologist Michael Carr-Gregg has outlined how students can implement these principles to become responsible digital citizens.

### 1. Engage positively

When you engage positively, you are exercising your rights and responsibilities as a digital citizen, while respecting the rights of others. When students are online they can engage positively by:

- Respecting the rights of others to participate and have an opinion.
- Asking before tagging other people or posting photos.
- Reporting offensive or illegal content.
- Standing up and speaking out about cyberbullying — protect your friends.
- Don't respond to hurtful or nasty comments — block and report.
- Speaking to their parents or a trusted adult about upsetting online experiences.
- Reporting threats of violence to the police (collect the evidence to show them).

### 2. Know your online world

Students have the skills and knowledge to participate in the online world with confidence, although this confidence doesn't necessarily mean they really know the risks of the online world.

Students can better understand the online world by:

- Learning new skills will help explore the online world.
- Recognising online risks and how to manage them.
- Looking out for suspicious emails and scams.
- Using secure websites for financial and retail services.
- Keeping passwords secret, strong, and unique.
- Knowing how to report bullying behaviour on social media sites.

### 3. Choose consciously

Students should be aware that they are in control of the decisions they make online. They can choose consciously by:

- Thinking before sharing personal information and understanding the choices you make impulsively can last forever on the internet.
- Choosing privacy and security settings carefully and reviewing them regularly.
- Choosing friends wisely online — not everybody online is who they claim to be. Regularly review your connections and remove people.
- If you have made a mistake, apologise and take down offensive material as soon as possible.
- Asking for permission before uploading pictures of your friends.

## Western Bulldogs leadership program

*By parent Erwin Boermans*

Everywhere around the world we see hyper-connected smartphone zombies all walking powerless off a virtual cliff. Luckily Southern Cross Grammar's leadership team is onto this. Together with the teaching teams they are working to do something about this matter, tailoring solutions for each student to empower them for the future as independent creative thinkers who are connected to their local communities.

As a very proud parent, I'm very grateful to report on the Western Bulldogs youth leadership development program. My youngest son, Ruben, had been selected this year, together with two other SCG students from Year 9—Alvina Ahsan and Flynn Hawks. Ms Janis Coffey, Head of Middle School, had nominated these students and they were accepted. The City of Melton sponsored 10 places of the Western Bulldogs'





leadership development program, as they acknowledge the need for community leadership development. The Western Bulldogs runs this program with a handful of amazing professionals at multiple locations, stretching from Melbourne's 'inner-west' to Portland and even Mildura. The sessions were fortnightly, held in the Melton Youth Centre, Western Bulldogs' home Whitten-Oval, and at two camps.

The 14 and 15-year-old students didn't know each other at the start. The different leadership skill elements in the local groups were shaped by group challenges with different themes. These challenges were geared towards helping the students to discover themselves and reflect on each other, to bond with their peers and see from different perspectives.

The confidence development I've seen is unparalleled. Their projects and hot topics were presented in a way that had risen way above the presentation level of many of the adult presenters on the final graduation evening. The hot topics 'youth mental health support', 'racial-discrimination' and 'body-shame' need further implementation to prevent escalations.

With this amazing journey, these young leaders are now well-enough equipped by their mentors and peers to implement them in the local communities and make it a better place for all of us.

#### **Ms Romina Pimpini** **Head of Junior School (F – 4)**



In the final week of Term 3, there was a real focus on teamwork and our strong relationships in the Junior School. We hosted our annual Year 1 Dinner, as well as our Year 2 Sleepover—both events providing real-life learning for our students.

Whether students had to pack a bag, serve food or help with cleaning up, they certainly played their part. Year 1 students experienced some hands-on science where they made their own toy and created a chemical reaction. They also problem-solved and worked as strong teams when they undertook the Tug-of-War challenge set—and then proceeded to drag Ms Pimpini across the oval and challenged her to a 20:1 event. Phew! Luckily there was a scrumptious dinner to look forward to after this, which helped everyone regain their energy levels.

Year 2 students came prepared for an exciting 24 hours at school, when they landed at Reception on the Wednesday afternoon. They too shared in some creative and Survivor-like activities that involved listening to team members, cryptic clues, camp setup and even doing the dishes! What a wonderful experience in developing skills for life they shared.

A huge thanks to Mrs Kibar, Ms Temuskos, Mrs Hedditch and Ms Smart for their planning and preparations. However, they couldn't have made these events possible without the support of Mr Wildsmith and Ms Attard who also joined in the teamwork and fun.

#### **School Hats Reminder for Term 4**

As per our School Uniform Policy, hats are to be worn during Term 4. Please encourage your child to pack their own School Hat so they may be responsible for wearing it. If a student does not have their hat on during recess and lunch breaks, they will be asked to remain under the shaded playground area.

#### **Chess Kids Program**

The School will be hosting the Chess Kids Program during Term 4. Individualised coaching will be available from Mr Tagala, who will be running the Chess Club at SCG.

The benefits of playing chess are many. Students who wish to develop and sharpen their abilities in problem-solving, tactical and strategic planning, lateral and logical thinking, decision-making and visualisation are especially invited to sign up.

The first session will be Monday 15 October, from 3:15 pm to 4:15 pm. There will be six lessons available, held weekly, and the cost is \$100 per student. Students must be enrolled prior to the program starting, and enrolment is possible here: <http://ku.zone/explore>.