

Highlights



23 March 2020

Term 1, Week 9

IF YOUR CHILD IS GOING TO BE ABSENT PLEASE NOTIFY THE SCHOOL BY 9.30AM

Principal's Report

I write today with awareness that we live and work in changing times. Our school is well-prepared and we feel confident students will be able to continue learning to a normal timetable from home. In this newsletter we have enclosed a range of resources for families and students. We explain the Leichhardt Way when learning at home and have a resource for students to ensure they are ready for online schooling. I have also enclosed a resource shared by school counsellors in our network regarding staying mentally healthy through these times. There are lots of strategies and tips that I hope will help parents and our school community.

Even though a lot of events have been postponed, I would like to congratulate our talented drama students, Ruby R and Eva P in year 8 who were both selected for the Arts Unit State Drama Ensemble. Both girls were

part of our Australian finals team last year for Theatresports and I look forward to seeing how they perform this year when the program resumes. I would also like to acknowledge Poppy E in year 9 and Maeve M in year 10 who were selected for Solo Vocal Camp. Many of you might remember Maeve from last year's fantastic school musical, Bye Bye Birdie. These are fantastic achievements and builds on the strong performing arts culture here at Leichhardt.

Also in the past weeks, we have acknowledged students for outstanding academic work as the first assessment tasks were completed. It has been a pleasure watching the tally of positives build across the term and we now have a total in the thousands. We will continue to recognise these fantastic achievements whether in a home environment or at school.

Belinda Conway



THE LEICHHARDT WAY

EXPECTATIONS	All Settings	Learning from Home
RESPECTFUL	<ul style="list-style-type: none"> • Respect yourself, others and the community • Use appropriate communication at all times • Respect property and the environment • Wear the correct school uniform with pride • Maintain a clean learning environment 	<ul style="list-style-type: none"> • Collaborate with and support classmates in their learning • Communicate with teachers and students at appropriate times
RESPONSIBLE	<ul style="list-style-type: none"> • Act responsibly • Be in the right place at the right time • Move sensibly and safely • Only bring equipment appropriate for school • Use electronic devices at appropriate times • Keep all personal items secure • Be a responsible and healthy community member • Co-operate with staff members • Follow all subject policies and procedures • Maintain a bully free school 	<ul style="list-style-type: none"> • Meet learning timelines, commitments and due-dates • Be online as scheduled on the timetable • Do your best work honestly and with integrity • Learn in a comfortable, quiet space without distractions
LEARNER	<ul style="list-style-type: none"> • Participate productively in learning • Follow the Leichhardt Way • Follow staff member instructions 	<ul style="list-style-type: none"> • Use technology at home for learning during lesson time • Complete all set online tasks



**Sydney
Secondary
College**
Leichhardt

Student Online Learning

What Learning Systems are we using?

- Most classes use OneNote and Edmodo (download on your home device)
- Your school email will be an important way for the school to contact you.
- Check that you can access these platforms during this week



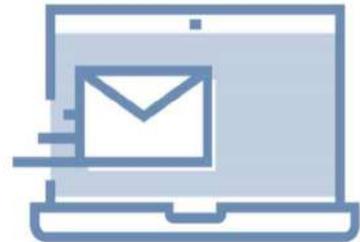
Who can I go to for help?

- Classroom teacher – questions about your subject, homework or assessment tasks.
- Year Adviser – minor wellbeing questions
- Head Teacher Wellbeing/Counsellor – serious or ongoing wellbeing issues
- Kids Helpline – 1800 55 1800
- eHeadspace –
<https://headspace.org.au/eheadspace/>



To do...

- Check your emails regularly
- Check for new work and upcoming tasks on your online classroom
- Ask your teacher if you don't understand something
- Submit homework and tasks online

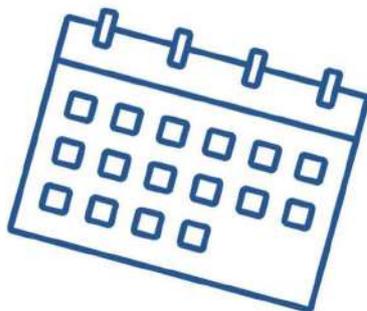


How can I look after myself?

- Eat healthy food and drink water regularly.
- Try to spend some time working offline to reduce your screen time.
- Get some regular exercise.
- Stay connected to other people, especially your classmates.
- Get ready for the day before your classes, get dressed for the day and remember hygiene.



Your timetable



Try to stick to your normal school timetable. Complete the tasks that have been set for each timetabled subject, reflect on feedback from your teacher, read, write study notes and plan for upcoming assessment tasks.

Your learning environment

Ensure that you set yourself up for success by creating a space for learning that is free from distractions, has sufficient light, and provides access to power. Adjust your chair so that it is comfortable, your lower back is supported and your feet are flat on the floor. Your computer should be positioned in front of you and you should be able to see the screen without straining.

Remember to follow The Leichhardt Way online.



Sport News

Aron Lawford—Relieving Sports Coordinator

2020 Bligh Zone Swimming Carnival

On Monday the 24th of February, Sydney Secondary College sent 34 students to the Bligh Zone swimming carnival. It was a fantastic day with our students performing exceptionally well in the pool. A huge congratulations to **Yuna Nagai** who was not only the 14 girls age champion, but Yuna was awarded the most points of any competitor at the whole event. An incredible effort!

Eleven records were broken this year and our students contributed to six of them. A special thank you to Mr George from Blackwattle Bay for convening such a successful and enjoyable event. Below is a summary of the results featuring students from Sydney Secondary College Leichhardt:



Age Champions:

Yuna Nagai: 14 Year Girls Champion

Record breakers:

Scarlett Finn: 200m Freestyle, 100m Freestyle

Yuna Nagai: Open 200IM

Yuna Nagai, Rose Paget, Ruby McIntosh, Tamara Fox: 200m Free Relay

Kiera Larman, Yuna Nagai, Scarlett Finn: 6 x 50m Free Sydney Secondary College Relay Team

Caleb Jeremy, Sung Jae Lee: 6 x 50m Free Sydney Secondary College Relay Team

Congratulations to the following students who have qualified for the Sydney East swimming carnival. This carnival will be held at Enfield Aquatic Centre on Monday the 24th of February 2020.

2020 Bligh Zone Soccer Carnivals

Caleb Jeremy	Haruyoshi Nansai	Kai Hasselberg	Ned Bennett	Aston Bailey-Fong
Sophia Fetting	Kiera Larman	Yuna Nagai	Scarlett Finn	Sungjae Lee
Connor Robertshaw	Sidney Stewart	Daemon Lakatos	Louis Fetting	Jack Gaal
Tamara Fox	Rose Paget	Ruby McIntosh	Dillon Rutherford	

On Thursday, 27th and Friday 28th of February, students from SSC Leichhardt represented our campus in the Bligh Zone Soccer tournament. This year, students travelled to Marrickville High School and took part in a round robin competition against other schools in the Bligh zone district.

The students performed very well considering that they were playing in an open's competition coming up against year twelve students on the day. Both teams missed out on the final this year, but the students deserved a massive congratulations for both their efforts and their behaviour for the entirety of the competition. Special mention must be given to **Toby Marsom** from the boys' team who demonstrated incredible athletic ability and leadership, marshalling the defence to an incredible four clean sheets & narrowly missing out on selection. This special mention is also extended to **Elissa Tennant** from the girls' team who has been selected to go on and represent the Bligh zone team at Sydney East Soccer on the 11th of March. Thank you to **Ruby Firmstone** and **Tommie Tan** for giving up their time to assist Mr Lawford in convening the Girls' Carnival. It was a pleasure taking all students and watching them compete to the best of their abilities and in doing so, demonstrating the Leichhardt Way.



Support Report

I Class Update | Term 1

The I class has settled into their new routines and are working out how to build new and positive friendships within the class. In **English**, we have been concentrating on writing and identifying letters and are learning to read the first 100 sight words.

I also have the I class for **Food and Technology** and we have been using i-pads to work out some basic coding, but now we are concentrating on healthy eating and creating a healthy lunch box. I have given each student a homework folder that can be handed in at the end of the term or when they have completed their workbooks. Looking forward to a great term!!

Janine Ahie

This term in **mathematics**, the I Class have been focusing on reading, comparing and ordering numbers. They have also been learning about time; revising the days of the week and sequencing language such as "before", "now" and "after", as well as learning to read their daily timetables.

Lyn Robinson



The I class have been exploring the solar system in **science**. I also teach this class **HSIE**, where we have been studying Aboriginal history.

Fernanda Valdes-Chepe

For **TAS** we are looking at bridges in the 'Truss-Me' unit.

Michelle Genci

In **Visual Art**, they are working through elements of art such as colour, shapes, lines and textures. They are learning about their visual qualities and how they can communicate and express ideas, emotions and meanings. At present, they are exploring colour relationships and colour mixing using different media.

Michelle Genci and Juliane Alcock

In **PD** this term, the I Class are exploring and celebrating what makes them amazing and unique as individuals, through creative activities such as art and music. They are also developing their social skills and strategies for dealing with their emotions as they navigate their way through high school, using a variety of communication methods.

They have settled in so well to their new environment and routines and their SLSO, Vickie Haramis, has been amazing with all the support and care she has provided this term.

Alison Galloway



PDHPE REPORT

It's been a very busy and productive first half of the term for our students in both theory and practical PDHPE lessons. PDHPE staff have planned and programmed new, engaging and diverse teaching and learning activities for the second phase of the implementation of the new 7-10 PDHPE syllabus in 2020. From my point of view, it's exciting to see these now in action across the PDHPE curriculum.

In conjunction with their transition into high school, **Year 7** have been specifically looking at relationships, the changes they will face, managing stress and methods to support each other as they manage life changes and transition into adolescence. In practical lessons, students have participated in a range of modified games that involve communication, collaboration and problem solving. A high number of students in Year 7 have planned, presented and participated in student led initiative games demonstrating a range of leadership skills.

In **Year 8**, students have been looking at the big question "How do I keep myself and my friends safe?". This has involved students recognising potential unsafe and risky environments and adopting strategies and plans to keep themselves and others safe in the community. In the practical element, students have been applying movement skills and adapting solutions to complex movement challenges in invasion and striking game play.

Year 9 students are engaging in critical inquiry and developing their health literacy surrounding the concepts of identity, body image, mental health and self-management strategies. Currently, students have been productive preparing resources for their specific self-care strategy that will be presented in the Year 9 'Heads Up' mental wellbeing assessment task. Due to the current physical distancing measures provided by the Department of Education, the Year 9 Wellbeing Fair which also forms as part of their

formal assessment in the course will be modified and communicated with students and families as soon as possible.

Year 10 have integrated the meaning of health and movement through the practical element of dance. In theory lessons, students have developed their understanding of the importance of leading a balanced and healthy lifestyle through physical activity, diet/nutrition, rest and sleep. By the end of term, students will create a health or physical activity app that could enhance physical activity levels in young people. In practical lessons, students have explored how movement skills can be adapted in different movement contexts in dance. Students have started collaborating with their peers to create a dance/movement sequence for presentation in Week 10. The most popular song choice has been 'Earth, Wind and Fire - September'. Stay tuned for these performances in coming weeks!

In Week 7, the PDHPE faculty also installed our brand new Concept 2 rowing ergometers for use in our school fitness gym. These can be used for our students in PDHPE and in the Talented Athlete Program to increase their cardiovascular and muscular endurance. Thank you to the Leichhardt Campus P&C for supporting this project.

Angus Glynn
Head Teacher PDHPE (Acting)



WestConnex Update

Given Westconnex Stage 3 Part A and Part B meets at the *Inner West Interchange* underneath Sydney Secondary College, Leichhardt, and given a range of other Westconnex impacts may affect the school community until its forecast completion in 2023, a P&C representative is invited to attend the Westconnex Community Reference Group meetings for both parts of the project. Below are some updates from the February meetings:

If you would like to be a representative, please contact the P&C.

Part A: (M4-M5 Link from St Peters to Annandale to Haberfield, meeting Part B from Rozelle Interchange under the school)

The brand new Council basketball courts (partly used by SSC Leichhardt amongst others) will be dug up due to Westconnex issues. The purpose is to advance what is called *surface grouting*. They will probably be dug up this month, and out of use for at least 6 months.

Obviously, the contractor's budget will be responsible for the new, new Hawthorne Courts. If you have any suggestions for temporary alternative courts, please communicate this to Aaron Callaghan at Inner West Council.

Recent Geo-technical drilling from the Part A contractor at Hawthorne Canal confirms they need to do this *surface grouting* due to excess water in the area that would potentially cause more *settlement* than is permitted under the Conditions of Approval.

Settlement, as the name implies, is how much the earth moves or settles after tunneling. If it is beyond a certain range, it will have implications for cracking and causing property damage.

Various community groups questioned the contractor, Transport NSW and the Inner West Council representative at the meeting on the issue of whether this should or could have been foreseen and requested better three-way communication and early identification of potential issues in the future of the Westconnex project.

Tunneling from the Annandale/Camperdown Dive Site has begun and proceeds currently under and around Cardigan St Stanmore and Trafalgar St Annandale.

An extraordinary meeting of WCRG (Westconnex Community Reference Group) will be held on **March 25** to discuss local traffic issues and Transport NSW's (ex RMS) proposals for **local congestion relief following the opening of Westconnex Stage 1 last July and the subsequent increased traffic volumes on City West Link.**

These increased volumes cause congestion, rat-running, changes to the traffic light timers, queuing across intersections and all the associated frustrations and dangers with these issues.

The P&C and Leichhardt Against Westconnex pressed Transport NSW for this relief late last year due to unprecedented traffic congestion at 4 crossings of the City West Link.

These crossings include Norton/Balmain/Catherine and James/Darley and are obviously impacting the school community on a number of levels and of major safety concern. Traffic builds up on Norton St, sometimes all the way back to Marion St, and similarly on Balmain Rd during increasingly extended am and pm peak periods. This creates more frustrated drivers and more cluttered blind spots that can impede vision both of and from young students. Some residents have described high frustrations that lead them to run red lights for the first time in their life, and this is an obvious hazard with our young people walking about as pedestrians at the implicated corners, catching buses and entering and leaving North Leichhardt Light Rail.

At North Leichhardt Light Rail, the James/Darley/City West Link corner is now recognised officially as a particular catastrophe, impacting the whole area. Aside from the frustrated drivers at this intersection who might impact our rail-travelling students, increased rat-running from Darley Rd up Leichhardt back streets to the Norton/William roundabout and Allen/Norton corner is also causing congestion and higher frustration levels around our high-volume bus-catching, bike-riding and pedestrian students both before and after school.

Teachers are feeling it, too, as arriving at school is taking more time, plus travel times between campuses have increased. This means they must sometimes require more release time from face to face teaching for the lengthier travel. The P&C will give you feedback from the extraordinary meeting and let you know how you can contribute to the process with further suggestions or concerns with respect of what relief is proposed.

Of particular priority will be the City West Link/ Norton/ James/Darley double intersection.

We are told that the school community and residents **will have the opportunity to comment on those proposals.**

Please phone
1800 660 248
or email
info@m4-m5linktunnels.com.au
with any queries or
complaints.

Part B: An extraordinary meeting for WCRG members will be held on **April 7** to present and discuss the revised **Urban Landscape Plan for the Crescent** following many objections to the earlier proposals.

You will by now likely be aware that **the pedestrian/bike bridge at Victoria Rd/Rozelle Goods Yards** is demolished (or about to be) for reconfiguration of the Crescent. (In terms of the school community, this is probably more likely to impact teachers or students cycling from Pymont or the city west over the Anzac Bridge in the mornings, and may impact those cycling to Balmain and Blackwattle campuses also.) Many objections and concerns were raised in the meeting to the proposed interim alternatives, with safety of the two options advanced (Gordon st /Victoria Rd lights or Crescent/City West Link lights) considered a major hazard by community members that included cyclists.

You will also likely be aware, by now, of the **renewed electrical cable work around the school**, down Norton St and along Lilyfield Rd. This work runs from the Balmain power station near the school all the way to Rozelle Goods Yard to power the project. Given the original work

was meant to take 3 months back in June 2019, and then took 6-8, it is disappointing that more disruption is occurring for the surrounds of the school and for other local residents and businesses. Please advise the P&C (ssclpc@gmail.com) of any disruptions you experience or notice, including if you are impacted by the noisy night works also associated with this work, so that we can keep track of these impacts and potentially support any necessary relief or safety measures.

KEY DATES FOR WESTCONNEX COMMUNITY REFERENCE GROUP MEETINGS:

MARCH 25: Meeting to discuss traffic issues

APRIL 7: Meeting to present and discuss the revised **Urban Landscape Plan for the Crescent**

Support Report: Year 7 Camp

By: Tristan, Liam, Joanne and Rhianna (from the SE class)

"WE HAD A FANTASTIC TIME MEETING ALL OUR FELLOW YEAR SEVEN STUDENTS"

We arrived at school on Wednesday 19th February 2020, very excited to be going to Gosford for our first year 7 camp. We travelled by bus and our journey took 1 ½ hours and we arrived at our location.

We all enjoyed the activities; rock climbing, giant swings, tree tops, bungee jumping and a swimming pool to cool off after all our fun-filled days.

The food was good. Our favourite dessert was donuts, whipped cream and jam. Our supper each night was delicious chocolate chip cookies and flavoured milk.

We stayed at camp for two nights and three days. We all had a fantastic time meeting our fellow year 7 students.

We left camp at 1:30pm on Friday 21 February and travelled back to school where our families welcomed us home.





GIRLS GET ACTIVE 2020

Last Wednesday, 26 of our girls participated in the Girls Get Active day at Leichhardt Oval.

The Girls Get Active initiative aims to increase the number of girls playing sport by bringing together elite female athletes and high school students to try sports in a supportive environment.

On the day, the girls participated in soccer, AFL, rugby league, ultimate frisbee, basketball and orienteering.

All the girls displayed outstanding sportsmanship throughout the day and were a great representation of SSCL and young women in sport.



WHAT DOES THE FUTURE LOOK LIKE FOR WOMEN IN SPORT?

DURING THE Q+A BETWEEN THE PANEL AND THE STUDENTS, THE ELITE ATHLETES WERE ASKED THE QUESTION - "WHAT DOES THE FUTURE LOOK LIKE FOR WOMEN IN SPORT?"

WE TOOK THE QUESTION TO THE SSCL GIRLS WHO ATTENDED THE DAY AND HERE'S WHAT THEY HAD TO SAY:



"I think our ancestors have pioneered the path we are on and it's our job to continue what they started. In terms of what I want to see in schools, I want an equal amount of girls and boys playing on the oval and not be intimidated or there be a divide between males and females in sport.

- Jasmin Graham, Year 10

THE FUTURE IS US - we are the next generation of sportswomen and we have so many great ideas to make sport equal from past sportswomen.

- Olivia Zein, Year 7

I think the future of women in sport is more confidence about sport and gender stereotypes will be reduced. Also, there'll be more sponsorships for women in sport and girls our age will go into sport teams and not be afraid of other genders.

- Ayisha Travis, Year 7

There will be greater visibility for women and girls for all sports. Governing bodies will realise they need to pay more and invest more for their athletes. We need more media coverage and sponsorship - sport is changing. People are realising women in sport are just as important as men and there is talent

- Jean Whiley, Year 10

"I think it's important as younger generations we continue to have more opportunities in sporting careers as men - girls can do anything! We talk a lot about equal rights still being a current issue today and to change that we need to have equal opportunities.

- Jocelyn Huynh, Year 10

I think the key to equal opportunities for women in sport is to change the mindset instilled in children that girls cannot participate in sport. The continual representation and role modeling shows young girls the many benefits that sport can give you in life.

- Alice Hughes, Year 9

In the future I don't want women and girls to be afraid of what others think.

- Pragya Rawat, Year 7

In the future I want the record of spectators from Sunday's women's cricket to be broken.

- Charlotte Hood, Year 7



As the number of coronavirus cases rise across Australia, the level of anxiety within the community is increasing.

Feelings of worry and unease can be expected following a stressful event, such as the recent declaration of a global pandemic, however, it is important that we learn to manage our stress before it turns to more severe anxiety and panic.

This information sheet outlines some useful strategies which can help both adults and children cope with the stress or anxiety experienced as a result of the coronavirus outbreak.

Learn the facts

Constant media coverage about the coronavirus can keep us in a heightened state of anxiety. Try to limit related media exposure and instead seek out factual information from reliable sources such as the Australian Government's [health alert](#) or other trusted organisations such as the [World Health Organization](#).

Keep things in perspective

When we are stressed, it is easy to see things as worse than they really are. Rather than imagining the worst-case scenario and worrying about it, ask yourself:

- *Am I getting ahead of myself, assuming something bad will happen when I really don't know the outcome?* Remind yourself that the actual number of confirmed cases of coronavirus in Australia is extremely low.
- *Am I overestimating how bad the consequences will be?* Remember, illness due to coronavirus infection is usually mild and most people recover without needing specialised treatment.
- *Am I underestimating my ability to cope?* Sometimes thinking about how you would cope, even if the worst were to happen, can help you put things into perspective.

Take reasonable precautions

Being proactive by following basic hygiene principles can keep your anxiety at bay. The World Health Organization recommends a number of protective measures against the coronavirus, including to:

- wash your hands frequently
- avoid touching your eyes, nose and mouth
- stay at home if you begin to feel unwell until you fully recover
- seek medical care early if you have a fever, cough or experience breathing difficulties.

Practise self-care

To help encourage a positive frame of mind, it is important to look after yourself. Everybody practises self-care differently with some examples including:

- maintaining good social connections and communicating openly with family and friends
- making time for activities and hobbies you enjoy
- keeping up a healthy lifestyle by eating a balanced diet, exercising regularly, getting quality sleep and avoiding the use of alcohol, tobacco and other drugs to cope with stress
- practising relaxation, meditation and mindfulness to give your body a chance to settle and readjust to a calm state.

Tips for talking with children about the coronavirus

Children will inevitably pick up on the concerns and anxiety of others, whether this be through listening and observing what is happening at home or at school. It is important that they can speak to you about their own concerns.

Answer their questions

Do not be afraid to talk about the coronavirus with children. Given the extensive media coverage and the increasing number of people wearing face masks in public, it is not surprising that some children are already aware of the virus.

Providing opportunities to answer their questions in an honest and age-appropriate way can help reduce any anxiety they may be experiencing. You can do this by:

- speaking to them about coronavirus in a calm manner
- asking them what they already know about the virus so you can clarify any misunderstandings they may have
- letting them know that it is normal to experience some anxiety when new and stressful situations arise
- giving them a sense of control by explaining what they can do to stay safe (e.g., wash their hands regularly, stay away from people who are coughing or sneezing)
- not overwhelming them with unnecessary information (e.g., death rates) as this can increase their anxiety
- reassure them that coronavirus is less common and severe in children compared to adults
- allowing regular contact (e.g., by phone) with people they may worry about, such as grandparents, to reassure them that they are okay.

Talk about how they are feeling

Explain to your child that it is normal to feel worried about getting sick. Listen to your child's concerns and reassure them that you are there to help them with whatever may arise in the future.

It is important to model calmness when discussing the coronavirus with children and not alarm them with any concerns you may have about it. Children will look to you for cues on how to manage their own worries so it is important to stay calm and manage your own anxieties before bringing up the subject with them and answering their questions.

Limit media exposure

It is important to monitor children's exposure to media reports about the coronavirus as frequent exposure can increase their level of fear and anxiety. Try to be with your child when they are watching, listening or reading the news so you are able to address any questions or concerns they may have.

Seek additional support when needed

If you feel that the stress or anxiety you or your child experience as a result of the coronavirus is impacting on everyday life, a psychologist may be able to help.

Psychologists are highly trained and qualified professionals, skilled in providing effective interventions for a range of mental health concerns, including stress. A psychologist can help you manage your stress and anxiety using techniques based on the best available research.

If you are referred to a psychologist by your GP, you might be eligible for a Medicare rebate. You may also be eligible to receive psychology services via telehealth so that you do not need to travel to see a psychologist. Ask your psychologist or GP for details.

There are number of ways to access a psychologist. You can:

- use the Australia-wide Find a Psychologist™ service. Go to findapsychologist.com.au or call 1800 333 497
- ask your GP or another health professional to refer you.

More information

Australian Government Department of Health

The Department of Health has developed a collection of resources for the general public, health professionals and industry about coronavirus (COVID-19), including translated resources.

<https://bit.ly/380OwHe>

Centers for Disease Control and Prevention

The Centers for Disease Control and Prevention provides reliable information about the coronavirus such as its symptoms, steps you can take to protect yourself, and what to do if you are affected.

<https://bit.ly/39MEml8>

World Health Organization

The World Health Organization provides information and guidance regarding the current outbreak of coronavirus disease.

<https://bit.ly/3cQUwCw>

The Australian Psychological Society Limited
 PO Box 38, Flinders Lane, VIC, 8009
 Telephone: (03) 8662 3300 or 1800 333 497
 Fax: (03) 9663 6177
 Email: membership@psychology.org.au
 Web: psychology.org.au

Find us on social media   

ABN 23 000 543 788 © 2020