14 December 2016

From the Principal

An excellent year draws to a close. It was thrilling to see the year 12’s walk across the stage on Presentation Night to receive their graduation folders. It was wonderful to catch up with all of the families and friends and to see the students on their way for the next stage of their lives. The rest of the school is winding down slowly with many end-of-year activities.

The staff and I still struggle to get a few of the students into full uniform. Some students have continued to turn up to school with leggings on without a skirt; this is not modest enough. To prevent this happening in the future leggings and active wear will no longer be permitted. The updated Uniform Policy which will be posted on our webpage by the start of school next year. I would really appreciate your support on this matter as it is important that the community see the best of our students, as they are their future employers.

In March next year there will be a state election. I have been talking with all candidates and have drawn to their attention the needs of the college. If you wish to add your voice, a brief out-line of the requests that I have made are as follows: A new canteen, a new Community Sports Centre and the conversion of the current Gymnasium into a Theatre. If we are able to achieve these buildings and upgrades it would mean that all of the facilities in the college have been built or renovated since 2007.

We bid a fond farewell to two retiring staff members: Mrs Ros Ford, Associate Principal and Mrs Kate Dixon, the Head of Science. Mrs Ford leaves the college after 30 years of dedicated service to the youth of Wanneroo; no stone was ever left unturned to assist students to gain graduation. Mrs Dixon has been an innovative leader who has taken the Science Department to be, arguably, the lead learning area in the college. On behalf of the community I wish them well in their retirement.

With the impending retirement of Mrs Eve Webb and Mrs Angie Jack from the P & C, (a combined service of at least 30 years), I am looking forward to new members joining to represent each year group. Don’t be surprised if you get a phone call from me asking you to come along. Meetings are held on the second Monday of each month at 5pm in the conference room. The primary function of the P & C is to oversee the management of the canteen, the design of the school uniform and to give general advice to me, the Principal.

I sincerely thank all the students, parents and staff for their wonderful contribution to the Wanneroo Community and wish you all a happy holiday and a merry Christmas.

Pauline White
Principal

Coming Events

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>14/12/16</td>
<td>Year 7,8,9 &amp;10 reports distributed</td>
</tr>
<tr>
<td>15/12/16</td>
<td>Last day for students</td>
</tr>
<tr>
<td>TERM 1 2017</td>
<td>Students attend Wednesday 1st February to</td>
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<tr>
<td></td>
<td>Friday 7th April</td>
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OUR UNIFORM SHOP FORMAT HAS CHANGED.

The uniform shop hours and format have changed. Wanneroo Secondary College uniforms are now proudly supplied by Tudor Uniforms in Wangara.
To purchase uniforms parents are welcome to:

1. Use the online order form link below. Online orders can be collected from the Uniform Shop or be directly shipped to a nominated address.
2. Go directly to the Tudor Uniforms store at Unit 3, 20 Prindiville Drive, Wangara, Monday – Friday 8:00am-4:30pm or
3. Visit the On Campus Uniform Shop open Wednesday’s 8:00am-10:00am during school term
4. 2017 School Uniform shop holiday opening times on campus:

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Time</th>
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<tbody>
<tr>
<td>25/1/17</td>
<td>Wednesday</td>
<td>1pm – 4.30pm</td>
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<tr>
<td>31/1/17</td>
<td>Tuesday</td>
<td>8am – 4.30pm</td>
</tr>
<tr>
<td>1/2/17</td>
<td>Wednesday</td>
<td>8am – as required</td>
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Please find below the trading hours for Tudor over the important Christmas / New Year and back to school period. These trading hours are for the Tudor shop in Wangara. The Wanneroo Secondary College Uniform shop hours are shown above.

Monday 5th December – Thursday 22nd December 2016; Monday – Friday 8am – 4.30pm
Friday 23rd December – Sunday 1st January 2017; Closed

Trading Hours for Tudor Uniforms for January 2017;

Monday  2nd January  Closed
Tuesday  3rd January  8am-4.30pm
Wednesday 4th January  8am-4.30pm
Thursday 5th January  8am-4.30pm
Friday  6th January  8am-4.30pm
Saturday 7th January  Closed
Sunday  8th January  Closed
Monday  9th January  8am-4.30pm
Tuesday 10th January  8am-4.30pm
Wednesday 11th January  8am-4.30pm
Thursday 12th January  8am-4.30pm
Friday  13th January  8am-4.30pm
Saturday 14th January  Closed
Sunday  15th January  Closed
Monday  16th January  8am-4.30pm
Tuesday 17th January  8am-4.30pm
Wednesday 18th January  8am-4.30pm
Thursday 19th January  8am-4.30pm
Friday  20th January  8am-4.30pm
Saturday 21st January  9am-1pm
Sunday  22nd January  Closed
Monday  23rd January  8am-4.30pm
Tuesday 24th January  8am-4.30pm
Wednesday 25th January  8am-4.30pm
Thursday 26th January  8am-4.30pm
Friday  27th January  8am-4.30pm
Saturday  28th January  9am-1pm
Sunday  29th January  Closed
Monday  30th January  8am-4.30pm
Tuesday 31st January  8am-4.30pm
Wednesday 1st February  8am-4.30pm
Thursday  2nd February  8am-4.30pm
Friday  3rd February  8am-4.30pm
Saturday  4th February  Closed
Sunday  5th February  Closed

Online ordering steps:

1. Go to Tudor’s web site:
2. In the top right hand corner of the home page, click REGISTER.
3. Create your own username and password and select Wanneroo Secondary College from the drop down box.
4. Log in and you can commence shopping.
5. Checkout, select shipping method & finish transaction.


STUDENTS WEARING NON COLLEGE UNIFORM ITEMS WILL BE ASKED TO REMOVE WHERE PRACTICAL DURING SCHOOL HOURS

Please be aware that one of the concerns of a school is to be able to easily recognise students. This is a safety issue and one of the purposes of a uniform. It helps us as staff to be able to easily determine if our students are off grounds, or more importantly, if trespassers are on grounds. We ask for your help in getting students in correct uniform to assist us in keeping our children safe and promoting pride in being part of our Wanneroo Secondary College community.

2017 Books & Stationery

You should have received a package in the mail with information regarding the courses your child will be studying in 2017. The Charges and Voluntary Contributions list shows the subjects and associated costs. Charges are due for payment immediately, and all accounts should be paid before 31st March 2017.

Books and stationery may be ordered through Campion Education via the website shown on the booklist. The Wanneroo Secondary College canteen also stocks stationery supplies which may be purchased during the school term. For your convenience the canteen will also be open to supply stationery on Tuesday 31st January, 9:00am – 12:00am.

2017 P&C Meeting dates changed

P&C meetings will now take place every second Monday of the month during school terms, at 5pm in our staffroom (formerly every third Monday).
Our first meeting for 2017 will be Monday 13th February, with the AGM at the following meeting on March 13th.

If you are interested in being more involved with your child’s educational environment, please pop along to a P&C meeting. President Scott Williams and the committee are friendly and welcoming and always encourage school community involvement, feedback and opinions. High school P&C is very different to primary school. Come along and check it out.

WSC 2017 School Term Dates

<table>
<thead>
<tr>
<th></th>
<th>Students</th>
<th>Teachers</th>
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</thead>
<tbody>
<tr>
<td><strong>Semester 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Term 1</strong></td>
<td>Wednesday 1 February - Friday 7 April</td>
<td>Monday 30 January – Friday 7 April</td>
</tr>
<tr>
<td><strong>Break</strong></td>
<td>Saturday 8 April – Wednesday 26 April</td>
<td>Saturday 8 April – Monday 24 April</td>
</tr>
<tr>
<td><strong>Monday 24 April</strong></td>
<td>24 April: Student Free Day, School Development Day</td>
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<tr>
<td><strong>Tuesday 25 April</strong></td>
<td>25 April: Anzac Day Public Holiday</td>
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</tr>
<tr>
<td><strong>Term 2</strong></td>
<td>Wednesday 26th April - Friday 30 June</td>
<td>Monday 24 April - Friday 30 June</td>
</tr>
<tr>
<td><strong>Break</strong></td>
<td>Saturday 1 July - Sunday 16 July</td>
<td>Saturday 1 July - Sunday 16 July</td>
</tr>
<tr>
<td><strong>Semester 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Monday 17 July</strong></td>
<td>17 July: Student Free Day, School Development Day</td>
<td></td>
</tr>
<tr>
<td><strong>Tuesday 18 July</strong></td>
<td>18 July: Student Free Day, School Development Day</td>
<td></td>
</tr>
<tr>
<td><strong>Term 3</strong></td>
<td>Wednesday 19 July - Friday 22 September</td>
<td>Monday 17 July - Friday 22 September</td>
</tr>
<tr>
<td><strong>Break</strong></td>
<td>Saturday 23 September - Sunday 8 October</td>
<td>Saturday 23 September - Sunday 8 October</td>
</tr>
<tr>
<td><strong>Term 4</strong></td>
<td>Monday 9 October - Thursday 14 December</td>
<td>Monday 9 October – Friday 15 December</td>
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Please Note:
- Easter occurs during the Term 1 and 2 break.
- Students start the school year on Wednesday 1 February and end the school year on Thursday 14 December.
- There are six school development days decided by the school. Students do not attend on School Development Days.
  - Two of these days are before the school year starts for students (ie Monday 30 and Tuesday 31 January) and one day is after the school year ends for students (ie Friday 15 December).
  - Three days as shown in the table above (ie Monday 24 April, Monday 17 July and Tuesday 18 July).

Parents are asked not to book holidays during the school terms as long absences from class can have a significant impact on students’ progress, particularly when they are in years 11 & 12.

Congratulations Jesse

Congratulations to Year 12 student Jesse who has been awarded a scholarship to cover fees for a Certificate IV and Diploma level courses in Information Technology, programming or software development based at Curtin University and TAFE. He is a well deserving recipient of the scholarship, and we wish him every success in his studies.

Jesse has excelled in robotics at school in the past few years, having participated in competitions at an international level successfully participating in the Curtin University Robotics Challenge for several years.

Well done and congratulations Jesse.


Learning Centre Morning Tea Market Garden

Over the last couple of months our Learning Centre students have been busy preparing for their Market Day stalls, making various items for sale to staff, parents and visitors. It was a lovely morning tea and the students did a great job hosting the Market. The money they raised will go towards paying for their end of year excursion to Splash City and to start the Enterprise program in 2017.
Congratulations Mr Lucic-Jozak

Mr Lucic-Jozak was the recipient of the Gandel Holocaust Studies Program for Australian Educators Graduates Scholarship. The Gandel Holocaust Studies Program for Australian Educators is a long-term professional development program aimed at developing and growing an active and organised network of Australian educators committed to teaching about the Holocaust and its universal implications.

The program utilises Yad Vashem’s unique interdisciplinary, age-appropriate approach, incorporating several elements into the program over a period of a year. One of the most important and tangible elements of the program relates to the design and implementation of a Holocaust education project by each teacher in their schools.

Mr Lucic-Jozak’s project focused on Polish Jewry and their lives before the Second World War. Gandel Holocaust Studies Program for Australian Educators Graduates Reunion and presentations held at JHC, Sunday 13th November highlight the value of this program, so generously supported by Gandel Philanthropy.

AFL wraps up 2016

As a part of our AFL windup for 2016, we held our annual All Stars Game on 16th November from 3.30-4.45ish. After the game we recuperated with a sausage sizzle and held the presentation in our Health Rooms to reward our outstanding contributors from the AFL Specialist Program.

Players for the annual game were by invitation only and consisted of superstars D.Brewer, M.Dunk, G.Mills, D.Brown, D.Verazzi, G.Noack, B. Dingle, R.Peet, M.Denholm, J.Duyvestyn, L.Tedesco, B.Pengelly, J Shreeve, G Eisenhuth, Jack Neale, J Hayes, Tyson Tooze, E.Mullian & Dana, Trent, Jake and Jarrod Mullumby, amongst others.

The teams look very even!

The West Perth Youth Girls team also participated in the day and we thank them for their input.

Thanks to everyone who came for the 2016 final AFL match. The game was a lot of fun and Team Minchin came away with a narrow win over Team Moscarda.

Best players were awarded to Naz Mohumed and Rikkiesha Carling. Presentations were awarded to the top performing students in each year group following the match.

Congratulations to the following AFL Specialist Footballers.

Year 7 – Jayden Crane
Year 8 – Javier Pelkonen
Year 9 – Tommy Taylor-Shreeve and Brock Lewis
Year 10 – Raleigh Pelkonen
Junior Girls – Dana Mullumby
Senior Girls – Cerys Zurek
Senior Boys – Nick Pezzotta
Volunteers of the year - Zane McKnight and Jacob Cruickshank
Football of the Year - Slade Hawkins.

Modern History: Perth Synagogue

Year 10 and 11 Modern History students attended an excursion to the Perth Synagogue in Menora on Wednesday the 9th November 2016. The evening excursion took place at night and was commemorating the 70th anniversary of Kristallnacht. The evening was organised by Council of Christians and Jews of Western Australia who host a number of inter-faith events of interest to both Christians and Jews each year.

The excursion was a perfect opportunity for students to witness the continuing impact of the Holocaust and how the Jewish people continue to remember their loss of family and community. For students who felt that 70 years ago was only relevant in history books, this occasion made clear how significant history is in shaping people’s identity and experiences today. Every student demonstrated a high level of cultural awareness, conducting themselves in a mature and respectful way throughout the evening. Mr Lucic-Jozak

Year 10 Students at Parliament House
Pictured here are our Year 10 students who were worthy recipients of an invitation to Parliament House for a formal lunch with Paul Miles MLA, State Member for Wanneroo.

Mikayla, Kieran, Colleen, Harrison, Jennet and Tegan were accompanied to the lunch by their Head of Year, Miss Bentley, and the School Chaplain, Mr Denholm, who said they were “model students.”

The students and staff enjoyed a three course meal as well as a hot chocolate to finish. (Someone even got extra ice cream) After the lunch, our students were fortunate to spend 20 minutes observing key parliamentary figures in action by witnessing their question time. One of the students said afterwards that "this was the best day of my high school life so far!"

We would like to extend our gratitude to Paul Miles for inviting us; we hope you enjoyed our company as much as we enjoyed yours.

Thank you for your ongoing support of Wanneroo Secondary College, Paul; it is greatly appreciated.

Ms Bentley

Cheerleaders Compete

Wanneroo Secondary College cheerleaders competed in the biggest competition of the year in the Cheer Unlimited Australia (CUA) Championship Series ‘Stars and Stripes’ at HBF Stadium. They competed in 5 different categories, placing for every routine.

1st Place - Senior Secondary Jazz
1st Place - Senior Secondary Lyrical
3rd Place - Senior Secondary Hiphop
1st Place and 3rd Place in Level 2 Group Stunts.

The biggest category for the weekend is Level 1 Senior Secondary Cheer Routine in which we came 2nd with NO deductions. This is an incredible achievement from our very talented cheerleading athletes and the supportive parent group. Well done to everyone.

Miss McIlroy

Harmony Day Performance goes to the Wanneroo Show

Twenty three proud Harmony Day performers had the opportunity to bring their acts out to the wider community at the Wanneroo Show on the 26th of November. The students gathered Saturday morning to dance, sing, pray, and share their cultural stories. Their performances celebrated the schools inclusiveness and encouraged people to be proud of their family’s roots as well as their wonderfully diverse community. It was also an opportunity for many of the students and teachers to give back to the school that has given so much over the years. After putting on a colourful and passionate show, our school has been invited back next year to perform in the afternoon alongside other cultural acts, strengthening conversations surrounding culture, identity and our nation’s history. Thank you to Ms Wondolowski and Morgan Dunk for their great efforts to help and assist in organising of the program. A kia orana, salamat, ngiyabonga and thank you to all performers!

Look forward to next year!
Mr D Brown

Academic Extension Camp – Wellington Mill

On the morning of November 30th, 23 students from the Year 7 and 8 academic extension program went to Wellington Mill Forest Cottages for a two night camp. Accompanied by Mr Brown (HASS), Mr Nel (Science) and Ms Print, we visited the Huntly Alcoa mine site, went on guided bushwalks, learnt about wildlife conservation practices, water management, Aboriginal environmental practices, bushfires, and the impact that all these things have on our national and state parks.

We also had a lot a fun singing and doing night time performances.

Thank you for all who were involved.

Hailee Phillips-Harm, Year 7 Student
Year 10 River Cruise

Our year 10 students attended their rewards excursion in the City! This event included a 3 hour cruise up the river on board the ‘Crystal Swan’, a floating glass cube! Miss Bentley, Head of Year 10 said that she was “over the moon that so many students qualified to go because of good attendance and behaviour throughout the year”. All students behaved immaculately, ate way too much pizza, drank tons of fizzy drink and harassed the DJ with song requests all night…..even though Miss Bentley’s choice of Whitney was clearly the most popular! Everybody looked fabulous!

Science For Our Future

Professional Learning for Teachers, FUTURE SCIENCE, was held on Friday 2nd December 2016 at the Curtin University. Our very own Dr. Kaur represented Wanneroo Secondary College, presenting her engaging experiments on the importance of demonstrations in Chemistry. She was very proud to represent WSC alongside many keynote Scientists. Some of the current topics in Chemistry that were covered include Spectroscopy, Redox and Nano technology. Following are some snapshots of the event.

Induction Welcomes SPA 2017

We welcomed our incoming Specialist Performing Arts student for 2017 with a collage of performances from current SPA students including a scene from the recent ‘Beauty and The Beast’ production. We look forward to seeing the talent grow and evolve over the next few years.

Beauty and the Beast

Another entertaining performance by our Specialist Performing Arts students, this time Year 7’s ‘Beauty and the Beast’. They are developing their skills really well and are definitely a talented group. We look forward to the next production.

Well Done Isaac

Our school participates in the AIME program (Australian Indigenous Mentoring Experience), which is an educational program that is proven to support Indigenous students through high school and into university, employment or further education at the same rate as all Australian students. This semester I was given the opportunity to travel to Mt Lawley Campus, ECU with a group of our students and those from other schools to participate in a day of sharing stories and confidence building. The speech below was written and delivered by Isaac in Year 10 to a room of his peers and teachers. Isaac has since gone on to win an Ambassador Award for AIME. He was elected by organisers as a positive role model for the program.

Ms Kennedy

My name is Isaac May and I’m descended from the Noongar, Yamatji and Kija people, although I have many other cultures in me. To me, growing up, I was and have always been proud of...
my Indigenous heritage even though I was shy and never hung out with big crowds.

I spent most of my life living in a town called Broome and I miss Broome every single day. While living in Broome I learnt that it doesn’t matter who you are or where you’re from because we are all one. Although I’m not from Broome I know that in my heart Broome will always be home.

I would like to be able to teach people about the history of Indigenous culture because it will change the way people think of us because we have been a part of this great land for 60,000 years. I’ve learnt many languages and cultures including the Yawuru and Yolngu cultures through my step family.

When I grow up and finish school I want to move back to Broome and work as a ranger and teach people about the land and how we can all protect it. I believe that everyone has a dream and that you should always reach for the stars and never give up.

In the future I hope that all Australians, no matter what colour, will come together and finally be one. To me Sorry Day is not only an emotional time for my people but it was also the first step of Australia reconciling its differences. Sorry Day is when Kevin Rudd, the former Prime Minister, apologised for the stolen generations. In Broome this special day was always celebrated by coming together as one family but when I came to Perth I was shocked to see that not many schools celebrated this day as well as Naidoc Week. In my mind I felt as if no one cared about these special days because we are and will always be the first people of Australia.

I’m standing here in hopes that we can all change this together because we, as a nation, are all one tribe and realise that we all have more in common than we think. I thank you for reading this and hopefully we can work together and make sure that younger generations can have something to be proud of.

(National Sorry Day is observed on Friday May 26th, 2017)

The Language we use...

The Language we use supports and continues our
Beliefs,
Beliefs become our Experiences,
Experiences influence our Outcomes,
Outcomes reinforce our Language and the cycle continues.

Therefore it is important that wherever possible we use positive language.

This is especially important in our ‘self-talk’ –that very personal language you use to yourself. If it isn’t positive then it doesn’t serve you. If you say “I don’t have the ability” you will get just that. Change this statement to “I anticipate I will find the way to have the ability?” The words we use are powerful. Consider powerful, positive alternatives to these disempowering, habitual words.

CAN’T– Unless it is physically impossible then you CAN.
We sometimes use it to let ourselves ‘off the hook’.
WON’T– Is a powerful statement of your WILL...your personal power.

TRY –This is hard work! Simply commit to doing it. Or determine that you won’t.
DO IT – As the Nike position statement says–Just Do It – because action leads to results.
It’s the little details.
TRY HARDER – Has all sorts of negative connotations.
DO YOUR BEST – Is a positive statement of empowerment.
SHOULD–disempowering statement we use to forgive ourselves for NOT doing something.
WILL – a commitment of your willingness.
BUT – This is rebuttal of everything you, or the person you are speaking to, has just said.
HOWEVER – This is similar to but. “He’s a really nice guy, however…”
AND– Builds up what was said before and is a positive alternative to BUT and HOWEVER.

NO WORRIES, NO PROBLEM -We use them to let people know that we have the situation under control. However, it is important to consider that the mind often does not recognize the word ‘NO’ or the negative. For example if I say “Don’t think of a Pink Elephant”, what was the first thing that came into your mind? ...A Pink Elephant.

So it is with No Worries or No Problems...subconsciously the mind hears Worries or Problems.

Replace these statements with: I can do that, too easy, that’s a cinch, my pleasure, I’m pleased you asked, I’ll make it happen, consider it done, certainly can, absolutely.

DON’T FORGET – you are asking the recipient to forget.
REMEMBER – how positive is this as an alternative?

In response to people asking how they are, many people habitually respond, “Not bad” or even worse, “Could be better” Try replacing these habitual responses with something more upbeat; for example, “Awesome” or “Fantastic” and watch their reaction. Ask a friend to help you identify and break your habitual responses and correct your negative language patterns. You will find that soon you have abandoned your negative language patterns.

If you aren’t happy with the tone in your environment, take responsibility for changing your own behaviour and praising the behaviour you wish to see more of. Give positive meaningful feedback. Rather than just say something was “good” or “bad” talk about what it was you liked or how improvement can be made, so the person knows what’s needed to improve.

To see more of Steve Francis MScM, BEd, DipT click on the link below
http://www.stevefrancis.net.au/

Steve is an expert in school leadership and work-life satisfaction. Steve was a Principal for 20 years and is the author of four books, ‘Time Management For Teachers’, ‘A Gr8 Life...Live it Now!’, ‘First Semester Can Make or Break You!’ and ‘Attitude is Everything’. Steve lives in Brisbane with his wife and family but works with school
leaders and staff in schools across Australia and internationally.

HappySchoolStaff
info@happyschool.com

Immunisation Information

Parents have the right not to have their children immunised. However, during outbreaks of vaccine preventable diseases such as measles, the Department of Health may direct that unvaccinated children not attend school for a period of time. In the case of measles, this is usually until 14 days after the onset of the rash in the last case.

Thus an unvaccinated child could be off school for quite a long time. Please do everything you can to protect your child, babies who are too young to be vaccinated and the elderly. I recently had all my booster shots which was a good thing as I caught whooping cough while on leave in Term 3 and due to the vaccination only had a mild case. Thankyou Pauline White Principal

Insurance Cover

Reminder: The Department of Education, in most circumstances, does not cover students for medical, dental or hospital costs for injuries that occur at school. If you want additional cover to that that is available through Medicare or your private health insurance I recommend that you seek advice from a reputable provider. Thankyou Pauline White Principal

VACSWIM


Why Building Young Boys' Mental Resilience Is So Important as a Parent (And How To Do It)

‘There’s a struggle around feeling trapped by the perception of the Alpha-Male.’

Amy Packham Life Writer (Parents) at The Huffington Post UK

For hundreds of years, young boys have been brought up with the belief that to be a “real” man, you have to be tough. The notion of having physical resilience as a way to get by in life seems to have overshadowed the equally important need for mental resilience.

Artist Grayson Perry summed this up perfectly in his latest book on masculinity, ‘The Descent of Man’. In it, he describes a time when he rode past a young boy who was struggling to cycle up a steep track in a forest.

The boy sobbed and called for his dad. He refused Perry’s help. Perry looked over to the boy’s dad, who was stood arms crossed in the distance, and said he “looked angry, with a face that said: ‘Toughen up, don’t whine, be a man!’”

And that’s where the problem begins.

“Childhood and teenage years are when mental health is developed and patterns are set for the future,” explains Jo Hardy, parents services manager at YoungMinds.

“A child with good mental health is much more likely to have good mental health as an adult, and to be able to fulfil their potential.”

And the statistics match. According to YoungMinds, half of all lifetime mental health problems begin before the age of 14, and 50% adults with mental illness were diagnosed as teenagers but 75% of them received no help.

Over the past year, the charity has noted an increase in boys self-harming, an increase in boys with eating disorders and have received calls from parents with older sons who have been violent towards them.

“Building emotional resilience is key,” adds Jo Hardy. “It’s vital to act early.”

The issues facing young boys

Society should not underestimate the huge amount of pressure young boys face today, Hardy explains, some of which are often assumed to only affect girls.

“Family breakdown, stress at school, body image issues, early sexualisation, 24/7 online networking, bullying on and offline and uncertainty about the future after school are all piling on the stress for boys,” she says.

“The concept of ‘staying strong’, ‘not crying’ and ‘getting on with it’ are often associated with being male,” she says.

“This means that from a young age boys may not feel comfortable with showing any signs of not coping, for fear it may be a sign of weakness.”

The charity has found this pressure results in boys acting out, being disruptive or, in some cases, withdrawing as a way of managing their struggles.

“We need to remain particularly aware of those children who become quieter, as they are often the ones that are missed,” Piensaar adds.

Simon Howarth, suicide prevention advisor at PAPYRUS charity, an organisation that focuses on the prevention of young suicide, says boys call up their helpline for a similar range of issues.

These include exam pressure and expectations put upon them by teachers and parents, feelings of isolation from experiencing bullying, friendship and relationship difficulties, sexuality and gender issues as well as anxiety, depression and self-harming behaviour.
However, Howarth agrees with Pienaar that one issue sticks out.

“For many boys and young men, there is a struggle around feeling trapped by the perception of the ‘Alpha-Male’, the male as the stronger gender,” Howarth explains.

“Sadly, there is still a stigma around men talking about how they feel, about their hopes and fears and this is something experienced by men of all ages.”

Howarth notes a worrying trend that only 30% of their callers identify as male, and he believes many boys may be suffering in silence.

“Despite it now being the 21st century, the stigma associated with the ‘boys don’t cry’ attitude is still perpetuated,” he adds.

“A stigma that is contributing to the significant number of deaths by suicide of men of all ages.

“Young men need to be shown and need to be reassured that asking for help is never a weakness.”

Why addressing these issues is so important

Understanding the root cause of the issues boys face will better equip them for their own futures. More importantly, it will build their mental strength and identify areas where they may be struggling.

But mental resilience takes practice, Howarth explains, and cannot be acquired in a short period of time.

“The younger this is developed the better,” he says. “Like anything that needs practise, the sooner the learning starts the more developed it can become.”

Pienaar agrees.

“It is incredibly important that from a young age we support boys to feel comfortable with expressing themselves and developing their mental resilience,” she says.

“While boys and girls may be different and can communicate in different ways, it is vital that we encourage boys to seek support when they need it in a way that is most comfortable for them.”

**What can you do as parents to build your son’s mental strength?**

Helping your son speak openly about their feelings is just one way parents can help build their mental resilience.

There’s a lot more than can be done.

1) Be a role model

“One of the most important ways parents can help is role modelling,” Pienaar suggests. “This can help to reduce the stigma so often associated with expressing feelings.

“If boys can see from an early age that it’s not a sign of weakness to seek help when it’s needed, they are more likely to feel comfortable doing the same.

“Sharing not only how you have felt, but what you did to cope with stressful situations in your life can be a really great way of helping your children to develop their own positive coping strategies.”

2) Encourage kindness

Although it’s important to allow boys to make mistakes and learn from them, Howarth says parents should also encourage their sons to be kinder to themselves in such scenarios.

“Young people experience frequent expectation put upon them by other people – acknowledging what they have done well is essential, however small that might seem,” he says.

“Encourage them to see their strengths, acknowledge their achievements, find the good in themselves and recognise the qualities that make them unique.

“Resilience comes from taking risks and learning from what went well – and not so well, from learning through experience, not from being told.”

3) Keep an open conversation

Parents should be supportive and encouraging when talking to their sons about how they feel. Sometimes it’s as easy as just making sure they know you’re there.

“Be honest about your feelings, too,” adds Hardy.

“And just talk to your child. Even very young children can understand about feelings and behaviour if you give them a chance to talk about it.”

4) Help them find their ways to relax

From a young age, parents can help their sons find their own way to relax - whether that be in front of the TV or outside running around.

“Help them find ways to relax, positive ways of coping that work for them, at the same time as supporting them in being assertive, in finding ways to express themselves clearly,” says Howarth.

“ Asking for help can be much harder for young men, but this is made much easier when they are used to being assertive, used to speaking out about what they feel and what they need.”

5) Support their physical health

Eating well, sleeping well and being active can be a positive first step as they are known to reduce stress, adds Howarth.

**HuffPost UK is running a month-long focus around men to highlight the pressures they face around identity and to raise awareness of the epidemic of suicide. To address some of the issues at hand, Building Modern Men presents a snapshot of life for men, the difficulty in expressing emotion, the challenges of speaking out, as well as kick starting conversations around male body image, LGBT identity, male friendship and mental health.

To blog for Building Modern Men, email ukblogteam@huffingtonpost.com. If you would like to read our features focused around men, click here.**
Who are we?
Youth Focus is an independent West Australian not-for-profit working to stop youth suicide. Youth Focus works with young people aged 12-25 to help them overcome issues associated with depression, anxiety, self-harm and suicidal thoughts through the provision of free, unlimited and professional face-to-face individual and family counselling and other mental health services.

The demand for our services is ever-increasing and with only a small percentage of our operating funding sourced from the Government, we rely heavily on the goodwill and support of the corporate and community sectors.

What do we do?
Each year, about 2,500 young people aged 12-25 will visit one of our eight offices or 40 school locations statewide to get help. The average length of counselling engagement is about six months. We estimate that in 2015, about 15,000 people took part in our preventative and educational programs.

In the 2015-16 period, our expert staff provided more than 1,000 counselling sessions to families. We believe that the family has a fundamental role in the health and social engagement of young people and that the inclusion of the family from the very beginning of counselling leads to a more rapid and more sustainable improvement in the young person and better long-term outcomes than individual therapy. Aside from youth and family counselling our other core services and offerings include workplace training, youth mental health training, peer support programs and mentoring programs.

Why is Youth Focus different?
- Our services are totally free
- Our services are delivered by highly qualified and experienced mental health practitioners who are all certified to national standards
- Our services are unlimited – you can come as often as you need to, for as long as you need support
- No diagnosis is required: you can simply call us and make an appointment without having visited your GP

What does our perfect world look like?
One where young people are confident, empowered, feel a great sense of connection and belonging in their communities.

Donate here to help us continue our vital work.

Links

IN AN EMERGENCY
Dial 000 for an ambulance for immediate assistance in the event of an attempted suicide.

If a person is highly distressed and feeling unsafe or thinks they are a risk to themselves – go to a public emergency department where there are doctors, nurses and social workers 24 hours a day.

In Perth the emergency departments are located at:
- Princess Margaret Hospital (16 years or younger) – Roberts Rd, Subiaco – (08) 9340 8222
- Royal Perth Hospital – Wellington Street, Perth – (08) 9224 2244
- Sir Charles Gardiner Hospital – Hospital Avenue, Nedlands – (08) 9346 3333
- Fiona Stanley Hospital – 102-118 Murdoch Drive, Murdoch – (08) 6152 2222
- Joondalup Hospital – Shenton Avenue, Joondalup – (08) 9400 9400
- Armadale Health Service – 3056 Albany Highway, Armadale – (08) 9391 2175
- Rockingham/Kwinana District Hospital – Elanora Drive, Cooloongup – (08) 9592 0600
- Swan Districts Hospital – Eveline Street, Middle Swan – (08) 9347 5244
- If a person is highly distressed and feeling unsafe or thinks they are a risk to themselves but refuses to go to a public emergency department, you can call:
  - The Mental Health Emergency Response Line, free call on 1300 555 788 (metro) or 1800 676 822 (regional). This service consists of professionals who can come to a person’s home for emergency assessment. Calls during normal business hours will be referred to the local Mental Health Service.
  - Suicide Call Back Service: (link below) 1300 659 467. The Suicide Call Back Service is a 24-hour, nationwide service that provides telephone and online counselling to people 15 years and over who are suicidal, caring for someone who is suicidal, bereaved by suicide, and health professionals supporting people affected by suicide.

http://www.suicidecallbackservice.org.au/
- In country areas please contact Rurallink on 1800 552 002. Rurallink operates from 4.30 pm to 8.30 am Monday to Friday, and 24 hours on Saturdays, Sundays and public holidays. During business hours the emergency number is patched through to a local service.
**SUPPORT AND HELP**


headspace helps young people who are going through a tough time. If you are aged 12-25 you can get health advice, support and other information from more than 70 centres around Australia. headspace can help with general health, mental health and counselling, education, employment and alcohol and other drug services.


eheadspace is a confidential, free and secure space where young people 12 – 25 or their family can chat, email or speak on the phone with a qualified youth mental health professional.


The Black Dog Institute is dedicated to improving the lives of people affected by mood disorders through high quality translational research, clinical expertise and education programs.

http://www.reachout.com/

An anonymous way to get help and access to information and support services 24/7, explore issues, and discover how other people have got through tough times.


A national 24hour phone counselling service for children. Their site includes counselling statistics by sex and subject, and information sheets on topics such as suicide, bullying, domestic violence, homelessness, mental health and relationships etc.


What to do after a suicide – finding support – making sense of it all – putting the pieces together; and linking with supports and services on the net and in the community.


For a list of “Youth Friendly” Doctors in metro and country areas. Click on the “Dr Yes” logo on the right hand side of the Home Page and it will take you to this list. If that isn’t working go to the link below and go to the “Dr Yes” tab in the menu.


**SUICIDE PREVENTION**

The Youth Suicide Prevention Information Kit, developed in conjunction with the Departments of Health and Education and the Ministerial Council for Suicide Prevention, has been distributed widely in the community and continues to be in high demand. The Kit is designed to assist professionals working with young people, for young people themselves and for the community at large. It is a positive step towards educating people about this complex social issue.

https://www.suicidepreventionaust.org/

**National umbrella body**

http://www.beyondblue.org.au/

beyondblue is a national, independent, not-for-profit organisation working to address issues associated with depression, anxiety and related substance misuse disorders in Australia.

**LEGAL ASSISTANCE**


Legal Aid WA can offer legal advice on a range of issues specific to Youth and may also be able to offer assistance with representation on criminal matters. Initial contact can be made by calling their information line on 1300 650 579.


A community legal centre providing services to young people under the age 25.

http://www.lawstuff.org.au/

The National Children’s and Youth Law Centre – select Western Australia for the right legal information.

**COMMUNITY INVOLVEMENT**


Supports the community to plan and develop suicide prevention activities and programs

This website seeks to increase access to and availability of suicide prevention information for professionals, researchers and community members. The most recent research, reports & sought after resources are listed & linked on the left hand side


The Youth Affairs Council of WA is the peak, non government youth organisation for Western Australia. It represents the WA non government youth sector. It acts as a lobbying group for the non-government youth sector, provides information and support to the non-government youth sector, believes in and actively promotes equity, equality, access and participation for young people in the Western Australian community.

**RESEARCH AND STATISTICAL INFORMATION**


WISE Research (Wellbeing In Schools Evaluation Research) has been designed for use in all Australian and New Zealand schools. It provides detailed information on the mental health status of all students in the school environment.
Researchers Confirm That Screens Are Seriously Messing With Your Kids' Sleep

Reports show that kids' burgeoning screen use is hurting their imaginations, their ability to interact with each other and their attention spans. It is also keeping them up at night.

According to a new meta-analysis from King’s College, London, the ubiquity of smartphones and tablets is reducing the amount of sleep kids get, the quality of that sleep and increasing daytime sleepiness. Even when devices are in kids’ room, but not in use, they hurt kids’ ability to get the sleep they need. The analysis looked at screen use among more than 125,000 kids.

Kids who use devices within 90 minutes of going to bed are twice as likely to have problems getting enough sleep, and face an estimated 40% increase in poorer sleep quality. Those who have devices, but do not use them within that 90-minute time period, are about 40% more likely to not get enough sleep (quantity) and 50% more likely not to sleep well (quality).

The findings from the second group—those who have smartphones or tablets but don’t use them before bed—are potentially more startling. Previous research has established a link between poor sleep and radiation or light from the devices. But these kids face something else.

“One possible theory might be increased continued mental stimulation preventing sleep,” said Ben Carter from King’s College. Social media never sleeps, so kids can’t either. “If the first thing you do in the morning and last thing you do at night is check your device, that’s linking to addiction behavior.”

According to the study, published in JAMA Pediatrics, 72% of all children and 89% of adolescents have at least one device in their sleep environment, with most used before bedtime. While it is unclear exactly how the devices upset sleep patterns, scientists have plenty of hypotheses:

- Kids fall asleep later or wake up more to use their smartphones, or devices
- Whatever content they are consuming stimulates them, making sleep harder
- The light from the screens affects circadian timing, physiological sleep and how awake the kids feel.

Sleep is critical to children’s wellbeing. Poor sleep is associated with a number of poor outcomes, from obesity to impaired mental function and psychiatric problems. There are even links to dementia. Parents of babies and toddlers frequently fret over how much sleep their children are getting or should get, and it is all but a US national pastime to bemoan the limited sleep teens are logging.

The study looked at research examining media use in kids aged six to 19 from 12 medical databases, between Jan. 1, 2011 and June 15, 2015. A total of 467 studies were identified, with 20 being selected from Europe, North America, Asia and Australasia. The researchers did not include laptops, televisions or desktop computers, or studies including electromagnetic radiation.

Inadequate sleep quality was defined as less than 10 hours a night for children and less than nine hours for adolescents; poor sleep quality was having trouble falling asleep or staying asleep, or feeling overly tired, and being overly tired during the day as a result of not enough sleep or poor quality sleep.

“With the ever-growing popularity of portable media devices and their use in schools as a replacement for textbooks, the problem of poor sleep amongst children is likely to get worse,” Carter said. The study recommends that kids be screened for sleep problems, and that educators, healthcare professionals and parents be aware of the impact on sleep.

The study is the first systematic review to try and quantify the association of media use and sleep. It does not show causality and it is not clear whether kids are waking up and using their phones, or waking up because they want to use their devices.

WRITTEN BY
Jenny Anderson

OBSESSION
The Art of Parenting

October 31, 2016

Wanneroo Secondary College subscribes to GENERATION NEXT for up to date articles, like this, on research, health and wellbeing relating to our children. They publish many helpful stories designed to assist us in finding strategies to overcome the obstacles of life. If you, or someone close to you is experiencing difficulties, click on the GenerationNext link and have a read of some of the helpful recent stories and blogs.

science disciplines and career opportunities, encourages further studies in the sciences, while at the same time giving them a ‘taste’ of university/tertiary life.

   Edith Cowan University, Joondalup 17 - 20 January 2017  
   cost $160 per student

   The University of Western Australia 17 - 19 January 2017  
   cost $120 per student

There is no selection process and students can enroll online via the link below or post/fax the registration form to our office in Monbulk.


Further information can be obtained by calling 03 9756 7534 or email admin@scienceexperience.com.au.