

EACS NEWSLETTER



UPCOMING EVENTS:

- 21 - 23 September**
Executive Principal in school
- 22 September**
Inter-house Athletics Carnival
- 24 September**
Last day of Term 3
- 11 October**
Staff PD day
- 12 October**
First day of Term 4 - Students return
- 15 October**
Esperance Show Day - no school
- 16 October**
Year 12 Boarders Dinner
- 18-20 October**
Executive Principal in school
- 18 October**
Year 12 Graduation Dinner

Student Achievement

Congratulations to Maggie Scott in Year 12, co-recipient of the Nick Norsworthy Under 17's Club Person Award. This award acknowledges the ongoing and substantial contribution of the recipients to junior hockey in Esperance. Maggie has spent countless hours serving the Esperance hockey community through umpiring, coaching and being a member of the 2021 junior hockey committee. Additionally, Maggie has represented EHA at carnivals in Narrogin and Bunbury, and this year she was also awarded Best on Ground in the Under 17's Grand Final. Nick's motto in life was "you get out what you put in", and we can see how much value Maggie got out of all she has invested in the hockey community.

We are so proud of Maggie, especially for the way she upholds and role models active service in the local community. We hope that Maggie's efforts might inspire other students to explore their roles as members of the local and global community.

Mrs Natalie Shipp





From the Executive Principal



COMMUNITY

In my browsing of the internet on the topic of Community, I came across the below article in which the benefits of community are highlighted. The full article may be found at:

<https://www.wellbeingpeople.com/2020/07/23/the-importance-of-an-engaging-community/>

The word community is, without question, central to human experience.

Being part of an engaging community gives us a sense of belonging. It enables us to share personal relatedness and support each other, as well as support perpetual growth of each other, ourselves and our environment.

Having a sense of community embraces spirit, character, image and pride and is a vital element of a healthy community. It is a feeling that people within the community matter to one another with a shared faith that their needs will be met through commitment and togetherness. Being a part of a community can make us feel as though we are a part of something greater than ourselves.

BENEFITS OF BEING PART OF AN ENGAGING COMMUNITY

There are so many positive aspects to being part of a group or community. Providing unique opportunities for people to learn from each other and give support and encouragement are an invaluable part of joining forces with our peers:

SUPPORT

Being part of a community enables us to give support to other members. Being supportive of others assists all members to feel good and better about themselves. With so much stress in the busy world we live in, there's never been a more important time to help others struggling with their mental and physical wellbeing.

INFLUENCE

With community participation comes empowerment. When people feel empowered, they feel a sense of control, enabling them to influence positive change. It is about making a difference to a group that matters to its members.

SHARING

Sharing stimulates innovation and growth. Ideas breed new ideas. Apart from having personal benefits of gaining knowledge and insight, sharing also contributes to the community's greater worth.

REINFORCEMENT

Reinforcement can be an effective learning tool to encourage desirable behaviours and provide motivation. A strong community will go beyond the immediate, basic needs and ensure that fulfillment is a positive experience. By doing so, it builds positive rewards and reinforcement for an enjoyable sense of togetherness.

CONNECTION

An open bond with new connections is what builds valuable relationships, and gives us a deeper sense of belonging. It helps us to reach our goals, and brings a sense of security.

PASSION

Having an outlet for passions gives people the opportunity to share in something that they're passionate about. This helps to spread confidence and encouragement to contribute in new ways, that they can share with others.

OUR STRENGTHS MAY BE SOMEONE ELSE'S WEAKNESSES

Being part of a shared space, whether physical or virtual, gives people the chance to be inspired, solve problems, support each other, share humour, vent their frustrations and share their achievements. People who stay within a community are the ones that agree passionately with its values and with these shared beliefs, trust and togetherness, there's no limit to what they can do for their community.

EACS is part of a supportive, caring community, not only within Esperance and its surrounds, however, EACS is also a part of a caring community of Schools that extends the width of Australia and includes School's in the Anglican Schools Commission. We are blessed to have the support of our communities in times of need, here in Esperance, and from others within the Anglican Schools Commission community.

I wish all staff, students and parents a safe and relaxing holiday. I trust your time together is a time of connection, sharing and support. I also hope that the upcoming school holiday period is a time where all members of our school community feel supported, connected and are revitalised in order to contribute effectively to our growing and supportive school community, throughout the remainder of the academic year.

Every Blessing

Mr Jason Bartell

Executive Principal

From the Associate Principal

Exams are a big part of life for our Secondary School students and particularly for our Year 12's as they prepare for their mock exams. What can parents do to help their children successfully negotiate these testing times at school.

How we talk about exams is important. Despite our best intentions, we often may actually encourage young people to be fearful of exams rather than see them as a challenge they can meet successfully. It can be helpful for your child to know that some stress is needed to enable them to perform at their best. If we can talk about those butterflies in the stomach and clammy hands as being normal and part of preparing for the challenge ahead it can put a very different perspective on those pre-exam nerves.

Good food, good sleep, time to study and time to rest are all so important in preparing for exams. It's tempting for a young person to think that 24/7 study at their desk is needed and expected during exam time. Taking time out to recharge and replenish energy, concentration and motivation can actually help them work far more efficiently and effectively.

Sometimes keeping a balanced perspective during exam periods can be challenging. During these times, here are some things Mum and Dad can do:

- help them recognise when they are 'catastrophising' (and we all do it), i.e. thinking a setback is the worst disaster that could possibly happen
- help them reality check and reframe the situation. Sometimes when we feel overwhelmed, we can distort the reality of the situation and focus only on the negatives
- encourage them to treat themselves kindly, "what would you say to a friend who was experiencing this?"

What about when things go wrong? Although we'd all rather things went well, sometimes preparing for exams doesn't always go smoothly. As distressing as this can be, it certainly provides a good opportunity to exercise problem solving muscles. When things go wrong and they're feeling overwhelmed, parents can help by:

- showing empathy for their difficulties without trying to fix the situation
- allow them to experience the difficult emotions that show up
- help them be clear about what the problem is (even if you have your own ideas)
- support their decisions, their actions and be part of their solution

Ultimately, we want our children to feel a sense of competence and self-efficacy in their lives, so helping them problem solve their way through a difficult situation successfully can be an important step towards this.

Perhaps the most important message that parents can give their children around exam time is that exams are only one component of their final results and that in the end, exam results will never define the person that they are and will become.

Good Luck to all of our Year 12 students in their upcoming Mock exams.

Mrs Lisa Marquis



Curriculum Focus: Languages

WA Languages Week @ EACS

Last month, along with most schools in WA, we celebrated WA Languages Week here at EACS with a few activities over the course of the week.

There was an *EACS Only* competition on Education Perfect which was open to all students and staff within the school. Participants accrued points for activities done across seven languages; Noongar, French, German, Indonesian, Japanese, Spanish and Italian, of course. Over the five days, 41,501 questions were answered! The top 20 students were treated to a Domino's pizza lunch courtesy of Education Perfect! Fourteen of those students earned bronze, silver and gold certificates too!

There was also a lunchtime game of *tombola* (bingo!) for those looking to put their Italian number skills to the test. Lots of prizes, all chocolate, drew them in! About 20 students participated and did not leave hungry! We were so involved in the game that I forgot to take some photos!

There was also an advisory competition during the week, where students completed activities in different languages with some help from Google. Entries were drawn out at assembly and winning advisories rewarded with yep, you guessed it, chocolate!

The advisory activities included Numbers in Noongar, where we learnt that after *maar* (5) they add the numbers from *keyen* (1) to *koodjal koodjal* (4) to *maar* to make the numbers from 6 to 10. There was also Family in Spanish, Animals in Indonesian and Colours in French. Did you know that the word for father, *padre*, is the same in Spanish and Italian and that dog is *anjing* and cat *kucing* in Indonesian? Google didn't get as much of a workout for *Les Couleurs* as many students' primary school French kicked in!

The purpose of Languages Week is to shine a light on language learning, to celebrate different languages and cultures and to have some fun! If you'd like to know why language learning is beneficial for our students, check out Edutopia's 90 second video *Why Students Should Learn a Second Language* at https://www.youtube.com/watch?v=c0MIOuOPjfU&ab_channel=Edutopia which ends with, "So if someone asks you "Why should I learn a new language?" the answer is easy...It will make you a better student of the world".

Arrivederci!
Mrs Nicole Harris



McVay House News

As the end of this academic year looms on the horizon for Year 12 students, there is a small group for whom closing their EACS texts will be particularly bittersweet.

For the EACS boarders, McVay house is their home away from home. It is the place where they spend their leisure time as well as their study time. They sleep, eat and play in this place. So as they prepare to go their independent ways, we asked them to reflect, briefly, on the last few years of their lives.

Kirsten McCrae (Salmon Gums), Olivia Magagnotti (Grass Patch) and Hannah Ietto (Grass Patch) have been resident students at EACS for six years. They came to the school as Year 7s and leave as Year 12s. All three of them said that overall, they had enjoyed their boarding experience, even though it meant they have spent long periods of time away from their homes and their families.

Kirsten said that she will take away fond memories of boarding.

In terms of life skills learned along the way, Kirsten said that she had learned to live with a lot of other people.

“The best thing about boarding has been when we all do things together,” she said.

Simple things like gathering in one common room to watch a series: the camaraderie of being part of a large family.

Hannah said she would hold dear recollections of past boarders, and that life as a boarder had encouraged her to do things she might not otherwise have done.

“I have made more friends, and have become more of an open person,” Hannah said.

She also enjoyed the time spent with fellow boarders.

“There was a time when there were so few of us that we were in one wing, and we all gathered in one room to watch a series, I think it was Trollhunters,” Hannah said.

Olivia said that the best thing about boarding was being with her friends. She said that she had enjoyed the experience overall.

“I have learned to be patient, and I am going to miss people,” she said.

Jaxon Daw (Ravensthorpe) has been a boarder for five years, arriving at McVay house in 2017.

He said that he had mostly enjoyed the experience, and that he had learned to be more tolerant of others.

He said that one of the best things about boarding had been the interactions with gap year students as supervisors. Prior to the introduction of Covid 19 travel restrictions, students from Britain and South Africa were often part of the boarding house family, working as duty supervisors.

“They were fun because they were around our age, and from different parts of the world,” Jaxon said.

Jaxon said that boarding had made him a more tolerant person.

Namrin Kunawat (Ravensthorpe) is a relatively new member of the boarding family, 2021 is her second year in McVay house.

She said that she has enjoyed being a boarder, and that she has made new friends while she has been here.

In terms of take-home skills acquired while a McVay House resident, Namrin said that as a night-owl, she has had to adapt to the bedtime regime.

“I usually go to bed very late: here I have learned to go to sleep early,” she said.

In terms of their plans for life after boarding, Kirsten is preparing to head further afield next year and pursue university studies, while Namrin plans to return to her homeland of Thailand and university studies. Hannah already has a secure job and will be working for a few years, and then “who knows”. Jaxon will be working for CBH during harvest and has yet to decide whether to engage in an apprenticeship after that or take a gap year. Olivia will be seeking employment.

For all of them, the world away from McVay House beckons. And after so long as boarders, they are certainly equipped with some essential life skills that can only be acquired after living with a large group of people who are not family for a long time. Tolerance, understanding, compassion and consideration for others. Along with good practical skills like bedmaking, washing dishes (by hand) and sharing Milo.

Mrs Dorothy Henderson

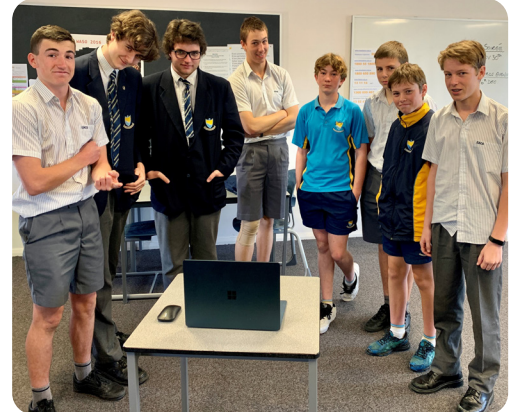


Chess Championship

This year's EACS Chess Championship was once again held online using the Tornelo Tournament Management software. The Championships were held over two weeks with 16 players contesting the Preliminary Final before the top eight then qualifying to contest the Major Final.

The structure of the Tournament utilised the 'Swiss' system where players were matched against each other based on previous results. In the final analysis all players are given a tournament ranking and an official Tornelo rating, which they can then use in other tournaments which they may wish to compete in in the future. The top six students have been selected to represent EACS at the 12th Annual EACS Chess Congress, which is scheduled to take place on Thursday 4th November, where approximately 50 students from the local primary and two high schools will converge on EACS for a day of inter-school chess playing competition. The results saw Ashton Burnside emerge on top from Winston Towell second and Ashton Davies third. Congratulations to all finalists for the spirit and way they conducted themselves throughout the tournament.

Mr Iain Clark



Primary Schools Tennis Red Ball Gala Day

Last Friday 17 teams across the five local catchment primary schools contested this annual fixture run by Tennis West. All in all, 136 children participated in a modified equipment round robin style tournament held at the new Indoor Sports Stadium.

No event of this scale could ever operate efficiently without the assistance of volunteers and EACS has been a great supporter of this event over the years with students willingly offering up their time as part of their community service obligations.

Year 7 students assisted on the day fulfilling important duties such as; set up and pack away,



scoring, ball retrieving and team supervision and management. Tennis West Organiser Carina McMillen was hugely impressed with the effort and commitment of our students throughout the day.

Congratulations to the following students, and thank you:

Cooper Crane, Destiny Fels, Mia Howell, Jordanae Leitu, Bo Lowdon, K. Morcombe, Kathy Pagavasoong, Matilda Smith, Jaydn Sullivan, William Woodhouse

Mr Iain Clark

Community Notices

Kickarts

SCHOOL HOLIDAY
PROGRAM OCTOBER 2021



COST MEMBERS \$20 NON-MEMBERS \$30

day	date	time	workshop	ages
<u>TUES</u>	<u>SEP 28</u>	<u>10AM-12</u> <u>1PM-3PM</u>	<u>FILMMAKING BYO IPADS & IMOVIE APP</u> <u>SLR PHOTOGRAPHY BYO SLR CAMERA</u>	<u>10-17 YRS</u> <u>10-17 YRS</u>
		<u>1PM-3PM</u>	<u>FLOWER MANDALA</u>	<u>10-17 YRS</u>
<u>WED</u>	<u>SEP 29</u>	<u>10AM-12</u>	<u>PRINCESS HEADBAND AND BRACELET</u>	<u>5-13 YRS</u>
<u>THURS</u>	<u>SEP 30</u>	<u>10AM-12</u>	<u>AEROSOL STENCILLING DEEP SEA FISH</u>	<u>11-17 YRS</u>
<u>FRI</u>	<u>OCT 1</u>	<u>10AM-12</u> <u>1PM-3PM</u>	<u>SARDINE CAN DIORAMAS</u> <u>POLYMER CLAY JEWELLERY</u>	<u>8-14 YRS</u> <u>8-17YRS</u>
<u>THURS</u>	<u>OCT 7</u>	<u>10AM-12</u> <u>1PM-3PM</u>	<u>AEROSOL STENCILLING DEEP SEA FISH</u> <u>'BOOT'ANICAL PLANTER</u>	<u>6-10 YRS</u> <u>5-15YRS</u>
<u>FRI</u>	<u>OCT 8</u>	<u>10AM-12</u> <u>1PM-3PM</u>	<u>RECYCLED JELLYFISH</u> <u>RAKU CLAY SCULPTURE</u>	<u>5-8YRS</u> <u>6-12YRS</u>

REGISTRATIONS ESSENTIAL BOOK ONLINE
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Department of Local Government, Sport and Cultural Industries
Department of Primary Industries and Regional Development

REGIONAL
ARTSWA

TOOL KIT Helping someone at risk of suicide

Are you thinking of suicide?

You are not alone. Thoughts of suicide occur for a range of reasons. The most important thing to remember is that you are not alone and help is available. Talking to someone is a good start, even though it may seem difficult. Approach someone you trust or call one of the helpline numbers listed at the end of this tool kit. Tell someone today if you are thinking about suicide.

Why does someone consider suicide?

People considering suicide often feel very isolated and lonely. They may feel that nobody can help them or understand them. They believe that suicide is the only way out of the difficulties that they are experiencing.



What should I do if I know someone who is thinking of suicide?

1 Do something now:

If you or someone you know is considering suicide, act immediately. Don't assume that things will get better without help or that they will seek help on their own. Reaching out now could save a life.

2 Acknowledge your reaction:

When you realise that you need to take action to help someone who is considering suicide, your natural reaction may be to:

- Panic
- Ignore the situation and hope it will go away
- Look for quick-fix solutions to make the person feel better
- Criticise or blame the person for their feelings
- Tell the person they are being silly and trivialise the issue or dismiss them

These reactions are common but not helpful. It's natural to feel panic and shock but take time to listen and think before you act. If you find you're really struggling, enlist the help of a trusted friend or helpline.

3 Be there for them:

Spend time with the person and express your care and concern. Ask them how they are feeling, hear their pain and listen to what's on their mind. Let them do most of the talking.

4 Ask if they are thinking of suicide:

Unless someone tells you, the only way to know if a person is thinking of suicide is to ask. Asking can sometimes be very hard but it shows that you have noticed things, been listening, that you care and that they're not alone. Talking about suicide will not put the idea into their head but will encourage them to talk about their feelings. They will often feel a great sense of relief that someone is prepared to talk with them about their darkest thoughts.

Ready to help 24/7.

 13 11 14

www.lifeline.org.au

 Lifeline



5 Check out their safety:

If a person is considering suicide it is important to know how much they have thought about it, so ask them about the following:

- Have they thought about how and when they plan to kill themselves?
- Are they able to carry out their plan?
- Have they ever deliberately harmed themselves?
- What support can they access to stay safe and get help?
- How can you help them draw on connections with family, friends, pets, religious convictions, personal coping strengths and strategies?

Remove any means of suicide, including weapons, medications, alcohol and other drugs, even access to a car. Be aware of your own safety.

If you are really worried, seek immediate help – phone [Lifeline on 13 11 14](https://www.lifeline.org.au) or [phone 000](https://www.lifeline.org.au) if their life is in immediate danger.

6 Decide what to do

Discuss together what steps you are going to take. Don't agree to keep it a secret.

You may need to enlist the help of others to make sure that the person gets the help and support they need.

Make keeping them safe your first priority.

Consider the long-term benefits of getting help for the person. It may mean risking the relationship you have with them, but you could be saving a life.

7 Take action:

The person can get help from a range of professional and supportive people such as: GP, counsellor, mental health service or health centre.

When the person has decided who they are most willing to tell, help them prepare what they will say and offer to accompany the person to the appointment.

Check in after the appointment and help them after the appointment, check that they raised the issue of suicide and ask what help they were offered. Help them follow through with the recommendations.

In some situations, the person may refuse to get help. While it's important that you find them the help they need, you can't force them to accept it. You need to ensure that the appropriate people are aware of the situation. Don't shoulder this responsibility alone.

8 Ask for a promise:

Thoughts of suicide often return and when they do it is important for the person to again reach out and tell someone. Encourage the person to promise to call you, a GP or [Lifeline on 13 11 14](https://www.lifeline.org.au) if suicidal thoughts return, and to do this before they harm themselves.

9 Look after yourself:

- Find someone to talk to - friends, family or a professional
- Recruit other people to help support the person you are worried about
- Get in touch with carer organisations or support groups. Contact [Lifeline on 13 11 14](#) to find what's available in your area
- Try not to let your concerns about the other person dominate your life. Make sure you continue to enjoy your usual activities, take time out to have fun and keep a sense of perspective

10 Stay involved:

The continued involvement of family and friends is very important. Below are some tips to ensure the person at risk continues to get the best help possible:

- Ensure the person has 24-hour access to some form of support. This may be you, other family members and friends, or Lifeline
- Accompany the person to appointments if possible
- If you are the primary carer, try to establish a good relationship with the health professionals responsible for the person's treatment

- Advocate for the person. Sometimes a service or health professional may not be capable of meeting all the person's needs. You can advocate for appropriate services
- Discuss with the person what issues or situations might trigger further suicidal thoughts. Plan how to reduce this stress and what coping strategies can be used
- Continue to be supportive but not overprotective
- Encourage the person to write out a plan for how they are going to stay safe, the steps they will take to stay safe, and other people to get involved if things start to get tough. A clearly documented stepped plan is a useful tool to keep a person safe

For help creating a safety plan visit: <https://www.lifeline.org.au/get-help/tools/coping-kit-instructions>

Mental Health

People who have recently been discharged from hospital for treatment of mental health problems may also be at higher risk of suicide. It is important that they receive ongoing support in the community.

What to look out for:

Situations - what's happening in the person's life? Have they experienced any life changes recently?

- Recent loss (a loved one, a job, an income/livelihood, a relationship, a pet)
- Major disappointment (failed exams, missed job promotions)
- Change in circumstances (eg separation/divorce, retirement)
- Mental disorder or physical illness/injury
- Suicide of a family member, friend or a public figure
- Financial and/or legal problems

Feelings – how does the person feel about their life?

Be aware of:

- How the person feels about what's happened
- What it means to them
- Whether the pain feels bearable

Behaviours – what are they doing?

People at risk of suicide usually give clues by the way they behave. These may include:

- Previous suicide attempts
- Being moody, sad and withdrawn
- Talking of feeling hopeless, helpless or worthless
- Taking less care of themselves and their appearance
- Losing interest in things they previously enjoyed
- Difficulty concentrating and/or sleeping
- Being more irritable or agitated
- Talking or joking about suicide/death
- Expressing thoughts about death through drawings, stories, songs etc.
- Saying goodbye to others and/or giving away possessions
- Engaging in risky or self-destructive behaviour
- Increasing alcohol/drug use

Places to go for help now:

For immediate crisis intervention when life may be in danger call the **ambulance or police on 000** or go to your local hospital emergency department.

For further information about places to go for help when someone is at risk of suicide, visit the Lifeline website www.lifeline.org.au

National Helpline Support

- Lifeline 13 11 14
- Kids Helpline 1800 55 1800
- Mensline Australia 1300 78 99 78
- The Suicide Call Back Service 1300 659 467

For 24-hour telephone crisis support call 13 11 14. For more information visit www.lifeline.org.au

This Tool Kit has been produced by the Lifeline Information Service as a public service. You are welcome to reproduce it without alteration and with acknowledgement of Lifeline.

Last revised September 2020

Ready to help 24/7.
 **13 11 14**

www.lifeline.org.au

 **Lifeline**