

Things to come.....

Term 1, 2020

Coming Up....

March to Freedom

Birthday of Imam
Mahdi (ajf)

"Colour Run"

Sunday 5th April
2020

Year 7 Camp

Boys - Monday 9th
to Wednesday 11th
March 2020

Girls - Wednesday
11th to Friday 13th
March 2020

Year 9 Elevate
Workshop

Thursday 19th March
2020

Year 7 Immunisation

Senior School Weekly



A Message from our Head of Senior School

Mrs Ramadan

Salam Alaykum Dearest Bellfield community,

This weeks' weekly is a combination of the Arts and Science as well as some highlights of the weeks' most memorable.

We are fortunate to have Sheik Fadie Faitrouni join the STEAMING through Faith Project encouraging the integration of Islamic studies, Science, Technology, Engineering, Arts and Mathematics education which reinforces the quality of teaching and learning among students. Sheik Fadie will develop a holistic understanding of the curriculum and Islam, thus integrating Islam into the process of acquiring knowledge.

We also welcome Mrs Mary Rudd, she joins our team with a range of skills and experience across adjustment for teaching and learning. Mrs Rudd is part of our inclusive co-teacher strategies and will be working with students in the classroom.

Other updates;

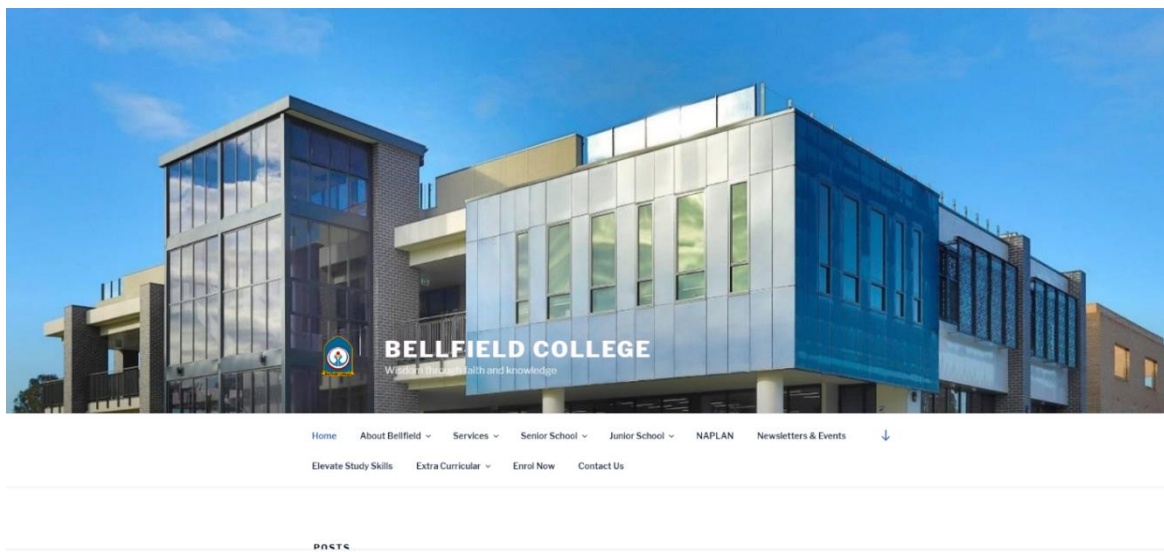
- Staff have commenced preparation for our annual 'Walk for your Imam' walkathon and Colour Fun Run held Sunday, April 5th. The occasion is symbolic of the blessed birth of our Imam Mahdi (ajf) and we would love to celebrate the occasion with family and friends of the Bellfield Community.
- The Coronavirus updates from Government authorities have prompted the College to respond with very strict guidelines around attendance to school. We ask you to read the information provided by the College and comply with requests for the isolation periods.
- Selected students from years 7-10 commenced the Media for Millennials
- Year 12 Biology completed their field trip studies to Penrith Lakes
- Year 7 and Year 8 commenced their 2020 Study Skills workshops
- Year 10 developed social and emotional awareness through the Peer Support initiatives

In this edition of the Senior School weekly, I have included the article by Dr Justin Coulson - Hopeful Kids are Happy Kids Enjoy!

Parent Source of Information

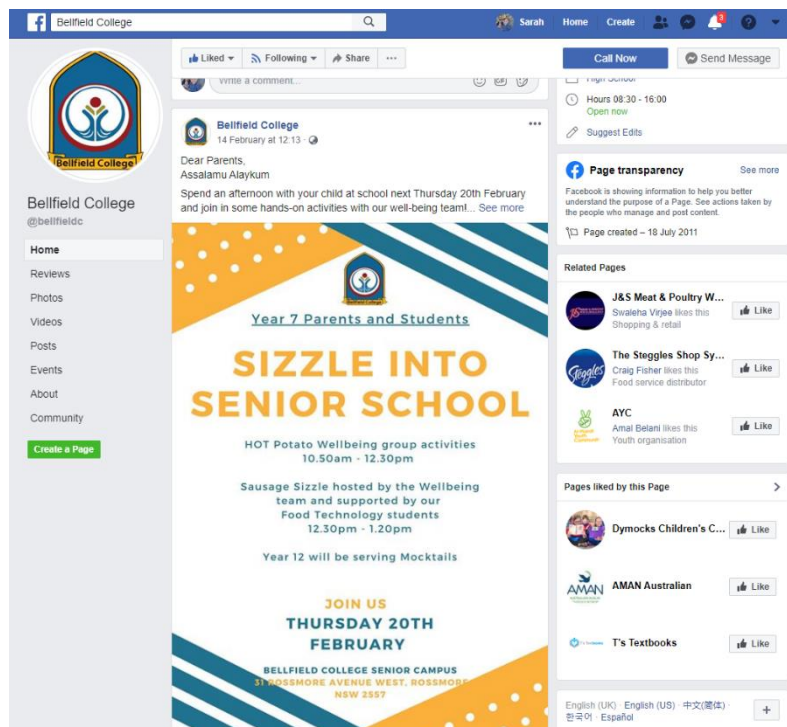
Bellfield College Website

Enrolments Senior School Weekly
About our School, Contacts, Newsletter
Links: Student/Parent Portal, Sentral,
Whatsapp, School Events



Bellfield College Facebook page

Posts from senior school, events, carnivals, what your children have been up to and links to our Senior School Weekly.





CORONA VIRUS ALERT

Visible Symptoms

If any person is showing flu like symptoms, runny nose, headache, fever, sneezing, muscle and joint pain please **DO NOT ATTEND** school for a period of two weeks, this includes the entire family. Please inform the school administration office immediately if anyone in your family experiences these symptoms. **The College will organise work to be electronically delivered to you until you have approval from a health professional to return to school.**

TRAVEL ISSUES

Bellfield College requests anyone including their families who have travelled to the countries listed below to self-quarantine and please **DO NOT ATTEND** school for a period of two weeks. We reserve the right to restrict entry to anyone who may jeopardise the health of the school community.

HIGHER RISK - SELF QUARANTINE

Mainland China, Iran, Iraq - Ziyarat trips included, Italy and South Korea

MODERATE RISK - SELF MONITOR

Cambodia, Hong Kong, Indonesia, Japan, Singapore and Thailand

IT IS YOUR DUTY TO CARE FOR THE SCHOOL COMMUNITY

It is your duty to follow the rules above and to protect the School community from illness. If you or your family are at any risk do not enter the school grounds until you have cleared all advised requirements by the NSW Health Department.

HELP STOP THE SPREAD.....



Cover your mouth and nose when you cough or sneeze



Wash your hands properly and regularly



Dispose of used tissues in the bin

Frequent hand washing is one of the best ways to avoid getting sick and spreading germs and illness.

This week, all teachers will be reminding students of the importance and procedure of good hand washing practice.





Biology

Penrith Lakes

Year 11 Biology students had the opportunity to participate in Field work depth studies excursion to the Penrith Lakes. The excursion was designed to provide students an increased understanding of the Preliminary module, 'Ecosystem Dynamics', and allow students to complete the mandatory field work based on the topic.

Students were led by a guide in hands-on activities to explore the techniques used in the investigation of a local ecosystem. Students conducted test to measure the various abiotic and biotic factors that influence the ecosystems. Despite, of a very hot day, all students participated in the field work with enthusiasm and asked interesting questions to the guide to clarify their understanding of the local ecosystem.

It was a great day for all the students and teachers. Special thankyou to Ms. Ramadan from Year 11 students for helping and supporting the students throughout the day and rewarding them with Ice blocks to cool down.

Mrs Shweta Sharma
Biology Teacher







Mathematics

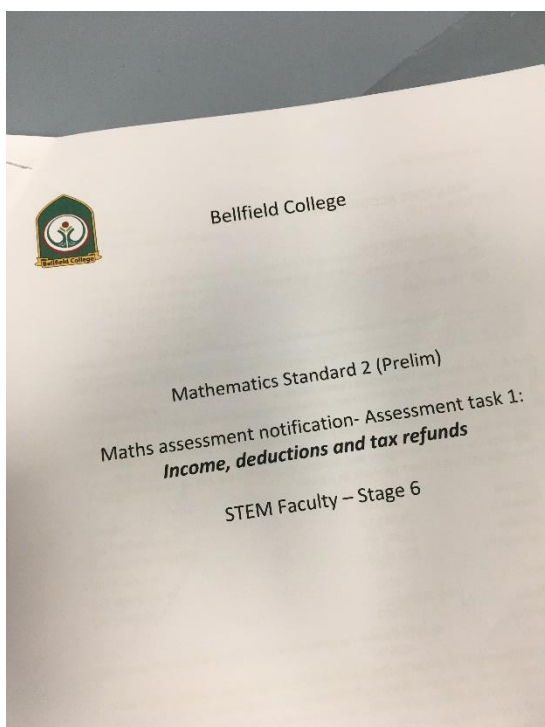
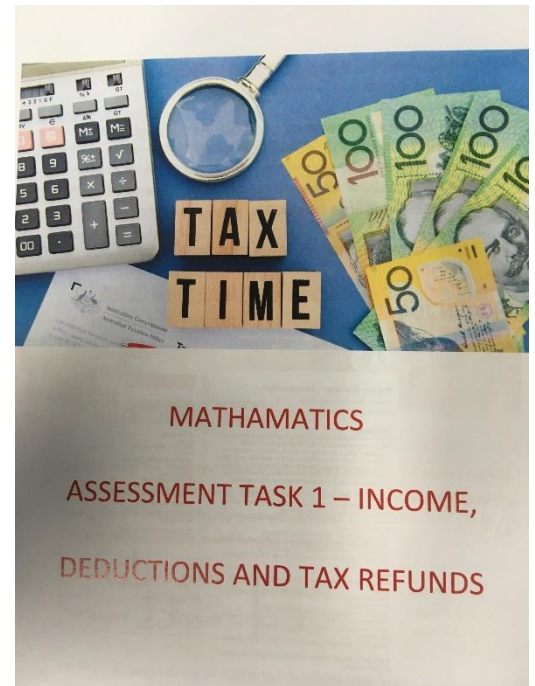
When tax time comes around and you need an accountant, who do you turn to? Bellfield College Year 12 Mathematics students. Yes you heard right, our HSC students have created their own Tax Return using Excel and were computing the tax payable for certain jobs they found on seek.com.au.

In accordance with assessment requirements for the HSC Mathematics Standard course, students created and successfully completed a Tax Return using Excel as part of their first official assessment task.

Ok, if financial jargon is not your thing, this is when you say 'good on you guys at Bellfield College' and stop reading. In creating the Tax Return in Excel students had to capture the Gross Income they receive, along with any allowable tax deductions to find the taxable income. They replicated the Income Tax Table from the Australian Taxation Office into Excel and successfully inputted formulas in cells to calculate the lump sum and the cents in the dollar to find the total tax payable to the Australian Taxation Office. They also captured the Medicare Levy that is calculated at 2% of their taxable income.

At the end of the assessment the students realised that getting the right taxable income is not always certain because of the questionable allowable tax deductions that some people might claim. They also came to the conclusion that two things that are certain in life are tax and death.....they are two faces of the same coin.....just can't escape these two.

Mr Mustafa Khalil



Tax return	
Item 1	Gross Income
Item 2	Net Income
Item 3	Allowable Deduction
Item 4	Medicare Levy
Item 5	PAYG Tax Instalments
	Taxable Income
	\$52,750.00 ✓
	Taxable Income
	Base tax
\$0	\$0.00
\$18,200	\$0.00
\$37,001	\$3,572.00
\$90,001	\$20,797.00
\$180,001	\$54,096.00
	Taxable income
	Tax on
	Tax on remaining income



Year 10 English

Year 10 English have been busy studying and analysing the values of characters in the novel *To Kill a Mockingbird*. Students analysed key character descriptions and the symbolic reference of their value systems. Below are some samples from Year 10B.



I chose a Celtic symbol because it represents love and peace. It links to Atticus Finch and how he wants to spread peace, love, harmony, tranquillity, calmness and serenity in Maycomb, Alabama. Atticus is a just and fair person in the novel. He stood up for a coloured man, Tom Robinson, and supported him in his trial. The citizens of Maycomb comment about him - "we trust him to do right."

Roukaya Hijazi



It's Just - Ice

I chose Just - Ice as my symbol to represent Atticus because Atticus is a just lawyer in a town full of racists. He didn't believe in their mindsets and behaviours of the town. Literally, this is an image of ice but figuratively, it is associated with justice (just - ice).

I chose this symbol to represent Atticus because he is justice personified in Maycomb County.

Ali Bakhtyari

Literally this is a symbol of a dove. It represents equality, justice, fairness, law, quiet and weighted judgement. I chose this symbol to represent Calpurnia as her character is straightforward, fair and dignified.

Raquel Nour



The symbol that I have chosen is a feather. The feather on one side represents softness and prominence. The character of Atticus Finch resembles the characteristics of my chosen symbol by virtue of his kind attitude towards the people of Maycomb County. He can be seen as a person with humanistic feelings and acts differently from the rest of the town. Lawyer, Atticus Finch is the father of Scout Finch who is the narrator and protagonist of the novel. In a town like Maycomb County, where the individuals are suffering immensely from 'The Great Depression', Atticus practices the ethic of sympathy and treats the individuals of Maycomb indifferently despite their callous opinions about racial inequality. When he agrees to defend Tom Robinson, a black man charged with raping a white woman, he wins the regards of the residents of Maycomb County and in particular his kids.

Ilhaam Hyder

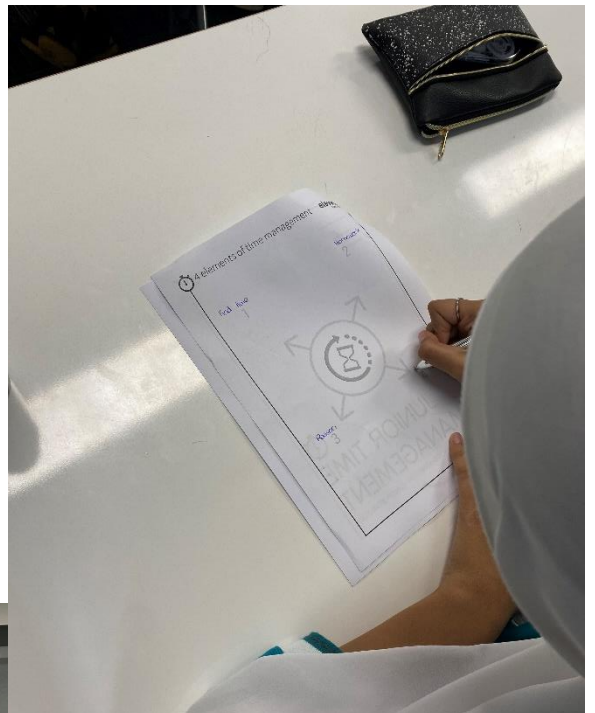
Elevate

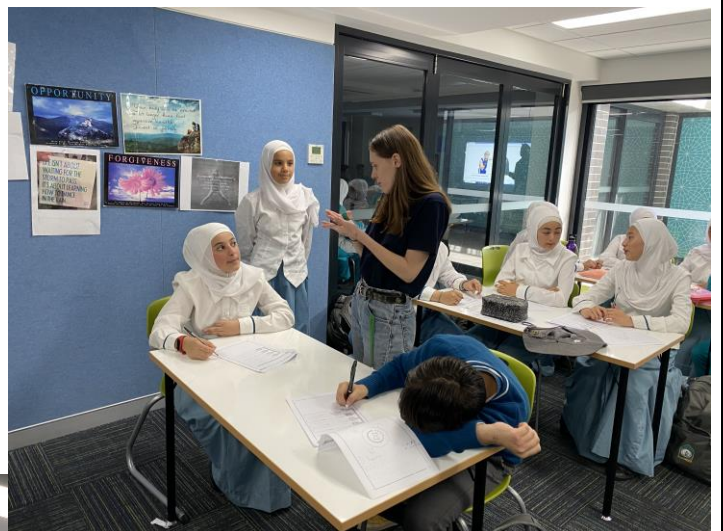
Year 7 and Year 8

Study Skills Session

Year 7 and Year 8 classes benefited from an invigorating Elevate Study Skills session. Designed and coordinated by Elevate Education these programs aim to teach students about 17 vital areas that help them increase their academic performance by improving their studying methods.

Areas covered in the programs include exam preparation, time management, stress management, health and wellbeing, and note taking.





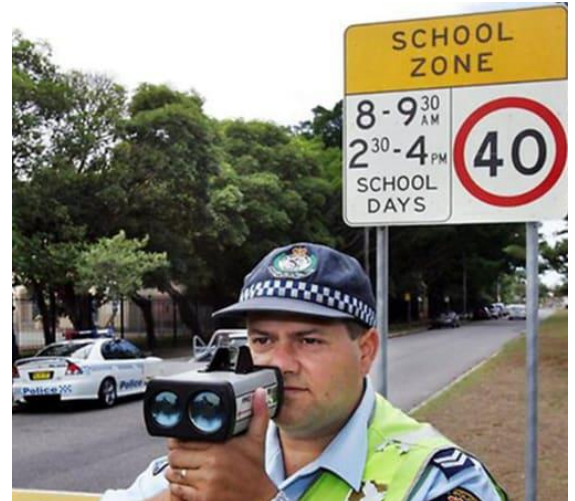
Private Buses

Students travelling to and from school via private buses should use the foot path along the front driveway. When leaving school, students must use the Junior crossing and the student exit pedestrian gate.

Afternoon Pickup and Morning Drop off

- Kiss and Drop

If travelling to and from school by car, pick up and drop off is strictly via the school car line zone. Car line may be accessed through the Junior school gate, follow the road through to the senior school library and wait in your car for your child. Children must wait in front of the library until mum or dad are seen to approach the library. Students are not permitted to wait along the grass area, nor should they be encouraged to cross carline to enter your vehicle.



School Zones

Strictly no reversing and no u turn's around school zones. Police regularly monitor the area and we ask you to uphold the Road and Traffic Authority road rules.



Free weekend at the Museum Discovery Centre

Community Weekend at the Museums Discovery Centre

Date: Saturday 28 and Sunday 29 March 2020

Time: 10am - 4pm

Location: Museums Discovery
Centre, 172 Showground Road,
CASTLE HILL, 2154

Admission and activities are FREE.

See cultural performances

Engage with Yarning Circles

Visit the Castle Hill pop-up library

Make with Matika-Wuma string
figures

See the Meccano display (Sunday only)

Join Glimpse Tours and much more!

All activities are organised on a first come, first served basis – there will be lots to do!

A variety of food and beverage options will be available. If you have any specific access requirements please call the bookings line in advance on +61 (02) 9217 0111.

To book your free tickets go to

<https://maas.museum/whats-on/>



Illuminations

Why We Need 'Good Sense' in Everyday Life

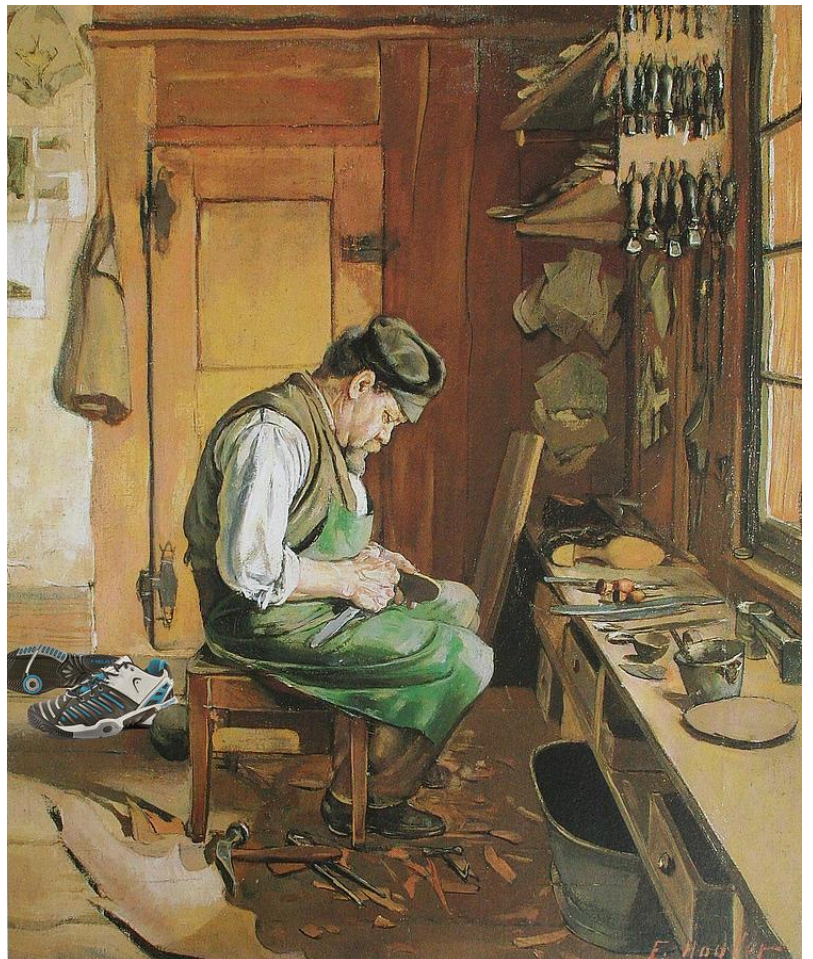
Developing and acting with 'good sense' gives us freedom – being thoughtful and vigilant about what we are doing, why we are doing it and what we hope to achieve for ourselves and others through doing it. On this reading, to be 'free', means to have the freedom that the practiced musician, artist, or sportsman enjoys: they have all the basic and advanced movements, quite literally at their fingers, and are able to weave them together almost intuitively, like second nature, as they respond to the demands of a situation. This is what 'good sense' does – it pulls together and balances out all the necessary virtues to cope with what the situation demands.

Humans are exhorted to use their senses and reason in discerning what should be obvious. Prophet Muhammad (PBUH) emerges as an exemplar heedful of the signs (*ayaat*), and willing to use *good sense* in daily encounters. After all, he is called on to make quick yet measured judgements in the spirit of the scripture without the benefit of 'commands' for each situation. He warns preachers and people for treating animals without proper sensitivity; he is unhappy with a companion for wasting water during ablutions; he comforts a sick woman who has habitually abused him; and gives lavish praise for the charity of a farmer who shares a few dates. When told of the pious qualities of a Muslim, he interrupts with, 'But how is his reason?'

As the praise continues to flow, he repeats 'How is his reason?' until the message gets through.

Illuminations Coordinator

Mohamed Wehby



Public Speaking

This week, Olivia Watson, a representative from The World Scholar's Cup visited Bellfield College and met our Public Speaking Team.

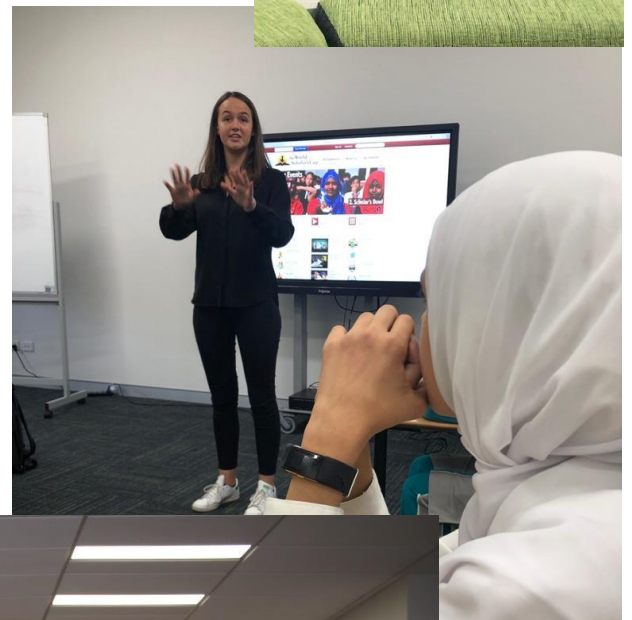
She introduced The World Scholar's Cup to our public speaking team and invited them to the event.

The World Scholar's brings together over 50,000 students to compete in a variety of activities. The students will have the opportunity to debate, practice they're collaborative writing skills and test their knowledge by competing against students from a variety of schools all over Sydney.

Date: Saturday 28th and Sunday 29th March 2020

We are excited to participate in such an amazing event and the students cannot wait!

Mr Mahdi Hussain
Public Speaking Coordinator

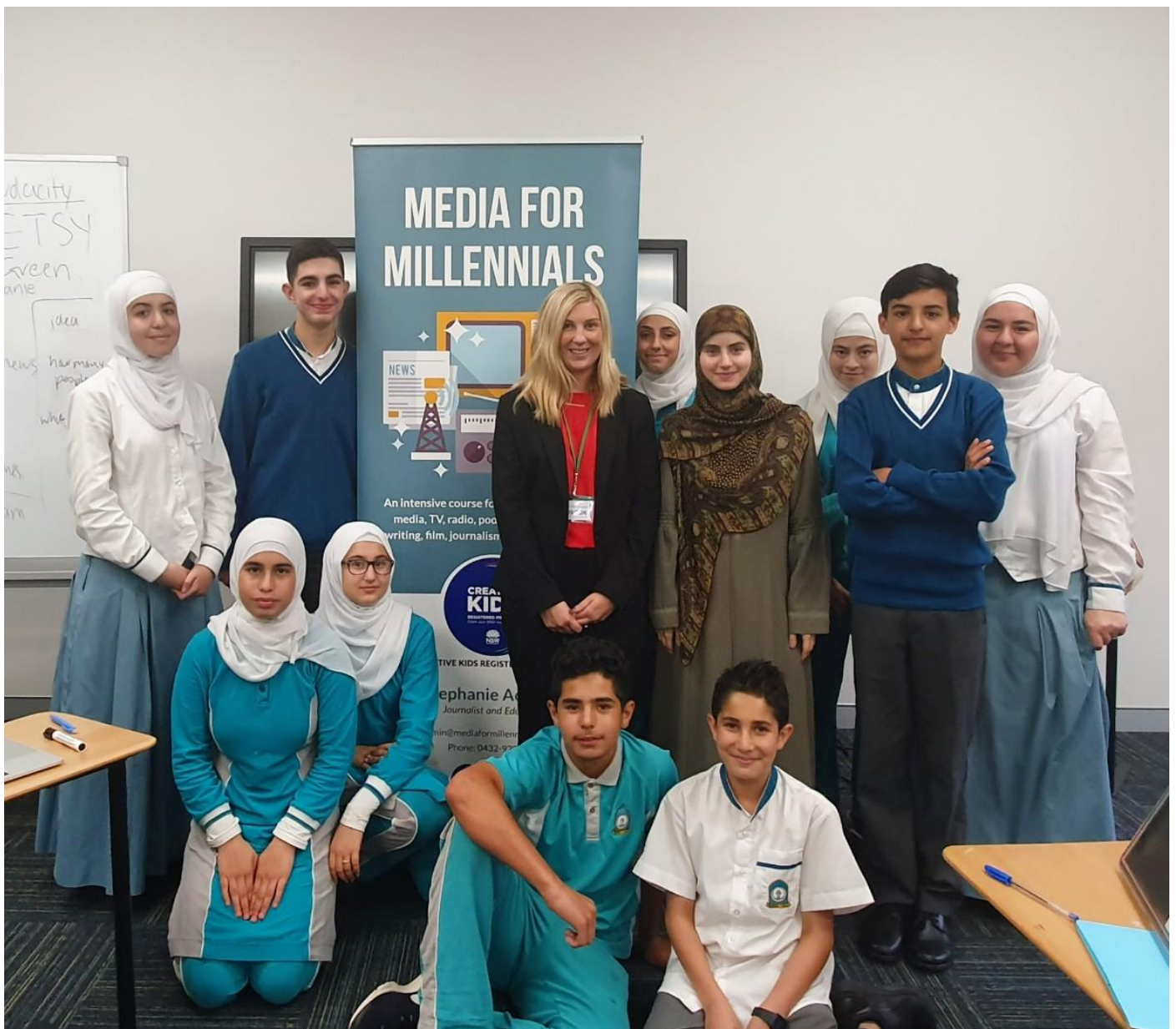


Media for Millennials

Lights, Camera, Action!!!

Ten lucky senior students took part in a two-day media workshop this week with journalist and Creative Kids Provider Stephanie Aceglav. The *Media for Millennials* workshop was a fantastic opportunity for interested students to learn about media and journalistic practices. Some of the topics and skills covered included how to write in various media styles including for newspapers, radio, and TV, how to conduct interviews, news reading, and building a professional brand.

Our students enjoyed a day of group work and another one on one mentoring session with Stephanie on news reading and presentation. They finally got the chance to film their very own news segment presentation.











PHONE FREE SCHOOL MOBILE PHONE PROTOCOL



Students are provided the opportunity to hand in phones every morning at roll call. If a mobile phone is seen, heard or used during school hours they will be confiscated immediately and held on campus for 2 weeks. All students are aware of the 2-week protocol.

Students *late to class* will receive an Afternoon Detention. Late to class can be defined simply as 'wrong place, wrong time'. If a student is late to class / truant an entire period they are marked as absent on the Sentral roll marking system. This is then followed up by the class teacher and the Pastoral Care Coordinator the next day. Continued late to class / truancy may result in further action being taken.

Homework is sent home every night. Please contact your child's class teacher for any concerns.

Bellfield College Lunch time Clubs

Coding Club	FF03
Environmental Club	FF02
Media for Millenials	Library
Quran Club	Prayer Hall
Public Speaking	FF05 (Tuesday and Thursday)
Community Hub	Library
Drama Club	Library (Monday and Wednesday)



Enrolments 2021

Assalamu Alaykum

We are now securing enrolments for our 2021 Kindergarten classes.

There has been a higher than usual demand for Kindergarten places and before we offer interviews and placements to new families, we would like to give preference to siblings of existing families currently attending the College.

To assist us with our numbers and to secure a position for your child, it is essential for all families who have a child commencing Kindergarten next year to **contact the College before Thursday 9th April 2020** and register your child's details on our 2021 waiting list.

Please call the College on 9606 2666 or email at enrolment@bellfield.nsw.edu.au should you require further information.

Yours Sincerely,

Mrs Swaleha Mohamed

Enrolments Officer



Bellfield College Winter Uniform

All students Years 7 to 10 will change into the Winter Uniform in Term 2 and Term 3.

Senior Girls - Long teal skirt, white long sleeve blouse, grey stockings, black leather shoes and College Blazer (all items are compulsory)

- Teal scarf for Year 11 and Year 12 Girls

Senior Boys - Long grey pants, white long sleeve shirt, grey socks, black leather shoes, and College Blazer. (all items are compulsory)

- Tie for Year 11 and Year 12 Boys

The Uniform Shop is open on Monday, Wednesday and Friday.

Blazer orders need to be in by the end of February as orders can take up to 6 weeks to be made.



NOTE ** Our College uniform shop stocks open toe stockings suitable for ablution.

Permitted opaque stockings / socks

Opaque Grey Stockings	Charcoal Grey Socks
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Are your contact details up to date?
Contact Administration to update your email, phone
number and home address



Add Bellfield College to your WhatsApp contact list

0430 842 666

Bellfield.sentral.com.au/portal2/register



Travel Policy

Please ensure that prior to booking any holidays during term time, that you seek approval from the college. We only allow 10 school days leave maximum during a calendar year. Any families who are in breach of our travel policy will be asked to repeat their current grade.

Please note that students enrolled in the Compression classes will not be granted leave during term time.

Withdrawing from the College

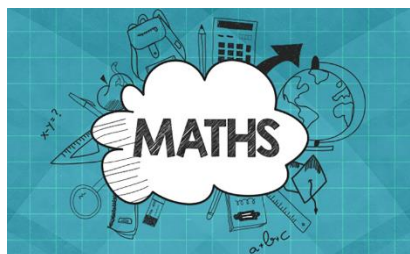
If you are withdrawing a student from the College, please be advised that 10 weeks' notice is required

If you do not provide the College 10 school weeks' notice of withdrawing from the college, a term's fees will be charged to your account.

If you have any further enquiries, please don't hesitate to contact the administration staff.

Stage 6 Mathematics Workshop

Every Monday from 4pm to 5pm in the College Library.



Library



STEP UP TO THE CHALLENGE!!!!

It is that time of the year once again, The Premier's Reading Challenge has commenced, and students can join and be rewarded for their efforts to gain knowledge and expand their literacy skills. The Challenge aims to encourage a love of reading for leisure and pleasure in students, and to enable them to experience quality literature. It is not a competition but a challenge to each student to read, to read more and to read more widely.

The Premier's Reading Challenge (PRC) is available for all NSW students in Kindergarten to Year 9. If you need help using the website and the answer cannot be found on the PRC Support site, please contact the PRC Support at prc@det.nsw.edu.au or speak with Bellfield College Librarian.

To enter the challenge, students must visit the following website and enter their username and password. Here they can register the books they read from the PRC book list.

<https://online.det.nsw.edu.au/prc/studentExperience.html#/>

Student Usernames and Passwords will be distributed at school by Tuesday the 10th of March and students can start reading now.

Who:

Students from Kindergarten to Year 9

When:

Challenge opened - Monday 2nd, March 2020

Challenge ends - Friday 28th, August 2020

Certificates will be handed out after 11th September 2020

Ms Batoul Charafeddine
Bellfield College Librarian

Sport

As you may be aware, the Bellfield College Cross Country carnival has been postponed to Tuesday the 17th March. This is due to the excessive amount of rain and flooding of grass areas at the school.

Friday sports update: This week, all grades will experience a new sport.

This week, years 7 - 10 students will experience the following sports:

Internal Sports:

FRIDAY SPORTS – WEEK 6	
Softball:	7B1 v 7B2
European handball:	10B + 10G
Touch football:	9B1 v 9B2
YOGA:	7G
Volleyball:	8B1 v 8B2
Basketball (external):	8G
Ninja Warrior	9G

External Sports:

Ninja warrior: Burns Outdoor Obstacle Training, 25 Dwyer Rd, Bringelly NSW 2556.	9G
Basketball: Michael Clarke leisure centre, 2 Margaret Dawson Dr, Carnes Hill NSW 2171	8G

Kind regards,

Mr Hussein Akil

Head of Department PDHPE and Sports Coordinator



CAREERS










My Career Match **Career** Profile is a powerful assessment that **matches** a students personality style to careers they would love. Superfast and precise, it delivers custom reports to each student in under 15 minutes - launching them **on a** journey of self-discovery and **career** exploration.

- Go to www.mycareermatch.com.au
- Select **CAREER PROFILE**
- Read instructions or watch video
- Click **START**
- Enter your **DETAILS** then click "Proceed to questionnaire".
- Answer the Questionnaire by selecting which of **ONE** of each group of four statements is **MOST** like you and which **ONE** is **LEAST** or **NOT** like you. In other words, in each group you can only select **ONE MOST** and **ONE LEAST**.
- After completing each section, click on **NEXT SECTION** to proceed. If you forget to select a box an Error Message will appear.
- There is a two-question **career survey** which asks if you have decided your career and if you know what you will do when you leave school. Select one answer in each.
- When you've completed the survey, choose the report you wish to receive, either **MyCareerMatch** or **MyCareerMatch PLUS Resume**. If you're not sure ask your teacher.
- Enter your **SCHOOL CODE** **BLF:1471**
- Enter exactly as given including the colon (:) in the box marked Code # and click, **Click to Complete**.
- You will be notified on screen of a successful completion and the email address your report is being sent to.
- You can immediately download your report by clicking the link on screen and saving it to your computer.
- Your report is also emailed to you with a copy cc'd to your teacher. The school workbook is included in the email as an attachment. If you don't receive your report, ask your teacher.
- **MyCareerMatch PLUS instructions**
- You selected a MyCareerMatch Plus report you will receive an email with your Career Profile report attached as a PDF document. In the email are two links, one to download your **Workbook**, the other to download your **Resume Report**.
- When you download the Resume Report, the email that you receive has a link to your **Online Resume Builder**. Select this link and open an account using an email address and password of your choice. Words and phrases from your Career Profile Report have been automatically transferred to your online resume for you to copy and paste into your resume.

Mrs Fatima Haidar
Careers Advisor



Safety tips for school zones:

<p>EXITING THE CAR</p> 	<p></p> <p>Make sure children use the footpath-side door when getting in and out of a car.</p>	<p>APPLY BRAKE</p> 	<p></p> <p>Make sure the park brake is applied when the vehicle is stationary.</p>
<p>PARKING</p> 	<p></p> <p>NEVER double park.</p>	<p>CROSSING</p> 	<p></p> <p>NEVER park across a pedestrian crossing.</p>
<p>NO U-TURNS</p> 	<p></p> <p>NEVER undertake a U-turn in close proximity to the school.</p>	<p>NO 3 POINT TURNS</p> 	<p></p> <p>NEVER undertake a three-point turn in close proximity to the school.</p>

Safety tips for students:

<p>BUCKLE UP</p>  <p></p> <p>Stay buckled up until the vehicle has stopped.</p>	<p>STORE ITEMS</p>  <p></p> <p>Make sure your school bag and other items are in a safe position.</p>	<p>BE READY</p>  <p>Be ready to get out of the car with your belongings when the car has stopped and you have unbuckled your seat belt.</p>	<p>EXIT SAFELY</p>  <p>Always get in and out of the back seat through the safety door - the rear footpath-side door.</p>
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Demerit Points:

* The **Demerit Points** Scheme is a national program that allocates penalty points (demerits) for a range of driving offences. A driver who has not committed any offences has 'zero' points. If you commit an offence that carries demerit points, the points are added to your driving record.

If you incur the threshold number of demerit points within a three-year period, a licence suspension or refusal is applied. The three-year period is calculated between the dates the offences were committed. It ends on the day your most recent offence was committed.

For further information regarding demerit points please visit: rms.nsw.gov.au/roads/safety-rules/demerits/

A Word from College Chaplain

Preach What You Practice

Every parent and teacher is a role model.

I'm no exception, and this weighty responsibility got me wondering: does it really matter what we *say* to our kids—or is our only job to *act on our values*? For instance, do we really need to talk to our kids about the value of hard work if, on a daily basis, we model a solid work ethic?

Some argue that when it comes to helping young people develop character, modeling is all-important. Indeed, scientific research shows that young people learn a lot about how to act in new situations from watching the adults around them, and that tendency continues through adulthood.

On the other hand, educators I respect tell me that in addition to intentional role modeling, they talk explicitly about the importance of character. They write their students notes. Periodically, they deliver “little commercials”—one student’s fond term for her high school track coach’s mini-sermons about life and how to navigate it.

Recently, psychologists designed a clever experiment to test the impact of actions and words on what kids learn. In this study, preschool children watched an adult try to open a box to get at a toy hidden inside and were then handed a different (secretly impossible-to-open) box to figure out themselves.

Compared to watching an adult succeed effortlessly, watching an adult succeed after a mighty struggle led children to persist longer themselves. And this experience was even more powerful if the adult made explicit value statements: children kept at their task longest by far after seeing an adult model struggle and eventually triumph, all the while saying things like “Trying hard is important!”

What this research suggests is that we should not only practice what we preach, but also preach what we practice.

Don't forget that you're a role model for the young people in your lives. Whether you realize it or not, you're setting an example for how to show up in the world.

Do match your words to your actions. If you're dropping off bagels at the teacher appreciation breakfast, mention how important it is to show gratitude. If you're actively trying to appreciate political perspectives that conflict with your own, talk about the value of intellectual humility. Actions may speak louder than words, but actions and words *together* send the clearest message of all.

With grit and gratitude,
Angela Duckworth



Students and the internet

Identifying and solving the cyber challenges faced by your school community

By the age of 16 almost all children are regularly exposed to cyberbullying, pornography, sexting and gambling



AGE 4

Starts accessing the internet



AGE 6

Gets their first personal device



AGE 8

Views their first 'adult' content



AGE 10

Gets their first mobile phone



AGE 12

Spends 4 - 6 hrs per day online

THE AVERAGE CHILD IN 2019

CYBERBULLYING

87% of today's youth have been exposed to **cyberbullying**

Research shows over 30% of students have experienced cyberbullying and almost all have been exposed to it.

SCREENTIME

The average teen is online for **5 hours a day** and checks their phone **50 times a day**

After rising since the early 1990s, adolescent self-esteem plunged after 2012. Research suggests that teens who spend less time in front of screens are "happier".

DECEPTION

54% of teens aged **16 - 17 years old** are using VPNs to bypass filters

SEXTING

1 in 4 teens are receiving **sexts**

The majority of teenagers now regard sharing explicit material as normal.

SOCIAL MEDIA

45% of pre-teens are accessing **social media**

20% of students are on social media **during class**

Research clearly shows links between social media use and mental health, body image, behaviour and educational outcomes.

SLEEP

3 out of 4 teens do not get **sufficient sleep**

Research clearly shows a high correlation between a lack of sleep and depression, as well as behavioural and learning issues.

PORNOGRAPHY

93% of boys & **62%** of girls have watched **pornography**

According to the AMA there is a "strong link" between online porn and adverse sexual and mental health outcomes.

RISKY ACTIVITY

Accessing of **questionable content** each month:

- 54%** Kids (0-8)
- 65%** Children (9-12)
- 75%** Juniors (13-15)
- 83%** Seniors (16-17)

GAMBLING

70% of teens **gamble** each year **20%** of adolescents access **gambling sites**

Gamblification is the term coined by experts concerned about the growing inclusion of gambling features in children's apps.

FULL DETAILS: FAMILYZONE.COM/SCHOOLS/AT-A-GLANCE

Senior School

Staff

Mrs Mouina Ramadan	Head of Senior School	mouina.ramadan@bellfield.nsw.edu.au
Mr Hussein Akil	Head of Department - PDHPE	hussein.akil@bellfield.nsw.edu.au
Mr Moustafa Nehme	PDHPE and HSIE	moustafa.nehme@bellfield.nsw.edu.au
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College Contact Procedures

Concern / Question/ Information	Appropriate Contact
Academic progress of child	Provided twice a year in Semester reports. If you're concerned about your child's classroom progress please arrange a time to discuss this with your child's class teacher over the telephone
Welfare of your own child	Arrange a telephone conversation with the welfare coordinator (pastoral care)
Health issues – minor	Notify the class teacher in writing
Health issues – moderate	Provide a written Medical Action Plan from your GP or Specialist and provide a copy to the Junior or Senior administration office
Medication at school (staff cannot administer medication)	Medication to be brought to the Senior administration office in original packaging. Advice from a medical doctor is required
Custody / Court Orders	Arrange an interview with the CEO/Principal or his delegates, Head of Senior and Head of Junior
Change of address or emergency contact details	Contact the administration staff and provide proof if requested
Explanation of absence	Explanation to the class teacher the first day your child returns to the College
Travel	For any travel leave a parent must consult the 'Student Travel Policy' and fill out the appropriate form for approval by the CEO/Principal
Student arrival at school	The College provides supervision from 8.10am. Parents are responsible for the supervision of their children prior to 8.10am if on College grounds
Late Arrival to School - after 8.30am	Students to proceed to either the Junior or Senior administration office to obtain a late note prior to going to their classroom
Early leaver	Parents are to contact either the Junior or Senior administration office by telephone at least 30 minutes prior to collecting their child. Parents must collect their child from either the Junior or Senior administration offices and not enter College grounds
Child's afternoon pick up	If you wish to change the way your child travels home please contact the Senior or Junior administration office prior to 3.00pm
Behaviour or actions of a student other than your own child concerning the classrooms	Head of Department
Behaviour or actions of a student other than your own child. School bus or in the playground	Contact our Pastoral care team in Senior School

Please note that you can arrange an appointment with your child's class teacher by calling either the Senior administration offices.



Hopeful Kids are Happy Kids



Think of two children who you have regular contact with: one who is resilient and happy, and one who is struggling and languishing. Imagine you are interviewing each of them and you ask them to rate their response to these six questions:

- I think I am doing pretty well
- I can think of many ways to get the things in life that are important to me
- I am doing just as well as other kids my age
- When I have a problem I can come up with lots of ways to solve it
- I think the things I have done in the past will help me in the future
- Even when others want to quit, I can find ways to solve the problem.

Chances are that the child who is resilient will respond affirmatively to these items. The child who is struggling is more likely to say 'no' than 'yes'.

These items form the basis of the internationally-recognised Children's Hope Scale that is used to assess the hopefulness of children and teens. Hope is a critically important predictor of their wellbeing and resilience.

Understanding hope

Psychologists say a person has hope when they believe that they can find ways to achieve their goals and to motivate themselves to try and follow those ways and meet those goals. Hope theory suggests we need three things to actually have 'hope':

- goals: something we are aiming to achieve in the future
- pathways: at least one way (and hopefully more than one) that we might follow to achieve those goals
- agency (sometimes called efficacy): the belief that we can actually make things happen along those pathways in order to meet the goals

Hope or optimism

Hope sounds a bit like optimism. We hope good things will happen ... so we're optimistic. But there's more to it than that.



While optimism is the belief that good things will happen in the future, and the sense that the glass is half full, hope is about taking that optimism, making it goal oriented and putting legs on it to make things happen.

And while optimism is great for boosting wellbeing and can act as a useful tool for inoculating people against depression, it seems hope does it better. This may be because while optimism is a positive mindset, hope is about action.

In contrast, if you don't have hope, you're, well, hope-less. That's related to all the things we don't want for our children. Hopeless kids don't try, have poor relationships and feel helpless. They don't achieve goals, often because they don't set any. And when they do set them, that's where it stops because they don't have enough hope to find ways to achieve those goals.

Encouraging kids to be hopeful

Parents who want to instil hope in their children can try the following three ideas:

1. Build a future focus

Speak to your children about their possible futures. What do they want to achieve, and why? Have them imagine their potential best selves. Talk to them about what they're looking forward to. Ask them what they want to have, do and be.

2. Work with them on plans (or pathways)

When your child or young person says "I want to be a marine biologist", be encouraging and then ask them, "What do you need to do to get there?" Discuss pathways, options and possibilities. Thinking about the future and making plans is central to fostering hope.

3. Help them solve problems

When your child or young person is stuck, instead of giving them an answer, ask them, "What do you think is the next best thing to do?" or "When have you overcome something like this before?" This type of question promotes a sense of agency or efficacy. Rather than having our children rely on us for all the answers, they can rely on themselves, their resourcefulness and their initiative. They can recall times they've succeeded before and use that to build hope that they can succeed again.

As parents, our wish for our children is that they will grow up happy and resilient. Our wish can become 'hope' when we use these three ways to build hope in them as they look towards the future.

By Justin Coulson