



**10-22 Channel Rd, Shepparton, VIC 3630**

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**Website:** [www.nefln.vic.edu.au/shepparton](http://www.nefln.vic.edu.au/shepparton)

**Phone:** 0427 877 113

# Newsletter

Dear Shepparton FLC Community,

We had a very positive start to this term, and many activities and excursions planned for students, however we found ourselves in and out of remote learning again. Hopefully we will back to on-site learning next term and as students return to school, staff are planning for their return to make sure they feel safe and supported.

Shepparton FLC students and families were directly impacted by COVID-19 with many exposure sites in our LGA. We are extremely proud of our communities resilience during this very difficult time. As the COVID situation can change rapidly, please keep up to date with news and events at the Shepparton Flexible Learning Centre via our website – all Covid updates will be posted under the ‘News’ tab. We will also provide updates via text messaging and our Facebook page.

We did manage to participate in and hold events this term, including NAIDOC week, STEAM week, GENES for Jeans Day, RUOK Day, Animal Studies students trip to Dinner Plain Huskies, a Ghost Tour in Beechworth, and our Art Exhibition in Benalla.

Unfortunately some activities have had to be postponed and we will endeavour to run them in Term 4. These include First Aid, Traffic Management “Stop Slow’ course, and a Construction Induction Course.

We found creative ways to engage students during Remote Learning with our Instagram and Facebook pages, with photography challenges, STEAM activities, Chester’s video Challengers.

A reminder that Student Progress Interviews will be held 15 September, a valuable time to meet with Learning Mentors to revise education goals, and staff will continue to work with students on 2022 course planning during term 4.

There are plenty of events planned for next term including 3 days with the Rubicon Outdoor Education Team, and a trip to Heide Museum and Art Gallery. Our regular activities including the gym, Pitstop and L2P’s program will also continue once restrictions lift in the Greater Shepparton Area

Thank you to all staff for their tireless efforts during this term, your dedication, resourcefulness and care for our students has shone through and is appreciated by all.

I would like to thank the greater school community for their support this term and wish you a safe holiday and we look forward to seeing you all in Term 4.

Kind Regards,

*Anna Pinnuck*



Site Principal

A campus of:  
Wodonga Senior Secondary College  
Every Student, Every Opportunity, Success for All



# Important Dates and INFORMATION

Student Progress Interviews  
Wednesday 15th June



School Holidays  
Saturday 18th Sept - Sunday 3rd Sept

First Day of Term 3  
Monday 4th October

## Student Absences

It is a requirement of the Department of Education and Training that accurate records of the student absences are kept by the school. We appreciate parent/carer support in notifying the school of a student's absence.

### Contacting the school.

-  Ring the school office from 8.30am 0427 877 113.
-  Text the school on 0427 877 113.
-  Send an email: [shepparton@nefln.vic.edu.au](mailto:shepparton@nefln.vic.edu.au)

Learning Mentors will contact families if there is an unexplained absence of a young person.

Thank you for your continued support.



Reminder that our school has a no phone policy during students timetabled classes.

Students will be directed to store phones in lockers provided during lessons.

Students can access their phones during designated break times 12:00pm - 1:00 pm

If parents/carers need to contact their young person, a message can be passed on via contacting reception on 0427 877 113.



## Mental Health Services and Support

### Lifeline

24/7 crisis support and suicide prevention services

13 11 14  
[lifeline.org.au](http://lifeline.org.au)

### Beyond Blue

24/7 mental health support service

1300 22 4636  
[beyondblue.org.au](http://beyondblue.org.au)

### QLife

LGBTI peer support and referral

1800 184 527 (9pm-10pm daily)  
[qlife.org.au](http://qlife.org.au) (online chat 3pm-12am daily)

### Mensline

24/7 counselling service for men

1300 78 99 78  
[mensline.org.au](http://mensline.org.au)

### headspace

Online support and counselling to young people aged 12 to 25

1800 650 890 (9am-1am daily)  
[headspace.org.au/eheadspace](http://headspace.org.au/eheadspace)  
(online chat 24/7)

### 1800RESPECT

24/7 support for people impacted by sexual assault, domestic violence and abuse

1800 737 732  
[1800respect.org.au](http://1800respect.org.au)

### Suicide Call Back

24/7 crisis support and counselling service for people affected by suicide

1300 659 467  
[suicidecallbackservice.org.au](http://suicidecallbackservice.org.au)

### Kids Helpline

24/7 crisis support and suicide prevention services for children and young people aged 5 to 25

1800 55 1800  
[kidshelpline.com.au](http://kidshelpline.com.au)

If you are concerned about someone at risk of immediate harm, call 000 or go to your nearest hospital emergency department.

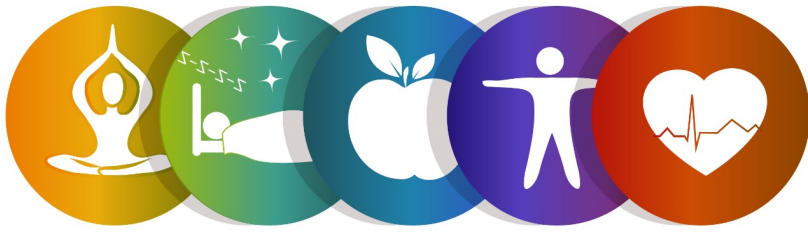


With delivery partners



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# Wellbeing

Term Three has turned out to be another challenging term with both on site and remote learning. Our staff are impressed with how resilient our young people continue to be given the current way of the world. We feel proud of how our students are coping and encourage them to continue to reach out if they need any support or advice.

Please see below the contacts for our Wellbeing Team who are more than happy to support students or families with inquiries or any questions or concerns.

Michelle Sheehan – Wellbeing Leader- 0408 979 307

Ben Linnett – School wellbeing - 0419 264 649

Tim Hunter – Youth Worker - 0407 312 392 (**Monday's, Tuesday's and Wednesday's**)

Meghan Thompson – School nurse - 0484 330 962 (**Monday's**)

Please see below some 10 minute Meditation and sleep links you could follow to support a healthy routine and sleep patterns from our school nurse

## **Meditation:**

[Spotify – 10 Minute Guided Meditation for Anxiety - song by Guided Meditation](#)

[Daily Calm | 10 Minute Mindfulness Meditation | Be Present - YouTube](#)

[Daily Calm | 10 Minute Mindfulness Meditation | Letting Go - YouTube](#)

[10 Minute Guided Bodyscan Meditation - YouTube](#)

[10-Minute Meditation For Stress - YouTube](#)

[10-Minute Meditation to Reframe Stress - YouTube](#)

## **Sleep:**

[10-Minute Meditation For Sleep - YouTube](#)

[Short Sleep Meditation: Guided Meditation for Deep Sleep \(10 Minutes\) - YouTube](#)

[10 Minute Guided Sleep Meditation \(female voice\) - YouTube](#)

**Meaghan The Nurse is here for you.**

Wellbeing is such a broad term, new and ever evolving.

But it matters, and we are lucky to be living in a world where our wellbeing matters.

But what does it mean, can it mean different things to different people?

Some of the different types of wellbeing to focus on:

**Physical wellbeing:** Not eating all the bad stuff all the time, doing exercise regularly. Looking after your body, and respecting the fact that it keeps you moving.

**Social wellbeing:** Whether you're an introvert or an extrovert we are all social creatures and most thrive on connection with others. Reach out to those around you, even when it's hard.

**Emotional wellbeing:** Your feelings are telling you something, you must acknowledge them, hiding them or pushing them down will only serve for them to blow up at usually the worst possible time.

If you ever need someone to talk to I'm always here.

Thanks

Meaghan

# Respectful Relationships

Shepparton Flexible Learning Centre is a Respectful Relationship Partner school. Respectful Relationships is a state government initiative that supports schools to promote and model respect, positive attitudes and behaviours. It teaches our young people how to build healthy relationships, resilience and confidence. It supports young students in dealing with a range of challenges they may face and covers topics including being respectful, resilient, engaged at school and being confident within themselves. Respectful Relationships promotes equality and helps students learn how to build healthy relationships.



## Consent

Consent is an individual's free agreement to participate in an activity. Consent can only be given if it is free and voluntary, without fear, coercion, intimidation, or anything else that inhibits free agreement

Sex and the law:

- ✦ It is an automatic illegal offense to engage in sexual activity with a person under 12.
- ✦ In Victoria, the age of consent is 16.
- ✦ Between the age of 13-16 there can be no more than 2 years between sexual partners
- ✦ A person with authority to someone under 18 is not allowed to undertake any sexual act.

### CONSENT IS:

**CLEAR**

**COHERENT**

**GIVEN WITHOUT  
PRESSURE,**

**GUILT OR THREATS**

### Clear

Consent is active.

It's expressed through words or actions that create mutually understandable permission.

Consent is never implied, and the absence of a no is not a yes.

Silence is NOT consent.

"I'm not sure," "I don't know," "Maybe" and similar phrases are NOT consent

### Coherent

People incapacitated by drugs or alcohol cannot consent.

Someone who cannot make rational, reasonable decisions because they lack the capacity to understand the "who, what, when, where, why or how" of the situation cannot consent.

People who are asleep or in another vulnerable position cannot consent.

### Willing

Consent is never given under pressure.

Consent is not obtained through psychological or emotional manipulation.

Consent cannot be obtained through physical violence or threat.

Someone in an unbalanced power situation (i.e. someone under your authority) cannot consent.

### Ongoing

Consent must be granted every time.

Consent must be obtained at each step of physical intimacy.

If someone consents to one sexual activity, they may or may not be willing to go further.



# Mindfulness Matters

"Our emotions play a critical role in our lives and are part of how we were designed to help us live and enjoy life. Recognising, understanding and managing our emotions is a like long skill for all of us! One we need to practice and keep reflecting on. Here is a great tool that can be super helpful in going beyond the obvious umbrella term to identify exactly what your feeling. Naming these emotions is actually a critical skill in helping us manage our emotions in a helpful way."

## angry

GRUMPY  
FRUSTRATED  
ANNOYED  
DEFENSIVE  
IRRITATED  
OFFENDED  
SPITEFUL

## sad

DISAPPOINTED  
MOURNFUL  
REGRETFUL  
DEPRESSED  
PESSIMISTIC  
TEARFUL  
DISILLUSIONED

## anxious

AFRAID  
STRESSED  
VULNERABLE  
CONFUSED  
WORRIED  
CAUTIOUS  
NERVOUS

## hurt

JEALOUS  
BETRAYED  
ISOLATED  
SHOCKED  
VICTIMIZED  
TORMENTED  
ABANDONED

## embarrassed

ISOLATED  
SELF-CONSCIOUS  
INFERIOR  
GUILTY  
ASHAMED  
PATHETIC  
CONFUSED

## happy

THANKFUL  
TRUSTING  
CONTENT  
EXCITED  
RELIEVED  
ELATED  
CONFIDENT

Go beyond the obvious umbrella term to identify  
**exactly what you're feeling.**

# Empowering people with disability

## The role of the NDIS:

The National Disability Insurance Scheme, otherwise known as the NDIS is an insurance scheme which provides funding to people living with a significant disability. It serves to provide support to those living with a disability, these include day to day supports; such as shopping, personal care, access to community, etc. Additionally, the NDIS will provide funding for things such as assistive devices, mobility equipment and therapeutic support. The NDIS will not provide funding for a support that does not relate to a person's disability.

Once a person is accepted for the NDIS they will then have planning meetings to figure out what areas they require support in and what their goals are, this plan will then match up with the categories of funding a person may receive.

## Criteria for Eligible People:

The first criteria of eligibility is age; those wanting to access the NDIS must be aged between 7 and 65.

You must be either an Australian citizen or hold a permanent or special category visa.

The applicant should require supports in one of the following areas:

- Do you usually need support from a person because of a permanent and significant disability?
- Do you use special equipment because of a permanent and significant disability?
- Do you need some support now to reduce your future needs?

## Contacts & Resources:

To find out more information on the NDIS and how you can access it check out the NDIS website: <https://www.ndis.gov.au/>

In the Greater Shepparton area we have an NDIS office at 127 Numurkah Road, Shepparton 3630.

For additional support you can contact **Intereach**, an NDIS partner organisation which delivers services in the Greater Shepparton area.

Intereach is located at 1 Sobraon Street, Shepparton 3630.

Email: [LAC@intereach.com.au](mailto:LAC@intereach.com.au)

Phone: 1300 488 226



Three staff have recently completed their Youth Mental Health First Aid Training. All staff at Shepparton FLC have participated in this training and are up to date.

Mental illness often starts in adolescence or early adulthood and it is important to detect problems early to ensure young people receive the appropriate support. Staff learn about adolescent development and the signs and symptoms of mental health problems, how and where to seek help.

By ensuring all staff are trained in Youth Mental Health First Aid we are complying with our overall vision of creating a safe school environment for our students and meeting the Department of Education guidelines in this space.

Term Three has certainly been a challenging time for the students completing their Certificate II in Community Services. Unfortunately, we have had to postpone their First Aid certificate for a second time, which has caused frustration and disappointment. Despite this, I have been so proud of how the students have continued to engage and work through each of the units we have been studying which has largely been through remote learning.

During Term Three, students have learnt about the challenges a worker may face if they are the first point of call and how to deal with challenging behaviours. Students were also privileged to listen to two guest speakers during our Community Services classes, Tim Hunter our Youth Worker and Eliza, a past student who has gone on to further study within the Community Services sector. Both of these guest speakers provided insight into their roles and the training they were required to do to reach their work goals.

Overall, a fantastic result for the Community Services students studying this year. They have completed almost all of the theory components of the course and are on track to finish their certificate by late October in Term Four. I'm proud of you all!

*Michelle*

## gotafe Supporting Placement Students



Hi everyone,

My name is Sarah, and I am a student at GoTafe Shepparton. I am currently studying my Diploma of Community Services and have been lucky enough to snatch up my first set of placements here at the Shepparton Flexible Learning Centre.

My passion and interest whilst studying has always been Youth based so to be able to have my ongoing placement here has been a great opportunity.

Whilst being at Flexi, I have had the privilege of being able to connect and build relationships with the students to help expand my experience and knowledge within the sector. My favourite part of placement so far, has been watching the students grow and engage with me in and out of class time. Building that relationship has been rewarding and I am very appreciative to the students for being welcoming.

I have been assisting and learning from the wonderful staff here at Flexi since Term 3 and due to COVID, my placement has been put on hold multiple times. Fortunately, I am lucky enough to continue my placement into Term 4 and am very excited to see everyone's faces again.

Thank you to the staff at Shepparton Flexible Learning Centre for welcoming me into the team and supporting me on my journey.



# NEFLN Art Exhibition 2021 – Inspire Within

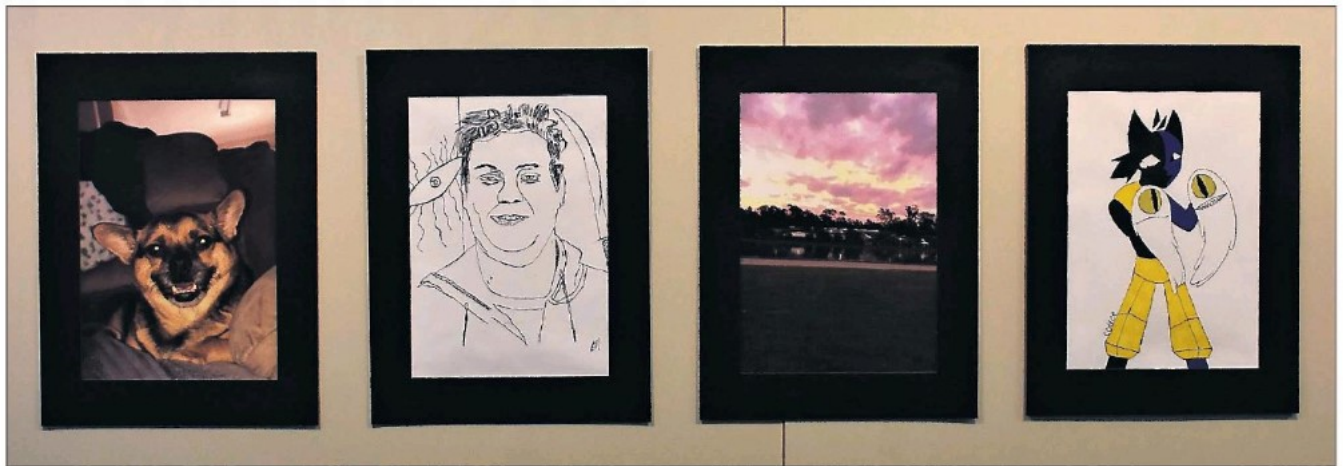
## In the media.

How very exciting that our network art exhibition *Inspire Within* was in the Benalla Ensign newspaper on the 18th August.

We are so very proud of our students and it's great that the wider community had the opportunity to not only see how talented our students are but to also purchase amazing works of art to have on show in their homes.

PAGE 12—'Benalla Ensign', Wednesday, August 18, 2021

[www.benallaensign.com.au](http://www.benallaensign.com.au)



## Student exhibition impresses

By Simon Ruppert

Students from Flexible Learning Centres across north-east Victoria are hosting an art exhibition in Benalla for two weeks.

With an array of mediums and styles on offer, there is something to pique everyone's interest.

And with many pieces available to buy, this is your opportunity to pick up some art, potentially from a future master, while it is still affordable.

All artists, whether they be Van Gough, Picasso or Banksy, start off as students.

The exhibition, *Inspire Within*, which is on show at Bridge St Studios, features work created in the past two years by students of Flexible Learning Centres in Benalla, Shepparton and Wodonga.

Benalla Flexible Learning Centre art teacher and learning specialist Sharee Fisher said she was delighted the exhibition could take place.

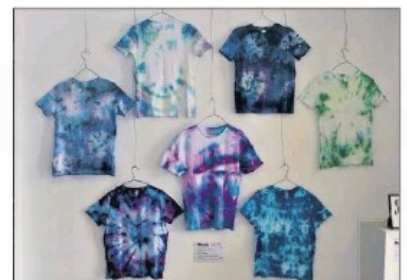
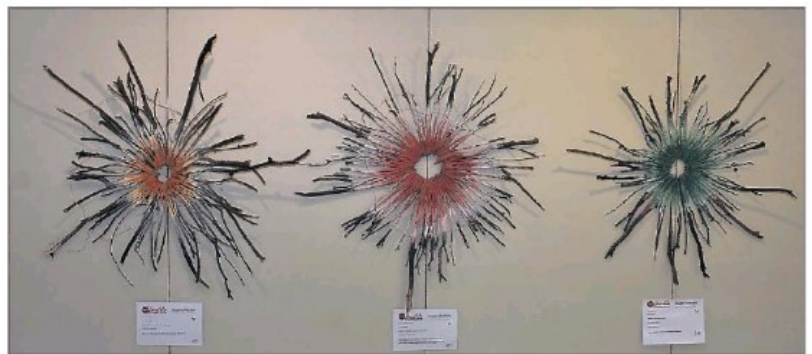
"Every year we try and do an exhibition, whether in Benalla or across the network as a whole," Ms Fisher said.

"COVID-19 had prevented us doing one last year, so this year we decided to do a collaborative exhibition.

"There's work from Wodonga, as well as Shepparton and Benalla Flexible Learning Centres.

"We set it all up last week and on Thursday afternoon when we were putting it all up on the wall, with the plan to come back Friday morning to finish off, everything got locked down.

"Lockdowns have made things challenging but we're up and running now for the next two weeks."



Ms Fisher said the exhibition was open to any student across the three campuses to take part in.

"There's heaps of different mediums. We've got some tie-dyed T-shirts, silk paintings, mosaics, basically anything you can think of, we've got it here.

"We have about 70 students' work on display and they are super excited because this gives them an opportunity to display their work, be a part of the community, and get some feed-

back. The exhibitions we've had in the past have been really successful and we've sold a number of paintings.

"It's really great for the kids to know that their work has value and that the community embraces it."

Benalla Flexible Learning Centre principal Brad Hearn said he was proud of the students' efforts.

"I think it's really good that they've brought in a lot of what has inspired them and what has

helped them, especially during this challenging time," Mr Hearn said.

"I think all of the kids have been able to really showcase their student voice and give us a bit of an insight into their metacognition and what's going on for them."

● The *Inspire Within* exhibition will be on display at Bridge St Studios — 122 Bridge St, Benalla — until Friday, August 20. Entry is free.



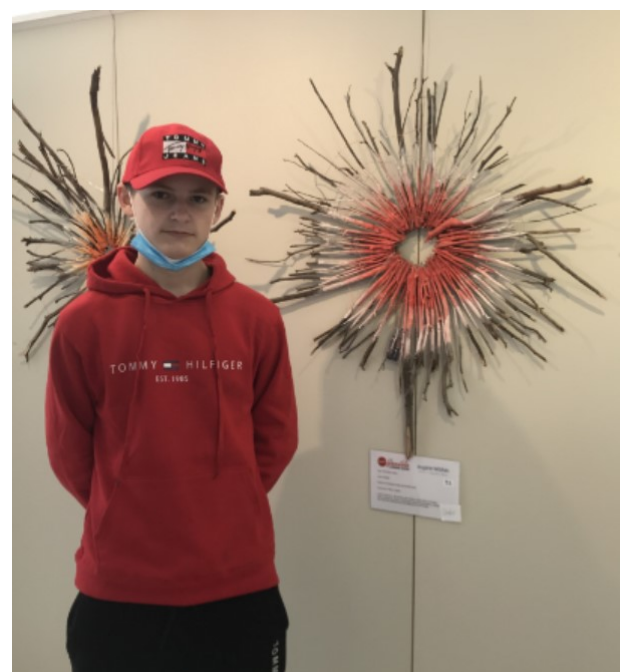
# NEFLN Art Exhibition 2021 – Inspire Within

This term we had the special opportunity to put our beautiful artworks on display on the main street of Benalla in a network art exhibition organized and hosted by the Benalla Flexible Learning Centre. The exhibition was not without challenges, being postponed twice due to COVID restrictions and having no official opening or closing for the same reasons. With that said, we soldiered on and remained optimistic! We had the expertise of local street and silo artist Tim Bowtell, who lent us his custom-built exhibition walls and lighting. Tim also worked with Simon Klose (another local artist), to professionally install, display and hang our artworks in the space on Benalla's main street.

The artwork received plenty of hype amongst the local community, with many artworks being sold, plenty of visitors to admire our works and even an article featured in the local newspaper! It was a great experience seeing works from students across the North East come together and create a unique display of original works showcasing numerous methods, materials and techniques.

Di, Sarah and other staff along with students went over to the exhibition on three occasions to open it to the public for the day. Students were respectful and professional in how they conducted themselves and represented the school positively on these occasions.

Well done SLFC students on a challenging, yet very successful network art exhibition!



# Visual Arts

## Term 3

In yet another term which didn't quite turn out as planned, there still emerged many silver linings in the SHFLC Visual Arts program.

In the beginning weeks of the term when learning onsite, students continued developing their carving and printmaking skills through creating original linocuts. We also had the opportunity to begin experimenting with 3D art through use of clay, with many students creating small characters, pots, bowls and sculptures. In between this, students busily finalized and prepared their artworks to be displayed in our greatly anticipated network exhibition in Benalla, 'Inspire Within'.

We are beyond proud of how the students coped and showed resilience through Lockdown 7. Congratulations to the students who stayed in contact with learning mentors, staff and their peers. Sticking together and reaching out is so important when we can't see each other face to face.

Two art packs were sent home to nurture creativity and mindfulness from home during this period and some students engaged with the weekly Instagram Challenge, submitting photos and artworks for the themes 'Something Purple' and 'Lockdown Food'.

It was also great to see some students to continue with their personal art interests during Remote Learning through the creation of drawings on paper and digitally, paintings and clay pieces. A few examples are on show within this newsletter.

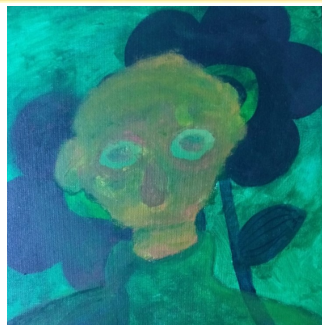
Our Instagram page [SFLC\\_creativity](#) is always live and all students are encouraged to send in photography or photos of their art and creativity by emailing to staff or through the message function on Instagram. If you're interested in participating but not sure how, please ask your learning mentor.

We are excited to return back to some sort of normal next term and hopefully visit Shepparton Art Museum, experience some wood burning and continue to develop our 3 dimensional art skills through sculpture.

## REMOTE LEARNING



DJ- freehand drawing



DJ - canvas painting



AK crochet work



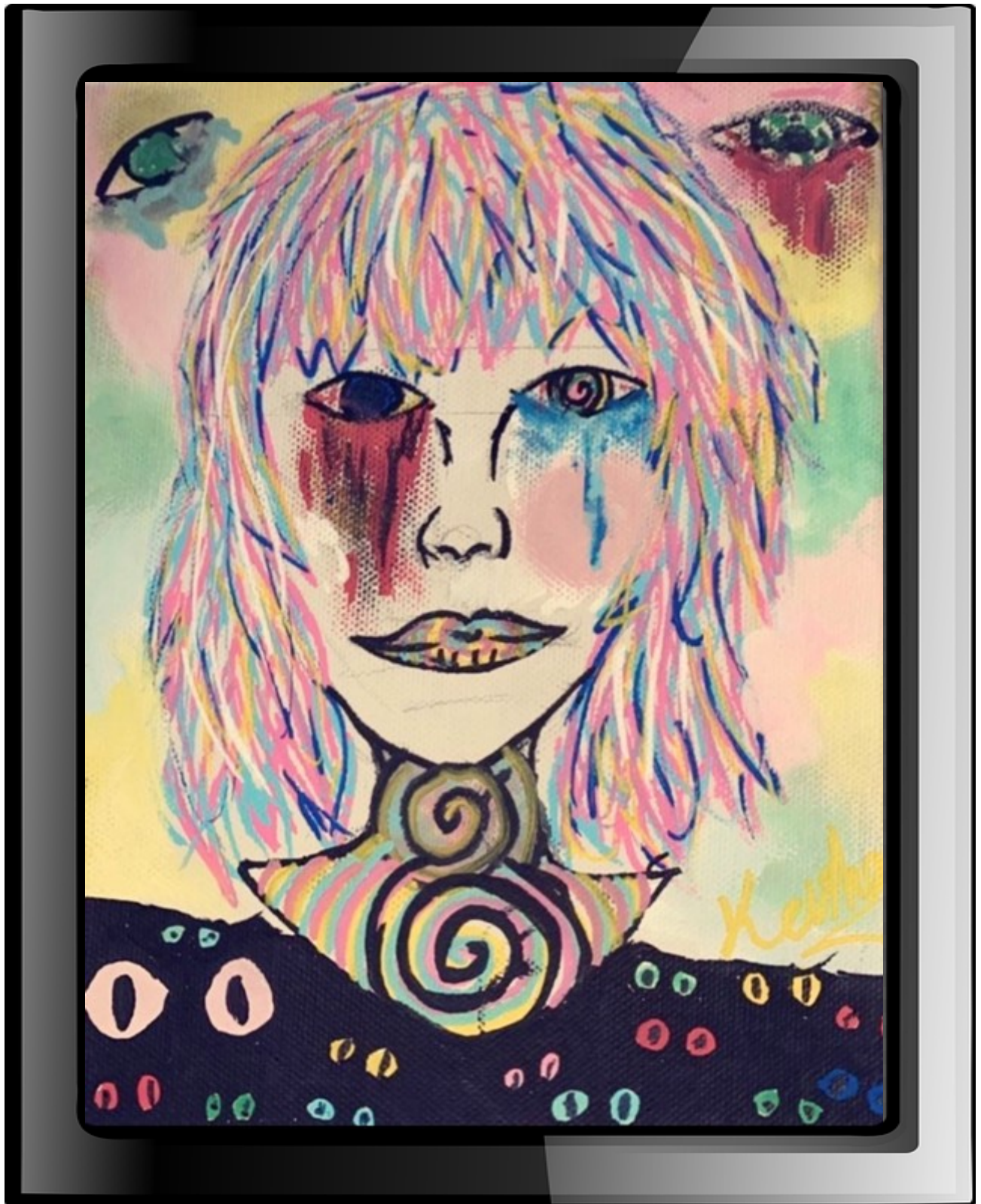
FLM - Watercolour



In this piece, the eyes resemble the piercing feeling of being watched, whether that be in a positive way such as through happiness and care as seen in the blue stained eye, or through judgement and trauma as the fearful eye with blood. The red resembles fear and uncertainty.

My inspiration for placing such emotions in my piece is from the many cultures which celebrate burning ceremonies. These ceremonies are often called 'Burning Man', where they build a largescale, wooden structure, or 'man' and burn in it in order to cleanse the world of fear and any negative entities.

Regarding the structure and composition of this piece, I added the multi-coloured hair overlapping slightly for a textured look. Placing the person in the foreground of the piece helps show the contrast between how negative and positive are displayed within each individual person. I wanted the piece to show a deep and dark meaning without using the limited amount of dark shades and still being able to represent it in a bright and colourful manner. It was important to me to keep a dark meaning within it.





## Welcome to our newest staff member, Chester.



This term, Shepparton Flexible Learning Centre welcomed Chester onboard as our newest staff member.

Chester spent many months training and completing assessments to earn his certification as a fully qualified Therapy Dog.

At school he works with Trish (his human) helping to deliver and facilitate programs.

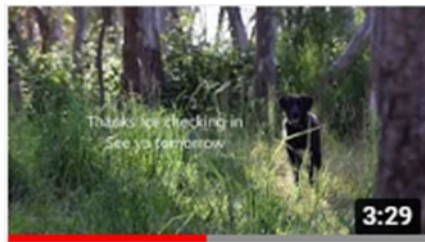
He helps with the VCAL PDS unit, “All Creatures Great and Small”

He also enjoys working with the kids on the Behavioural Science subjects, especially because he can demonstrate how Pavlov’s dog and classical conditioning really work.

Another thing he loves to do is spend some special 1:1 time with the students reading. There’s nothing quite like chilling out in a bean bag with a mate and having a book read to you!

But his favourite part of the day would have to be first thing in the morning when he eagerly greets EVERY ONE with a smile and a waggily – tail!

During lockdown, while Chester has been unable to work directly with our students, his YouTube Channel, “The Lockdown Videos” have been keeping the kids connected.



Lockdown video 5. Georgia Bruce drops in to say Hi



lockdown video 4 Lighthouse Park

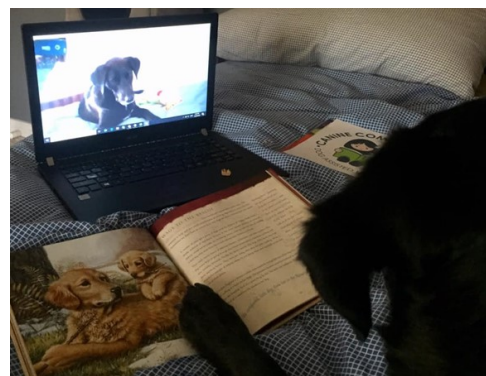
It is definitely wonderful to have Chester at work, and it is important to mention that Animal Assisted Learning and Animal Assisted Therapy are evidenced based, robust, and accountable additions to a learning program within an education setting. More recently an increasing body of research exists to support the efficacy and value of AAT/AAL.

### **What is good quality Animal Assisted Learning?**

(AAL) is a goal oriented, planned and structured program delivered by qualified educational professionals.

- ⇒ conducted by qualified, general and special education teachers either in the group or individual setting when done by Special Education teachers is also considered **therapeutic** and a **goal oriented** intervention
- ⇒ The focus of the activities:
  - academic goals,
  - pro-social skills
  - cognitive functioning.
  - progress is measured and documented.
  - Mapped to (VicCurric/VCAL/IEP/PBS). (P and S Capability Strand)
  - The teacher conducting the AAE program has a comprehensive knowledge about animal welfare, behaviour, needs, health and stress indicators. Formal Dog Trainers Certification is a plus.

We. At Shepparton Flexible Learning Centre are proud to be able to incorporate Animal Assisted Learning as part of our programs to ensure that we continue to strive to do our best for all of our students and incorporate innovative and evidenced based programs.



Remote Learning

# ANIMAL STUDIES STUDENTS

August 17th  
2021

## Howling Husky

Sled dog tours.



### Animal Studies Excursion

Charlie attends the Shepparton FLC and is currently studying Certificate II in Animal Studies. The course involved a tour to the snow to learn about the Seberian Huskies.

The students and teachers had a tail-wagging good time while interacting with the dogs. The trainers spoke about the characteristics of the huskies and why they are so suited to this type of work and how the equipment works on the dogs.

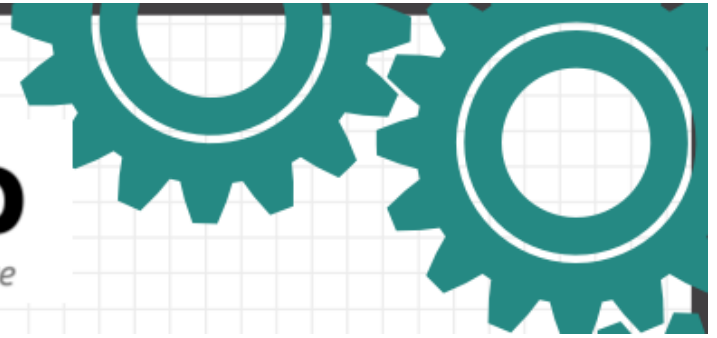
This excursion was not only informative but also enjoyable and scenic as well. It was a fantastic day.



*Interesting dog facts from  
Charlie*

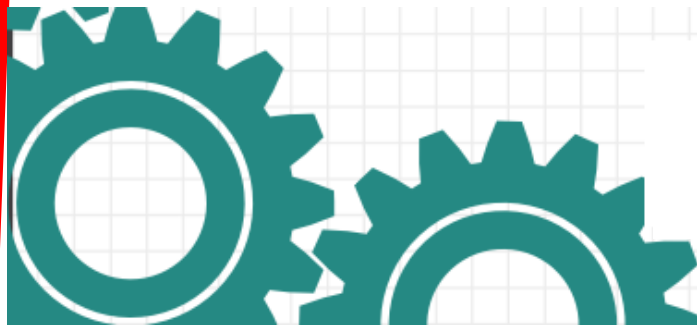
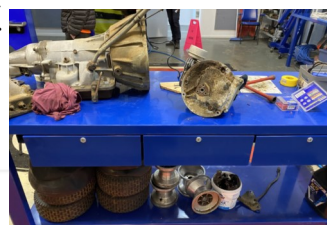
- 1. Dogs lap, or take up, the water with their tongues curled backward.*
- 2. Seberian Huskies have strong leg and back muscles to run, pull and push a sled.*





Students and staff had another great term participating in the PitStop program in-between lockdowns. We have had more interest from students looking to get involved, we had fortunately been able to secure an extra day for students ensuring a smaller number of students in each session to maximise learning and safety.

If parents/carers have items they no longer use that students could disassemble/reassemble or have a motor that may need attention, please contact John Sheehan.



## **BEECHWORTH ASYLUM**

### **Ghost Tour**

In Term 4, 2020 and Term 1, 2021, students were asked to offer their opinions on excursions, programs and activities of interest that we could incorporate into our learning programs at SFLC. The aim for this was to involve more student voice in our programs to encourage student engagement and nurture wellbeing.

A popular response from students was to research and attend a ghost tour in a historical location. Students were encouraged to research suitable locations to visit with interesting histories. This led to two fun trips being planned to the Beechworth Lunatic Asylum for a private ghost and history tour!

The Beechworth Lunatic Asylum was in operation from 1867-1995 (128 years!). Many of the patients were elderly as persons with conditions, illnesses and diseases we see today such as dementia and Alzheimer's were then seen as 'crazy'. Many other patients were women as in the past women didn't have as many rights and their opinions weren't respected like the male gender. It was easier to admit a woman to the asylum than it was a man, and husbands could put their wives in the asylum, but wives could not do the same with their husbands. Once admitted, there are no records which indicate any patients were ever released (CRAZY!). Many reasons for admission of patients are now recognized to be severe mental health disorders and illnesses such as bipolar, PTSD, schizophrenia, depression and anxiety. Many of the 'treatments' used in the asylum had little scientific reasoning to back them and were painful and inhumane to the patients. Some of the worst we heard about during our tour were the electric shock therapy and solitary dark therapy.

Luckily, our first group on Thursday the 19<sup>th</sup> were able to attend the exciting, and at times, very spooky excursion. We had time to immerse ourselves in Beechworth's historical township during the trip, visiting the iconic Beechworth Lolly Shop and seeing the Beechworth Bakery. We sat together reflecting on our tour and exchanging stories over fish and chips for lunch before heading back to school. It was a great day!

We look forward to taking the second group next term when COVID restrictions allow!





# GARDENING PROGRAM



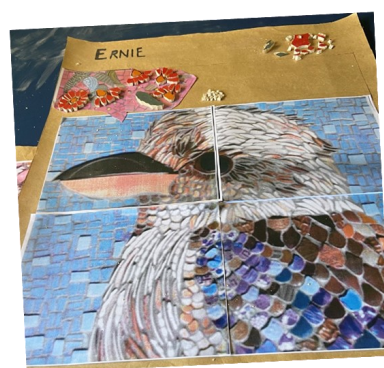
Throughout Term 3, as part of the Gardening program, we took a slightly different approach and decided to create art pieces to be put throughout our garden.

Although it has been a difficult term to achieve results, we have been lucky enough to create clay mythical creatures and wind chimes. Students participated both on site and remotely off site (packs were sent home for students to create during lockdown).

We have not yet been able to get the pieces fired and painted due to restrictions! We are really looking forward to seeing the amazing results displayed throughout our beautiful gardens.

We have also started to work on Mabel, Barry and Ernie, our mosaic birds that will be placed within the sensory garden.

Leonie & Mish



## Pancake Breakfast

**R U OK Day** was acknowledged nationally on Thursday, September 9<sup>th</sup> to promote awareness for suicide prevention and mental health.

At SHFLC we value that one way of improving and maintaining positive mental health is to talk and spend time with family, friends and loved ones. To encourage students to do this, we provided a pancake shaker and info sheet to enable them to have a cook up during lock down, share some pancakes and have a yarn with those around them.

This activity was very successful and students enjoyed having the cook up at home. Some students sent through photos to our Instagram page and parents and siblings made comments of positive vibes the lockdown activity provided them.

Due to positive feedback of the success of the R U OK pancake cook up, home wellbeing cook ups will continue through future lockdowns. We have already planned a cupcake cook up for this week!

Get cooking! Get sharing! Get chatting!



# STEAM

SCIENCE TECHNOLOGY ENGINEERING  
ARTS MATHEMATICS

During week 9 links to STEAM activities were posted on our Facebook and Instagram pages for students to participate remotely and share their experiment outcomes.

Below are the links to activities if you missed them. You can still post pictures of experiments to our social media pages and share you thoughts on these activities.

When we return to onsite learning we plan to host STEAM week activities for students.



## Orange Fizz

Need 1 orange, baking soda, plate and a knife to cut the orange, spoon for the soda.

<https://www.youtube.com/watch?v=qWBxKXoJ8ZU>



## Walking water .

Need food colouring, paper, 5 glasses or clear plastic cups.

<https://www.youtube.com/watch?v=s2Jud7F478I>



## Floating stick Man .

Need a whiteboard marker, flat glass or ceramic dish and warm water.

<https://www.youtube.com/watch?v=bjR4N5ivci0Stick>



## Leak proof bag of water.

Need zip lock plastic bag, 4 – 6 sharpened pencils and water.

<https://www.youtube.com/watch?v=LdVN9GxJHCg>



## Bouncy Egg Experiment

Need a large glass, vinegar and 1 egg.

[https://www.youtube.com/watch?v=\\_vs5W8xvkv0](https://www.youtube.com/watch?v=_vs5W8xvkv0)





Staff are currently working on a survey monkey to give students the opportunity channel their learning in area's and fields that they have a genuine interest in for the 2022 school year.

This survey will open early in term 4 and Learning Mentors will pass the link onto their students for completion.



For a bit of fun can you guess correct?

Kylie has a Moccona coffee jar filled with wrapped lollies & chocolates and asking students to guess the amount inside.

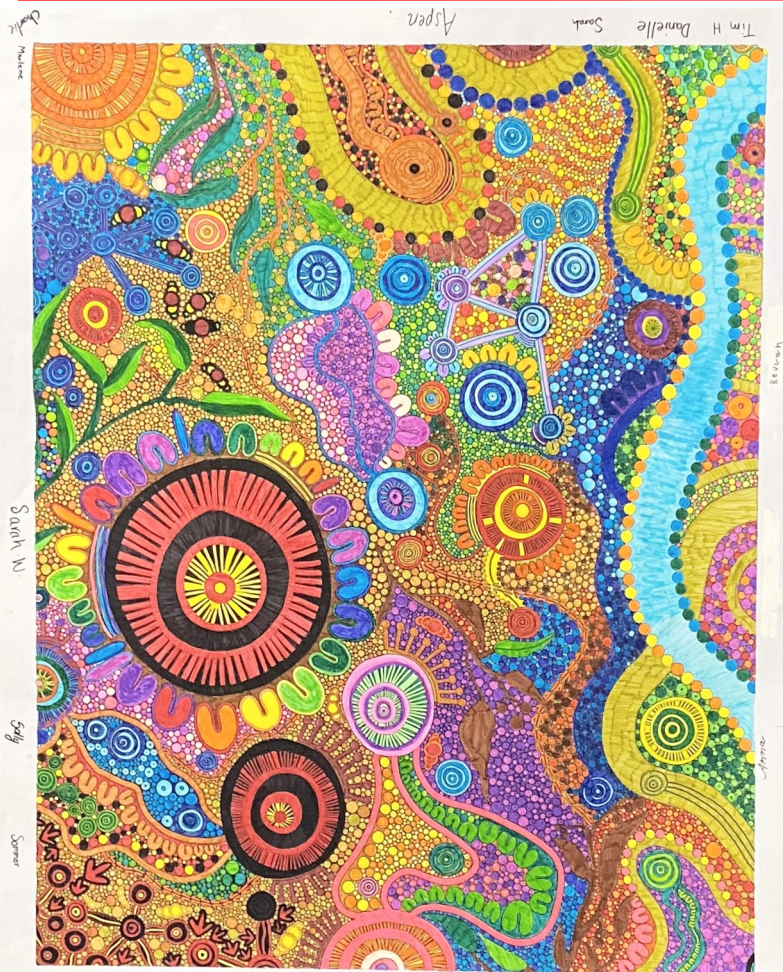
If your guess is correct or closest you win.

Send your guess to your learning mentor or Kylie via the school mobile.

Every student has 1 guess.



The winner will be announced on Wednesday 13th Oct.



Naidoc Week provided a fantastic springboard in many ways. Students collaboratively decorated this year's Naidoc Week Poster on an A1 sheet, which is on permanent show at school. The time together enabled students to chat and relax, as well as being mindful of the significance of Naidoc Week.

It was also a time for staff to reflect upon all aspects of what we do and offer to students with the purpose of exploring ways that we can strengthen the inclusion of local Indigenous traditions, cultures and ways of learning.

With the support of Shane Clark, we developed a calendar of events and student workshops for the remainder of the year, which will be built upon further in 2022.

Some of the opportunities that were planned for Term Three are now being rescheduled for Term Four or early 2022, due to the latest COVID Lockdown.

We are looking forward to reconnecting with Kaiela Arts next term with the hope of offering wood burning, ceramics and possibly weaving.





# CONNECT

Shepparton *flexible*  
LEARNING CENTRE

phn  
MURRAY

An Australian Government Initiative

VICTORIA  
State  
Government





## Self Care

When you're putting emotional energy and effort into supporting another person and keeping them from harm, it's important that you look after yourself. Make your own health and wellbeing a priority.

See Beyond Blue:  
<https://bit.ly/2SqhEiK>



## 24/7 Support

<b>Triple Zero (emergency)</b>	For use in life threatening or time critical emergencies	<b>000</b>
<b>Beyond Blue</b>	Depression, anxiety and related disorders	<b>1300 224636</b>
<b>Lifeline</b>	Crisis support, suicide prevention and mental health support	<b>13 11 14</b>
<b>Kids HelpLine</b>	Young people aged 5-25	<b>1800 551 800</b>
<b>SuicideLine</b>	People affected by suicide	<b>1300 651 251</b>
 <b>Suicide Call Back Service</b>	24/7 free professional phone and online counselling	<b>1300 659467</b>
<b>Standby Murray - Support After Suicide</b>	People bereaved or impacted by suicide	<b>0439 173 310</b>
 <b>National Indigenous Critical Response Services</b>	Emotional and practical support to bereaved families and individuals	<b>1800 805 801</b>
<b>MensLine Australia</b>	Men with family and relationship concerns	<b>1300 789 978</b>
<b>Mental Health Crisis Line</b>	Mental health triage (information, assessment and referral)	<b>1300 783 347</b>



## Local Support

Market Place Medical  
**03 58222677**

Family Medical Centre  
**03 58212533**

Shepparton Medical Centre  
**03 58233100**

Goulburn Valley Health  
**03 58322322**

Headspace Shepparton  
**03 58238800**



## Supporting Someone

It's a myth that talking directly about suicide will put the idea in someone's head. Here are some ideas to help start a conversation:

*"I've noticed that you haven't been yourself lately. Is everything ok?"*

*"I'm worried about you. Can we talk about what's troubling you?"*

*"You seem (down/sad/angry/unhappy) lately. I'm worried that you might be thinking of hurting yourself or suicide. Can we talk about this?"*



## Online Support

<b>Head to Health</b>	<a href="http://headtohealth.gov.au">headtohealth.gov.au</a>
<b>Headspace</b>	<a href="https://headspace.org.au/headspace-centres/shepparton">https://headspace.org.au/headspace-centres/shepparton</a>
<b>Beyond Blue</b>	<a href="http://beyondblue.org.au">beyondblue.org.au</a>
<b>Lifeline</b>	<a href="http://lifeline.org.au/Get-Help">lifeline.org.au/Get-Help</a>
<b>Suicide Call Back Service</b>	<a href="http://suicidecallbackservice.org.au">suicidecallbackservice.org.au</a>
<b>SANE Australia</b>	<a href="http://sane.org">sane.org</a> (Helpline: 1800 187 263)
<b>eheadspace (for 12-25yo)</b>	<a href="http://eheadspace.org.au">eheadspace.org.au</a>
<b>ReMinder suicide safety plan app</b>	<a href="http://ontheline.org.au/what-we-do/suicide-prevention/making-a-safetyplan/">ontheline.org.au/what-we-do/suicide-prevention/making-a-safetyplan/</a>