



NEGS
MORE THAN
A SCHOOL

NEGS Newsletter

Term Three - Week 10, 25th September, 2018



Mrs Mary Anne Evans

From the Principal

As I pen my final newsletter article for Term 3, I have had cause to reflect upon the wonderful opportunities the students of NEGS continually receive. For all of this, it is appropriate for me to acknowledge and thank all staff and the NEGS Community for their involvement in Grandparents' Day, Father's Day Breakfast, How the West was Warped, Old Girls' Chapel & brunch, IGSSA, Hawkesbury Canoe Classic (and the Grafton paddle); Equestrian Tours in Malaysia & New Zealand, netball trials, IPSHA's Creative and Performing Arts, the Ekka, Valedictory ceremonies and the myriad of other activities that have occurred in our School this term.

It is an outstanding testament to the wonderful spirit that exists at NEGS. Each of these things showcase the flexible nature of the School and with so many people actively involved, it does indeed prove that NEGS is more than a school. It is deeply appreciated and not taken for granted.

In the omnipresent digital age in which we are so immersed, it is interesting to note that Melinda Gates' children don't have smartphones and only use a computer in the kitchen. Her husband Bill spends hours in his office reading books while everyone else is refreshing their homepage. The most sought after private school in Silicon Valley, the Waldorf School of the Peninsula, bans electronic devices for the under-11s and teaches the children of eBay, Apple, Uber and Google staff to make go-karts, knit and cook. Mark Zuckerberg wants his daughters to read Dr Seuss and play outside rather than use Messenger Kids. Steve Jobs strictly limited his children's use of technology at home. It's astonishing if you think about it: the more money you make out of the tech industry, the more you appear to shield your family from its effects. (Alice Thomson, The Times). To that end, NEGS will be surveying parents next term to establish your thoughts on online restrictions and your child.

Continuing on in the "online theme" I have attached the following article for your perusal - it is very enlightening. Before reading it though, I would like to take this opportunity to wish you all a happy and safe holiday, enjoying precious time with your children.

What Teens Really Think About Their Social Media Lives By Caroline Knorr 9/9/2018

What teenagers look like they're doing and what they're actually doing can be two totally different things -- especially when it comes to social media. A bored-looking ninth-grader could be majorly bonding with her new BFF on Snapchat. A 10th-grade gamer may complain loudly when you cut off his internet but be secretly relieved. An awkward eighth-grader may be YouTube's hottest star. To find out what's really going on in teens' social media lives, Common Sense Media polled more than 1,100 13- to 17-year-olds in its latest research, Social Media, Social Life: Teens Reveal Their Experiences. The new study updates our 2012 study on teens and social media with surprising new findings that address many of parents' most pressing concerns about issues such as cyberbullying, depression, and even the popularity of Facebook (spoiler alert: It's not).

Why now? Today, 89 percent of teens have their own smartphones (compared with 41 percent in 2012). They grew up right alongside Instagram and Snapchat. They do research papers on Google Classroom, find emotional support on teen forums, share poetry on Tumblr, and are more likely to text "I love you" before they'd ever say it to your face. But concerns over the negative consequences of social media have grown in tandem with its popularity among teens. Grim reports on teen suicide, addiction, cyberbullying, and eroding social skills have caused many people, from parents to teachers to the tech industry itself, to look at social media as a potential contributor -- if not the cause -- of these issues. This survey clarifies some of those concerns and draws attention to the reasons some kids are deeply affected by -- and connected to -- their digital worlds. Here are some of the key findings from the report, what they mean for you and your teen, and what you can do about them.



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Principal News

Mrs Mary Anne Evans

They can't stop. They won't stop. Seventy percent of teens use social media more than once a day (compared to 34 percent in 2012). Interestingly, most teens think technology companies manipulate users to spend more time on their devices. Many of them also think that social media distracts them and their friends.

What you can do. They know it's getting in the way of important things, but they have a hard time regulating their own use. So, help them! Encourage them to be mindful of how they feel before, during, and after a social media session. If a certain friend or topic bugs them or brings them down, they can block that person or mute the thread. Challenge them to do a task with focused concentration and without getting distracted for longer and longer periods (set a timer!).

Thumbs mostly up. Only a very few teens say that using social media has a negative effect on how they feel about themselves; many more say it has a positive effect. Twenty-five percent say social media makes them feel less lonely (compared to 3 percent who say more); eighteen percent say it makes them feel better about themselves (compared to 4 percent who say worse); and 16 percent say it makes them feel less depressed (compared to 3 percent who say more).

What you can do. It's good news, but it's still important to check in. Ask open-ended questions about their social media lives: What's good? What's not so good? What do you wish you could change? And remember, social media is only one contributor to kids' overall wellbeing.

Managing devices is hit or miss. Many turn off, silence, or put away their phones at key times such as when going to sleep, having meals with people, visiting family, or doing homework. But many others do not: A significant number of teens say they "hardly ever" or "never" silence or put away their devices.

What you can do. If your teen is the kind who can manage their own use, keep encouraging them. If not, set specific screen rules for around the house. Establish screen-free times (such as during homework) and areas (such as the bedroom). Have device-free-dinner nights -- and make sure to follow the rules yourself.

Snapchat and Instagram are where it's at. In 2012 Facebook utterly dominated social networking use among teens. Today, only 15 percent say it's their main site (when one 16-year-old girl was asked in a focus group who she communicates with on Facebook, she replied, "My grandparents").

What you can do. Familiarise yourself with your teen's favourite social media by reading reviews or downloading it yourself and playing around with it. Friend your teen if they'll allow it, but don't force it; instead, make time for regular check-ins when you can ask what's new on Snapchat and Insta and share your feeds with them.

Less talking, more texting. In 2012, about half of all teens still said their favourite way to communicate with friends was in person; today less than a third say so. But more than half of all teens say that social media takes them away from personal relationships and distracts them from paying attention to the people they're with.

What you can do. This is where your guidance and role-modelling of healthy online habits is really important. Put down your own phone (better yet, set it to Do Not Disturb) when you're with your kids. Encourage them to be more self-aware about their device use, especially when they come away from interactions feeling like they were distracted. And if you think they need a break, prompt them to go phone-free for a while.

Vulnerable teens need extra support. Social media is significantly more important in the lives of vulnerable teens (those who rate themselves low on a social-emotional well-being scale). This group is more likely to say they've had a variety of negative responses to social media (such as feeling bad about themselves when nobody comments on or likes their posts). But they're also more likely to say that social media has a positive rather than a negative effect on them.

What you can do. You may not know whether your teen is vulnerable. In fact, they may not know it. Because vulnerable teens can struggle more in all areas, use your intuition to dig deeper if you sense something is going on. Help them to get the best out of social media and minimise anything that provokes a negative reaction. If they're creative, support their efforts to share their work online, as vulnerable teens say that expressing themselves on social media is extremely important.

Exposure to hate speech is on the rise, while cyberbullying is less common. Only 13 percent of teens report ever being cyberbullied. But nearly two-thirds say they often or sometimes come across racist, sexist, homophobic, or religious-based hate content in social media.

What you can do. Talk to your kid about being a force for good on the internet. Explain that it reflects poorly on them if they like, share, or otherwise support messages of hate -- even as a joke. If your kid knows the person spewing hate speech, then encourage them to block, report, or simply unfriend that person. Practice how to disagree with people respectfully and constructively. Encourage them to stand up for people who've been denigrated -- without getting into an ugly flame war.

Express yourself! More than one in four teens says social media is "extremely" or "very" important to them for expressing themselves creatively.

What you can do. Be supportive. While there are some risks to putting your work online, it's possible to do it safely, and it can actually help teens get their stuff noticed by schools, employers, and mentors. Help them use privacy settings on whatever platform they choose to share their work so they don't expose themselves to potential predators. Offer advice on how to accept feedback and comments maturely. And find out how to protect their intellectual property. Who knows? Their online efforts in the teen years may pay off later!



Dear Families

We again urge you to consider taking one of our Japanese students during the holidays. Yuna will be staying in Sydney from 27 September - 3 October with one of our wonderful NEGS families, HOWEVER, WE HAVE NOT BEEN ABLE TO SECURE A HOST FROM 3 - 7 OCTOBER when she is due to return to stay in Armidale for the remainder of the holidays.

If you are able to assist us in finding suitable accommodation for Yuna, please contact me as soon as possible so we can make arrangements for her.



Rifle News

Mr David Rose

In July the NEGS Rifle Club Team campaigned for its twentieth year at the AAGPS Rifle Shooting premiership and twenty four years at the NSW Rifle Association's All Schools Match.

This year a team of six, led by Brydi Holmes and Anna Campbell, including Sophie Sutherland, Ruby Loosemoore, Amelia Croft and Ella Holmes, met at Wingham Rifle Range for the annual pre-match training camp.

Anna began her week earlier, shooting with the Country Under 25 Team alongside past Club Captain Isabelle Cameron against the City Under 25 team at ANZAC Range.

Supported by Camp parents Rob and Sue Holmes, and with visits from coaches Mr Andrew Cameron and Alex Patten, the girls worked on their marksmanship at 300, 500 and 600 metres.

The team then travelled to Sydney for the first match, the five-a-side Fiona Reynolds Memorial All Schools Match against fourteen other school teams at ANZAC Range Malabar.

Shooting once at 500 and twice at 600 metres in Malabar's headland wind, the NEGS team of Brydi, Anna, Sophie, Ruby and Ella achieved 12th position. Top scorer for NEGS was Brydi with 135-2 placing here at 28th from 57.

Action then moved to Hornsby Rifle Range for the AAGPS Rifle Shooting Premiership.

After a day's "official practice", two days of competition followed with the Rawson Cup and NRA Shield on Tuesday, the 2nds Match Buchanan Shield on Wednesday, shooting against the seven GPS schools whose members are mainly selected from Years 11 and 12.

In the individual aggregate scores, from a total of 75 shooters, Ruby finished 30th overall, followed by Brydi in 50th place, Anna 52nd, Ella in 56th and Amelia in 59th.

In the best tradition of the Club, all the girls put in maximum effort and, as always, the NEGS team "punched above its weight".

Once the matches finished, the presentation ceremony and social events piled one upon the other, first the GPS official presentation, the wonderful Sydney High School hosted afternoon tea with TAS, and the annual Shore Rifle Club Presentation Dinner.

A huge thanks to camp parents Rob and Sue Holmes for supporting the girls over such a long excursion, the Sutherland, Campbell, Loosemore and Croft families for their generous contributions, and coaches Alex Patten and Andrew Cameron for their invaluable input.



2019 Term Calendar

Term One

Tuesday 29 January Staff Day | Scholarship Day
Orientation Day for New Students
Boarders Return by 8pm

Wednesday 30 January **CLASSES COMMENCE**

Thursday 11 April Last day of Term One

Term Two

Monday 29 April Staff Day | Boarders Return by 8pm

Tuesday 30 April **CLASSES COMMENCE**

Friday 7 June Staff Day

Monday 10 June Queen's Birthday Long Weekend

Thursday 27 June Last day of Term Two

Term Three

Monday 22 July Staff Day | Boarders Return by 8pm

Tuesday 23 July **CLASSES COMMENCE**

Thursday 26 September Valedictory Day
Last Day of Term Three

Term Four

Monday 14 October Staff Day | Boarders Return by 8pm

Tuesday 15 October **CLASSES COMMENCE**

Tuesday 10 December Festival of Nine Lessons and Carols

Wednesday 11 December Year 7 - 11 NEGS Speech Day
Last Day of Term Four



UNIFORM UPDATE

From Term 1 2019 the new NEGS Polo shirt (pictured) will be worn in place of the old style polo.

From Term 1 2020, NEGS branded Junior School Uniforms will replace St John's.

New Stock is available in the Uniform Shop



Equestrian Centre

NEGS ONE DAY EVENT 3rd & 4th November 2018

NEGS Equestrian Centre is excited to be hosting our annual One Day Event (ODE) on the 3rd and 4th of November this year.

This event is a fantastic opportunity to see some outstanding dressage, cross-country and show jumping while showcasing our great school and its wonderful facilities!

The Equestrian Centre would love to hear from anyone who would like to volunteer to assist with the ODE, either at the event or prior to the event – we have a range of tasks with which we require assistance.

If you would like to be involved please contact Rachelle Hirst by emailing rachelle.hirst@negs.nsw.edu.au

Wrap Up - Competitions

Recently we had a fantastic young Equestrian team representing NEGS Armidale at the Liverpool Plains Interschool Equestrian competition in Quirindi. With the usual fun and great NEGS spirit, all students rode extremely well, with many highlights and successes in Dressage, Show Jumping, Hacking and Eventing. For many of our younger riders, this was their first-time competing. Thank you to the parents and friends who also came along to support the girls. Well done girls! #negsmorethanaschool #negsequesrian #dressage #showjumping #hacking #eventing

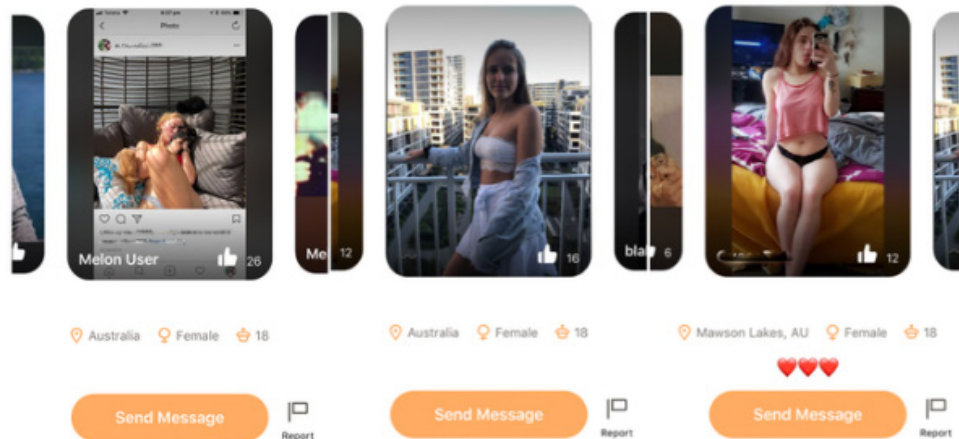


What is Melon?

Have you heard of an app called Melon? If you haven't, you may be about to. We decided to take a look as to what it is all about after hearing about it many times lately in the High Schools we present in.

Melon connects users with new people based on social media friends and offers private messaging, video chat, and a people search feature.

It's gaining popularity in Australia, whilst being featured in articles across the world that are calling it out for the frequency of cyberbullying, and the high concentration of men looking for girls that will do whatever they ask on camera.



One of the first things we noticed when logging on to the app was people quite clearly lying about their age.

Others are using provocative screenshots from their Instagram accounts as profile pictures that include their Instagram username. Thus encouraging strangers to connect to users on Instagram as well.

Like online gaming and most apps now there is a social aspect where young people can be having online conversations with complete strangers as well as people that they know. As their Teachers, Parents, and Guardians we need to consider the risks so that we can continually advise young people how to mitigate those risks when using these apps as in most cases "don't" is clearly not working.

The Melon App is a video-based chat app that allows people from all over the world to connect by just tapping on their device. Users can chat with as many different individuals as they like and the app records a history of chats so you can revisit and continue to "make friends all over the world!" Some filters allow users to talk with people in selected regions. Even though the app is free to download it does start asking you to pay when you use filters.

The recommended age guideline for the app on the apple store is 17+ due to infrequent/mild sexual content and occasional nudity. However, in the Terms and conditions of the app it states "If you are under the age of 13yrs of age, you are not authorised to use the service without registering."

If a child is under the age of 18, they may use the service, with or without registering only with the approval of a parent or guardian. In addition, you should review the terms of service with them to make sure you and they understand and agree with the terms of service. The terms and conditions of use for Melon are confusing, they state verbatim....."If they are under the age of 13yrs, they have to register, but if they are under the age of 18yrs they don't have to"..... Confused? We are too. The age guideline is hard to decipher and impossible to monitor.

I registered with my correct date of birth that I am a 40 something-year-old female and the connections that were immediately presented to me were all 18yrs – 26yrs, and it was quite clear from some of the profile pics that most are not using their real age. And some are using names directly referring to recreational drug use which could become an issue on their digital footprint in the future.

By tapping the screen, you're immediately connected to someone. Melon gives users the opportunity to report another user for offensive behaviour. Any app that offers live video chats cannot block offensive or threatening language other than banning users AFTER their actions. Melon states the conversations are monitored, but since it's live, things will happen that can't be unseen or unheard.

The app is available for free for iPhones and Android devices.

It's clearly not an app for school students due to its random video chat function.

The #1 way to avoid exposure to harmful apps is to turn off the app store in Apple's restrictions.

Don't forget you are the parent. If you allowed your child to have a phone make sure you check the apps they are regularly using, ask questions, get your child to show you the pluses and negatives of every app they are using that you are not familiar with.

Set boundaries. Ban devices from the bedroom or put a curfew in place.

Remind children that online, "stranger danger" is 24x7 and they should never share personal information or meet up with anyone they have met online

Kind regards,

Kirra Pendergast - Director, Safe on Social Media Pty Ltd

If you have any questions or would like to make a booking for your school please get in touch: wecanhelp@safeonsocial.com

News

The image shows the 'Safe on Social' logo on a smartphone screen. The logo features a speech bubble with a person icon inside. Below the logo, the text reads 'Safe on Social'. To the right of the phone, the text 'Safe on Social' is displayed in a large font, followed by 'EDUCATION, TRAINING & CONSULTING'. Below this, it says 'CERTIFIED TRAINING PROVIDER' and 'Office of the eSafety Commissioner'. There are also social media icons and a list of hashtags: #Professionalsocial #eSociaimedia #Eso #Positive #eSafety #AntiInequality #Educationandtraining #Cyberbully.

Music News

Mrs Sally Spillane

NEWS



NEWS FROM MUSIC

It was such a privilege to work with all the girls in the Senior School Musical, they were truly fabulous. The leads in the play helped do the makeup on all the younger girls before doing their own makeup and made sure everyone was looking their best before heading onto the stage. The spirit of teamwork amongst the girls was what made this musical so great. The girls sang, danced and acted, they owned the stage and they were the characters from the Wild West. They gave it their all and if you were one of the lucky people who were able to get to the show you know how much they enjoyed themselves. It was a real team effort and now it's time to pack up the stage, the props, the costumes until the next time. Well done to you all.

Next year it will be Junior School's time to shine on the stage, they are already excited about which play they're going to put on.

We are up to our final rehearsals for New England Sings!, another wonderful concert to look forward to. Students will be participating in their final rehearsals in the first week back at term. Their final rehearsal will be on Saturday 20th October with the performance concerts taking place on Sunday 21st October. Make sure you have your tickets booked as the concerts are very popular.

Yours in music, Sally Spillane



NEGS

School News



The Aboriginal Culture Centre and Keeping Place (ACCKP) is once again running a Holiday Program for primary school Children from Monday 8th October to Friday 12th October.

The program will run from 9.00am to 12 noon. This program is open to all children of primary school age. The theme for the October Holiday Program is "Prepare for Christmas". Children will have the opportunity to learn and carry out activities surrounding this theme.

The cost for the morning tea, supervision, materials and activities will be covered by the ACCKP. This holiday program is being funded by the Department of Education.

Please pick up and complete a registration form from the ACCKP by the 1st October 2018 to ensure your child/children's place is confirmed.



autismaustralia

TALK TO LEARN

Autism & Social Communication Group

COMMENCING TERM 4.

This program is available for two age groupings:

0-6 years Group
2pm-3.15pm

7-12 years Group
3.30pm-4.45pm

Venue:
Armidale City Church Hall
68a Markham Street
Armidale

Cost: There is no charge for this program.

Both groups will run on Tuesdays across the term.

"Talk to Learn" was made possible by through the National Disability Insurance Scheme's Information Linkages and Capacity Building funding scheme.

A group program for families of children with autism or social communication differences.

Talk to Learn provides children with autism or social-communication differences a place to learn to participate more with the people and places around them.

The group is play-focussed with a purpose!

Group leaders will show and practice with parents, different ways of playing and talking with their children that they can continue to use at home to help their children interact and learn new skills.

It also provides a group forum for parents to discuss with the group leader, practical ways to support their children.

Parents are responsible for the care of their child at all times during the group. Leaders are there to help with the playing and learning.

Please note: As numbers are limited please understand it is not possible for siblings to attend.

Register your interest online at <http://ems.gs/3kFt0efboQf>

Please email all enquiries to: natalie.jones@autismaustralia.com.au.

Delivered by Autism Queensland trading as Autism Australia
ABN 79 253 351 418

www.autismqld.com.au



Armidale & District Branch

invite you to attend a

MELBOURNE CUP DAY

FUNDRAISER

Tuesday
6th November 2018

12 noon in the Auditorium
Armidale City Bowling Club

- Drinks on arrival
 - Finger food luncheon
 - Sweeps • Raffles
 - Fashions on the Field prizes
- Fleece to Fashion & Turners Armidale Fashion Parade
Big screen race coverage & TAB available

Tickets: \$30 each available from
Armidale City Bowling Club,
Dumaresq St, Armidale
Phone 6772 5666



Junior School

Head of Junior School



We had a lovely Grandparents' Day at School last week and it was wonderful to see how many grandparents were able to attend. I did enjoy meeting them. It was also rewarding to see the children showing pride in their school and school work, and showing their grandparents or joining their friends' grandparents in a journey around the School.

I know for many students it can be a worrying time as they face new challenges. Parents can often be more nervous than children about these new experiences and new learning technologies and techniques. I read an article last week and thought it perfectly summed up why we should try to extend and challenge our students as much as possible.

The article suggested that children who were exposed to safe risks were happier, less anxious and more able to handle everyday problems. It suggests the need for children to experience failure, to be involved in play with peers and to be encouraged to face their fears rather than avoid them.

I encourage children to spend more time with other children. When children spend more time with their peers they rely less on adults to solve problems for them. In fact, when children play among themselves they take on the authority of adults in their absence, basically they role play. They negotiate about what and how to play. They will often make up the rules of their games, modifying them as they go along and challenging other children's explanations. "You're not playing by the rules" is a common childhood response, but the important thing to remember is, that left to their own devices, children will generally resolve such conflict situations more creatively and with more finality than if adults become involved.

Help children to be good losers and gracious winners, these are important skills to learn for future development. Children need to experience both the resilience of disappointment that comes with a loss and the confidence-building satisfaction that comes from winning.

Encourage children to talk about disappointment, fear and nervousness rather than be hindered by them. We need to allow children to experience events that lead to different emotions. Enabling children to verbalise their feelings helps them process and make sense of their emotions. Strong families and safe classrooms work on the principle that there's nothing so bad that we can't talk about it in the right way, but that there are behaviours that we won't abide.

Encourage children to become independent problem solvers. When adults solve problems for children, we not only increase their dependency on us but we teach them to be afraid of making mistakes and to blame themselves for not being good enough. When your child brings a routine problem to you and expects you to solve it (such as leaving lunch at home or sorting out a best friend quarrel), step back and invite them to put their input into the resolution.

We certainly would never want to deter children from coming to us for advice or help when they have a difficulty, but we do want to encourage them and teach them to work independently through their concerns themselves, with help of course if needed, but our aim is being to ultimately help prepare them for life in a competitive global 21st century.



Mr Andrew Travers

NEGS JUNIOR SCHOOL NETBALL

ROUND UP

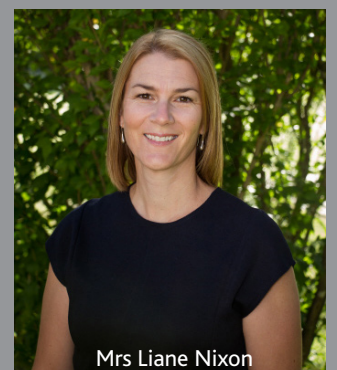
Go Netball

On Saturday 15th September we played the ACSC Giants in the netball semi-final. The score was 14 – 3.

We had a great season finishing third overall.

Thanks to Coach Jodi and Miss Drozdowski for supporting us and thanks to all the mum's and dads who took us to netball every weekend.

Paige Patterson.



Mrs Liane Nixon

Grandparent's Day 2018



NEGS China Friendships

Mrs Joanne Liu

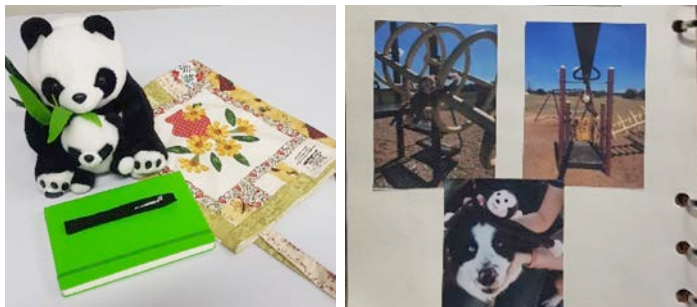
China Friendship School Mascots

In August 2018, NEGS hosted a study tour from NEGS Friendship schools: Tian Dong Middle School and Wan Ke Cheng Experimental School in ShenZhen, China. We exchanged friendship mascots and journals. NEGS mascots – 'Ella' and 'Fudge' travelled safely with the students to China.

On Tuesday, Tian Dong hosted a school wide experience sharing conference and launched their NEGS Friendship Mascot 'Fudge' and writing program. Students take turns to have Fudge at home for a week and write in English of what Fudge is up to.

NEGS received 2 mascots: a soft panda – 'Ke Ke' and Chinese golden monkey – 'Tian Tian'

Junior School chose Ke Ke and Years 7&8 kept Tian Tian. NEGS

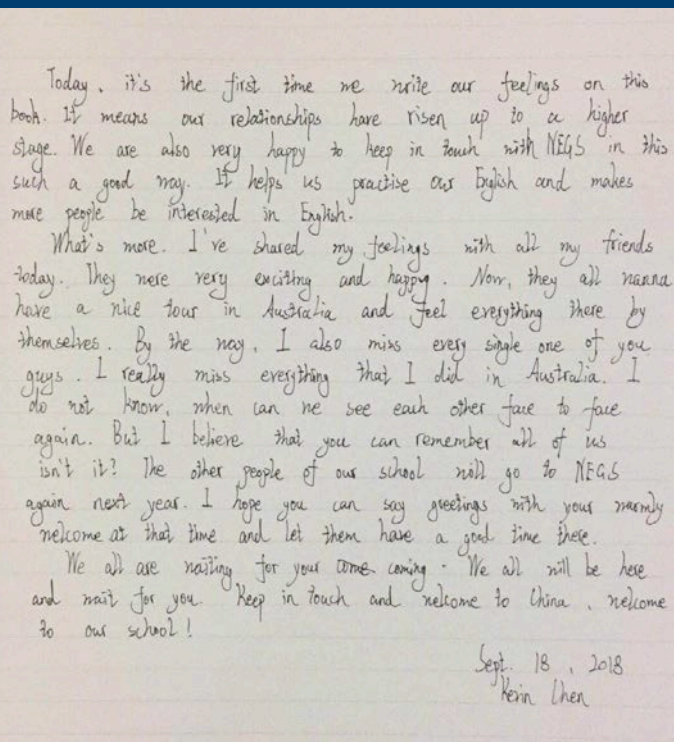


Students take turns to have Tian Tian or Ke Ke at home and write an entry in the friendship journal in Mandarin. If you have not already seen them making an appearance at your home, chances are - you will see them soon.

We are thrilled to read the first piece of English writing from the Chinese today in class. Now is our turn to write in Mandarin.

Happy writing!

Joanne Liu
Teacher, Mandarin
International Enrolment & Marketing



For more information please call 1300 136 833
or email sportscouncil@armidale.nsw.gov.au

Registration forms available from Newcastle Permanent or online at
www.armidaleregional.nsw.gov.au/community/sport-and-recreation/get-active-armidale



ARMIDALE
Regional Sports Council

**Come
& Try**

GET ACTIVE
22 Oct - 4 Nov 2018

Mountain Biking

Mon 22 & 29 Time: 5pm - 6pm

Soccer

Thu 25 Time: 4pm - 5.30pm

Volleybounce

Thu 25 & 1 Time: 4pm - 5.30pm

Running with Kiltman Fitness

Mon 22 & 29 • Wed 24 & 31
Time: 6.30am - 7.30am

Hollywood Circuit @ F45

Sat 27 & 3
Time: 6.30am - 7.30am / 7.30am - 8.30am

Athletics & Little Athletics

Thu 25 & 1 Time: 4.45pm - 6pm

Sailing

Sun 28 & 4 Time: 12noon - 3pm

No Lights, No Lycra

Thu 25 & 1 Time: 6.15pm - 7.15pm

Best Move Pilates @ Altitude Physio

Wed 24 & 31 Time: 10.30am - 11.30am

Cricket

Mon 22 & 29 Time: 3.30pm - 5.30pm

Zumba!

Mon 22 & 29 • Wed 24 & 31
Time: 6.15pm - 7.15pm

Rowing

Sat 27 Time: 8.30am - 10.30am

Get fit, lift, have fun!

@ New England Barbell
Thurs 25 Time: 4pm - 4.45pm

Body Pump @ Sport UNE

Wed 24 Time: 1pm - 2pm
Sun 28 Time: 4pm - 5pm
Sat 3 Time: 9am - 10am

Mobility Plus @ Sport UNE (Seniors & Rehab)

Mon 22 & 29 Time: 9.30am - 10.30am

TBW Functional Fitness @ SportUNE

Tue 23 & 30 • Thu 1
Time: 9.30am - 10.30am (creche available)
Thurs 25 Time: 6pm - 7pm

Fitness Plus @ Sport UNE

Fri 26 Time: 9.30am - 10.30am
Tue 30 Time: 7am - 8am

Spin cycle @ Sport UNE

Sat 27 Time: 8am - 9am

Body Combat @ Sport UNE

Mon 22 Time: 5pm - 6pm
Fri 2 Time: 5.30pm - 6.30pm

RPM @ Sport UNE

Tue 30 Time: 1pm - 2pm

Yoga @ Sport UNE

Wed 31
Time: 8.15am - 9.15am / 6pm - 7pm

Body Balance @ Sport UNE

Thu 25 & 1 (22yrs+) Time: 1pm - 2pm
Sun 4 Time: 5pm - 6pm

Better Balance @ Move Better For Life Physio

Thurs 25 & 1 Time: 11am - noon

Yoga

@ Move Better For Life
Mon 22 & 29 Wed 24 and 31
Time: 1pm - 1.30pm Time: 5.15pm - 6pm

Fitness Circuit with Kiltman Fitness @ PCYC

Mon 22 & 29 Time: 4.30pm - 5.30pm

I.C.E @ Creighton PT

(Intense Cardio Exercise)
Mon 22 & 29 • Wed 24 & 31 • Fri 26 & 2
Time: 6.40am - 7.10am / 5.30pm - 6pm
Tue 23 & 30 • Thu 25 & 1
Time: 6.40am - 7.10am / 4.10pm - 4.40pm
Sat 27 & 3 Time: 7am - 7.30am

Silver Sneakers

@ Healthy Inspirations (55yrs +)
Mon 22 & 29 • Tues 23 & 30 • Wed 24 & 31
Thu 25 & 1 • Fri 26 & 2 *Female only*
Time: 9.30am - 10.30am

B-fit @ Healthy Inspirations (Female only)

Mon 22 & 29 Tue 23 & 30
Time: 1pm - 1.45pm Time: 5.15pm - 6pm

Healthy Pump @ Healthy Inspirations (Female only)

Mon 22 & 29 Time: 5.15pm - 6pm

Hiit-IT @ Healthy Inspirations (Female only)

Wed 24 & 31 Time: 1pm - 1.45pm / 5.15pm - 6pm

Yoga @ Healthy Inspirations (Female only)

Sat 27 & 3 Time: 9am - 10am

Morning Burn @ PCYC

Tue 23 & 30 • Thu 25 & 1 • Sat 27 & 3
Time: 7am - 8am

BoxFit @ PCYC

Tue 23 & 30 • Thu 25 & 1
Time: 5.30pm - 6.30pm

Futsal @ PCYC

Mon 22 & 29 Time: 6.30pm - 8pm
Fri 26 & 2 (Juniors) Time: 5.30pm - 7pm

Circulate (Circuit class) @ PCYC

Wed 24 & 31 Time: 5.30pm - 6.30pm

Fencing @ PCYC (Juniors)

Wed 24 & 31 Time: 7pm - 8pm

Aikido @ PCYC

Mon 22 & 29 • Thurs 25 & 1 Time: 6pm - 7.30pm
Sat 27 & 3 Time: 10am - 11am

Taekwondo @ PCYC

Mon 22 & 29 • Tue 23 & 30 • Wed 24 & 31 •
Thurs 25 & 1
Time: 4pm - 4.30pm (4-6yrs) /
4.30pm - 5.15pm (7-11 yrs) / 5.15pm - 6pm (12+ yrs)

Japanese Sword @ PCYC

Wed 24 & 31 Time: 6pm - 8pm

Visit our website to
register & for more
info on each activity!

ARMIDALE
Regional Council

Wellbeing News

WELLBEING NEWS

Wellbeing at NEGS has focused this term on Respect (self respect, respectful relationships, earning respect, deserved respect and respect for others) this theme will continue through Term 4. Weekly, our tutors are accessing the many resources available and ensuring that our students are well engaged in conversations surrounding respect, with a particular focus on respecting and understanding the challenges of the ever growing cyber world and their roles within it. I have outlined the programs we will be involving the students in over the next two terms. We appreciate the support of all of our families in working with us to promote the well-being of all of our students, in particular we believe it is important for both home and school to be in sync promoting healthy habits in the digital world.

The Australian Government has developed the Office of eSafety Commissioner to provide parents, students and the wider community with information to promote safe online practices. The organisation's main goal is to 'empower all Australians to explore the online world - safely'.

The short film, "Tagged" is an online resource that the Office of eSafety Commissioner has developed to alert the community to the dangers of the online world. Over the last few weeks, students in Years 7 -10 have been shown "Tagged" during Year Meetings and participated in activities during Tutor Times addressing issues around cyber bullying, sexting, being a bystander, filming fights, posting images and the potential legal ramifications of such actions. Students then watched interviews with the characters from "Tagged" as they reflected on their role within the incident and provided insight and feedback from each of the character's perspectives. The students were then divided into house groups to discuss the different aspects raised and to create posters, identifying the main issues and positive ways to manage similar scenarios. The posters are currently on display outside the Mathematics classrooms.

The link below takes you to the website where many other helpful resources are present for everyone to explore.

<https://www.esafety.gov.au/education>

During the holidays NEGS are hosting NAPCAN who are providing a "train the trainer" workshop for the very well respected LOVE BITES Program as well as the Healthy Relationships program for younger students. Three NEGS staff will be attending the training.

The workshop has been booked out so we are very fortunate to have so many staff involved.

Fresh from this training, on the 24th October we will be presenting the Love Bites program to years 10-11 which is based on respect, domestic and family violence, and sexual assault prevention. The Healthy Relationships program will be presented to years 7-9.

Next year, on the 11th February, we will be hosting renowned guest speaker, Kirra Pendergast, the Director of Safe On Social. Kirra provides training and education in all things in the cyber world - "promoting positive skills, attitudes, and behaviours for online interactions and applications".

LOVE BITES 
RESPECTFUL RELATIONSHIPS PROGRAM
FACILITATOR TRAINING - ARMIDALE

WHAT IS IT?
Love Bites is a Respectful Relationships Education Program for adolescents.
It consists of two interactive workshops: one on Relationship Violence and one on Sex and Relationships followed by creative workshops and community campaigns.
Love Bites is a flexible model with options to use a full day or multi session delivery approach. The program emphasises the importance of a whole of school commitment to respectful relationship education.

DATE: 9 - 10 OCTOBER 2018
TIME: 9AM - 4PM
VENUE: JAN MILBURN ROOM, NEW ENGLAND GIRLS' SCHOOL, 11-83 URALLA RD, ARMIDALE
COST: \$395.00

TRAINING IN THE PROGRAM INCLUDES:
2 days training that covers best practice models, theoretical backgrounds, gender, facilitator skills, practical experiences with the activities and planning around actual delivery in your local context. Also included in the training is the Love Bites Junior Program which is Respectful Relationship lesson plans for young people in Years 7-9.
USB with all materials required to run the program

CLICK HERE TO BOOK

For more information, please contact Nancy Zhang: nancy.zhang@napcan.org.au or 02 8073 3300

NAPCAN RESPECTFUL RELATIONSHIPS 

Students from years 5 to 12 will attend sessions with Kirra on this day, finishing with a parent/staff session in the early evening. Final details will be available closer to the date. The link for Safe On Social is listed below:

<http://www.safeonsocialmedia.com.au/>

Throughout Term 1 the wellbeing program will keep the focus for years 7- 8 on appropriate online behaviours and use of devices. This will incorporate the new program from the Office of eSafety Commissioner - The YeS Project.

Year 7-8 will also spend time working on study skills and time management.

Years 9-12 will spend their tutor time consolidating study skills, organisation and time management skills, goal setting and skills to keep the balance between school work and social life, with the aim of continuing to develop positive academic outcomes and help relieve stress and anxiety related to school and school work.

We look forward to continuing a robust approach to ensuring the wellbeing of all of our students as a priority and directing our energies to areas that are highlighted as relevant to our students.

Please do not hesitate to contact me at wellbeing@negs.nsw.edu.au to provide feedback or if you have any questions.

We hope you enjoy a restful break with your family during the upcoming holidays.

Sister Jodie Jackson



TOPS:

Therapist-assisted Online Parenting Strategies

What is the research about?

The research aim is to evaluate whether our new program, TOPS (Therapist-assisted Online Parenting Strategies) can help parents to support their adolescents who are experiencing anxiety and/or depression.

What is involved?

- Participation only takes a few hours over 12 months
- You & your adolescent complete online surveys at 4 time-points: when you first register, before starting the program, and 4 & 12 months afterwards

You receive:

- Access to an individually tailored online parenting program
- Practical strategies to parent more confidently
- Tailored goals to help put these strategies into practice
- Regular contact with a TOPS-coach via videoconferencing to help you apply strategies to your own situation

To say thank-you, you & your teen will each receive e-vouchers over 4 time points (worth up to \$50 in total per person)

Who can participate?

Parents or legal guardians with their adolescent (aged 12-17 years):

- The adolescent needs to be receiving treatment for anxiety &/or depression from a mental health professional/service
- Have internet access, & consider themselves proficient in English

Interested?

For further information or to register, please click here:

bit.ly/TOPSmain or contact the TOPS team by email at: med-tops.coach@monash.edu

Help your teen manage anxiety, depression, & sleep problems

An online tailored parenting program

Weekly coaching via videoconference

Access the program anytime & anywhere

This study is being undertaken by Monash University, led by Associate Professor Marie Yap, and has been approved by the Monash University Human Research Ethics Committee.



SCHOOL HOLIDAY WORKSHOPS

WORKING WITH CLAY

9TH & 11TH OCTOBER 2018

In this *Working with Clay Workshop* with Honey Greenwood (Armidale Pottery Club), children/teens will explore creating different forms and textures out of clay using a range of techniques such as pinching, rolling and coiling. Children/Teens will have the opportunity to create their own pinched pot, small sculpture and hanging mobile. The workshop will be held over two sessions. The first session will focus on building the pieces which then need to be left to dry in readiness for painting and decorating. The drying takes between one-two days. Children will then return for the second part of the workshop to paint, decorate and finish their pieces.



Peta Moore Workshop – Clay Making Activity

5-12 year old:

Tuesday 9th October

10am – 12pm *Clay Working Session #1*

Thursday 11th October

10am – 11:30pm *Painting your Creations Session #2*

Book here: <https://www.trybooking.com/YLSO>

12-16 year old:

Tuesday 9th October

1:30pm – 3:30pm *Clay Working Session #1*

Thursday 11th October

1:30pm – 3:00pm *Painting your Creations Session #2*

Book here: <https://www.trybooking.com/YLSR>

Book now! Only 10 spaces per workshop

Min. 8 students required to run each workshop

Cost:

\$40 Friends of
NERAM

\$45 General