

# Cammeraygal High School

## Empowered to Achieve



## 01 PRINCIPAL'S REPORT

## 25 P&C

### MESSAGE FROM THE PRINCIPAL

What an unusual way to start Term 3!

Who would have thought we would be announcing another

4 weeks of Remote Learning and which will take us up to Week 8 of this term.

I will continue to update parents as we hear of any changes. Up to this point the key messages from the school and the DoE have been:

- Y12 Students only to return to face to face learning from August 16 (Week 6). Students will return to school to commence their Trial HSC exams which will be conducted in small groups in order to keep our students and staff safe. More details will be sent to students and Y12 Parents/Caregivers on how we will safely return to school. This will happen according to health regulations and DoE advice;
- All other students Years 7-11 to continue to learn from home until at least August 28;
- All students Years 7-12 to learn remotely from home. No students to attend school unless absolutely necessary. Thank you to our parents and guardians who have supported the health orders in keeping your child learning from home under these extremely challenging circumstances this term. We will continue to support remote learning from home and refining our learning and wellbeing processes to continue to deliver quality teaching and learning from home;

### CALENDAR

#### TERM 3 | WK 6 | 16 – 20 AUGUST

Mon – Fri HSC Trials | Week 1

#### TERM 3 | WK 7 | 23 – 27 AUGUST

Mon – Fri HSC Trials | Week 2

#### UPCOMING EVENTS:

Y11 Exams | 30 August – 10 September

Y12 Graduation | 16 September

End of Term 3 | 17 September

Start of Term 4 | 5 October

P&C Trivia Night | 13 November

Y7 2022 Orientation Day | 23 November

Presentation Day | 10 December

Last Day of Term 4 | 17 December

**Next P&C Meeting**  
**Tuesday 3 August**  
**@ 5:30pm**  
**via Zoom**

## PRINCIPAL'S REPORT CONTINUED...

- Assessments for Years 7-11 will be modified to accommodate the Remote Learning Program;
- Further advice and Information will be given to Year 11 students and parents on Yearly examinations scheduled to be held in Weeks 8 and 9;
- Wellbeing check in to occur regularly by calling parents/caregivers of students that are finding RL challenging and needing additional support;
- Weekly whole school Zoom assemblies continue each Thursday at 1:20pm;
- Year assemblies to be held at 12:30pm Each Wednesday before RL Sport;
- Principal will email parents/caregivers of individual year groups or the whole school to update them on critical changes or messages from DoE; and
- Students should all have cameras on and wear school uniform to maximise student learning and engagement during RL.

A reminder to all parents/caregivers that the P&C Zoom meeting will be held at 5:30pm Tuesday. Our Wellbeing staff will be presenting on Remote Learning strategies for resilience for your child. I hope to see many of you on Zoom.

Thank you to all of our parents who have sent such positive messages of thanks and encouragement to our teaching and administration staff. Those words do go a long way to keeping our spirits up during these difficult times.

Take care

**K Melky**  
**Principal**

# Deputy Principals' Report

## Year 10 Learning Coach Interviews

Year 10 subject selections for Stage 6 will be proceeding online over the coming weeks. Learning coaches will be making contact with their mentees early next week by email or phone to advise them of the time for their interview.

The interviews will take place either over Zoom (without cameras on) or by phone. If by phone, the coach will also request a phone number on which the student can be contacted during the day. These interviews will take approximately 15 minutes each and will, in many cases, take place during lesson time – students are asked to step away from their scheduled lesson to attend their interview, as they would do if we were on site.

Students should come to their interview having read through their Subject Information booklet and with a good sense of what they would most like to study. Students need to choose 12 units during their interview, AS WELL AS choose 6 additional units as reserve subjects, and coaches will be guided by the recommendations of the English and Maths Faculties for those subjects.

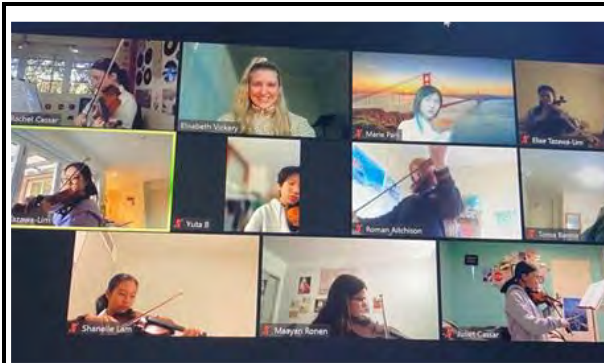
A confirmation email will be sent to the student at the conclusion of the interview, which should be printed, signed and returned to school when students come back on site.

**J Arrow**  
**Deputy Principal**

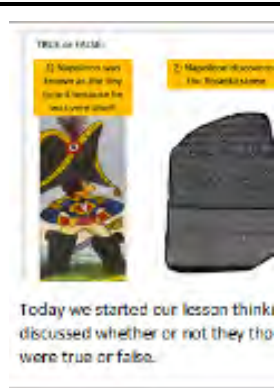
## Middle School Teaching and Learning Snapshot

Below is a small snapshot of the variety of teaching and learning activities occurring across the middle school. I asked teachers to take a screen shot, on the spot, of the learning activities their classes were engaged with on that morning - no bells and whistles, just core business!

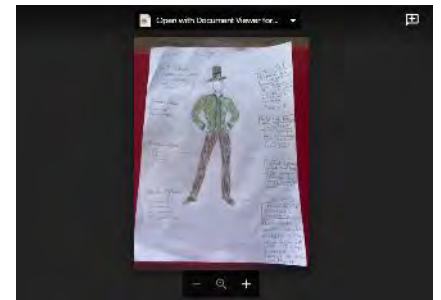
I've also had the pleasure of being able to join dozens of zoom lessons over the past week and it has been great to see our staff and students driving forward with their teaching and learning under such difficult circumstances.



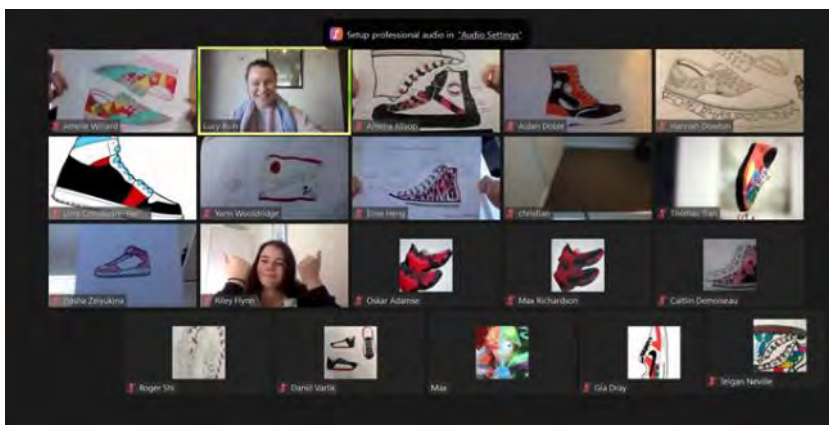
String Group: Here is the school's String Ensemble working on some new pieces during their weekly Monday morning rehearsal via zoom.



Today we started our lesson thinki discussed whether or not they tho were true or false.



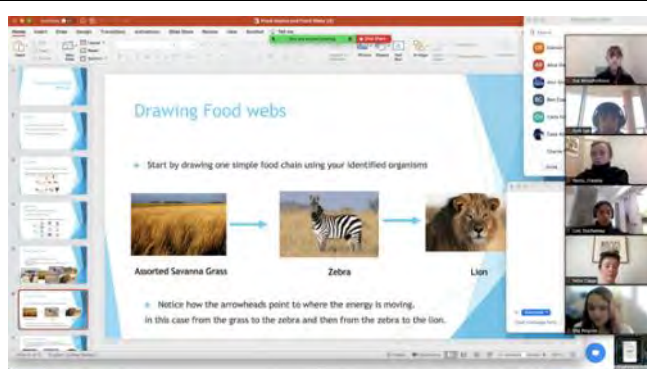
7Tas1 sketch on designing an outfit based on either a specific flora or fauna inspiration. We are sketching and annotating today.



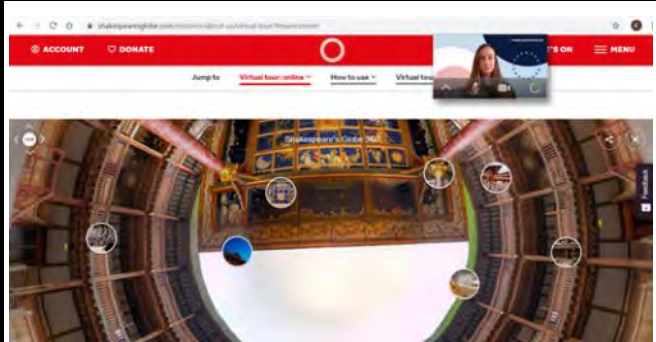
Year 8TAS5 showcasing the sketches they have been working on for their Cammeraygal Sneaker Design Challenge!



7HISA History where we are investigating the past. The screenshot shows each student holding up a primary source that could be used by a historian in the future to gain an insight into their lives.



7Z Science learning about Ecosystems through drawing food chains and food webs.



Year 8 students were able to explore Shakespeare's Globe Theatre through an interactive virtual tour.

## Learning from Home Parent Survey Results

In this challenging time our staff are working hard to deliver the highest standard of synchronous 'learning from home', as possible. We are very mindful of trying to minimise any gaps in students' continuity of learning during this time, whilst also balancing the limitations for some students when learning from home, and the competing demands of supervision and employment for many parents.

We have conducted a number of student surveys through Sentral to assist in monitoring teaching and learning, student wellbeing, and support, during the current phase of learning from home.

Thank you also to those parents who responded to the Learning from Home Parent Survey that was included in a recent communication to parents from the Principal. We plan to check in again with parents over the coming weeks to continue to monitor learning from home and adjust our teaching, learning and wellbeing strategies accordingly. Below is a brief summary of some of the feedback:

- 82% agreed that the volume of work expected to be completed by their child was just right
- 85% agreed that the work provided is at the right level of challenge for their child
- 77% found the attendance e-mail summaries helpful in monitoring their child's level of engagement while learning from home.
- 71% found the Google Classroom Guardian Summaries helpful in monitoring their child while learning from home.
- 78% agree that their child knows how to access wellbeing support if they require it.

**P Barraclough**  
**Deputy Principal**

# Faculty News

## ENGLISH

### Poets Corner

The English Faculty has been so impressed with the hard work and dedication of our students during remote learning. We have had robust discussions via Zoom, worked collaboratively through Google Docs and we have even had the chance to undertake film studies through the magic of screen sharing.

While we really miss being in the classroom, we are grateful to have forms of technology that allow for immediate connection and give us the opportunity to see your faces. Where possible, we want to encourage all of our students to make the most of the technology and to keep those cameras on when we are teaching and learning via Zoom.

### Debating Update

Our senior debaters have been meeting on Wednesday afternoons from 3:30-4:30pm via Zoom and we are looking at getting involved in some inter-school debating competitions. Our debaters have become quite accustomed to debating via Zoom and we have seen continued success in competitions. The Premier's Debating Challenge is on hold for the moment, but we are confident that we will get up and running soon.

Our Year 11/12 Team were recently crowned Interzone Champions and got agonisingly close to the Final for this year, but were narrowly defeated by Sydney Girls High School. Our Year 7 – 10 teams are still going strong and most of our teams are likely to make it through to the knock-out phase of the competition, which is a phenomenal achievement.

**Ellie D** (Y11), one of our talented debaters, has also demonstrated her exceptional public speaking skills and has made it through to the final of the NSW Plain English Public Speaking Award. The date for this event is still to be determined, but we are incredibly proud of Ellie and wish her well in the State final.



## **Creative Year 7 Students – Writing with Precision!**

To develop their creative writing skills, 7C have crafted entire narratives within strict word count limits. This activity helps enhance the precision of their words and encourages experimentation with sentence structure. The following is a collection of some of their great efforts.

### **Twenty-Five-Word Narratives:**

*Scrumptious flavours play on my tastebuds, shaping my malevolent smile. The innocent burger stares at me with pleading eyes, then I devour the meaty package.*

*I sprinted down the long corridor. The creature behind me snarled and growled at my heels. I looked back for a second. The end came.*

*I walk up on the stage; my big sister Mari smiles. I feel comforted. I pick up my violin and my bow and I begin.*

*Deeper into black ocean we go and we move into a dreamy time-lapse though space with awe. Light carries us down fast into the blue.*

*My big dog, my massive dog. He fills the entire space. We can't even squeeze through. He's trapped us. Finally, after 5 hours, he moves.*

*In the heat of the battle, I snatch it out of my brother's craving hands. Unexpectedly, it falls. A moment of silence for the croissant.*

*The panic rushed through my whole body. I stood, watching helplessly as my dog ran off into the distance, the lead dangling aside my legs.*

*I was simply trying to take a nice photo of my fish. It wasn't my fault I knocked over the bowl. Water everywhere. Fish nowhere.*

### **Ten-Word Narratives:**

*Beep, Beep. I wake at 8:20 again. Again, again, always.*

*As sweat dotted his forehead, tonight would be his demise.*

*Once extravagant colours bloomed in my vision. Now, they're gone.*

Thank you to our wonderful Year 7 class for sharing their work with us all.

**Mr Nowicki**

**Head Teacher English**

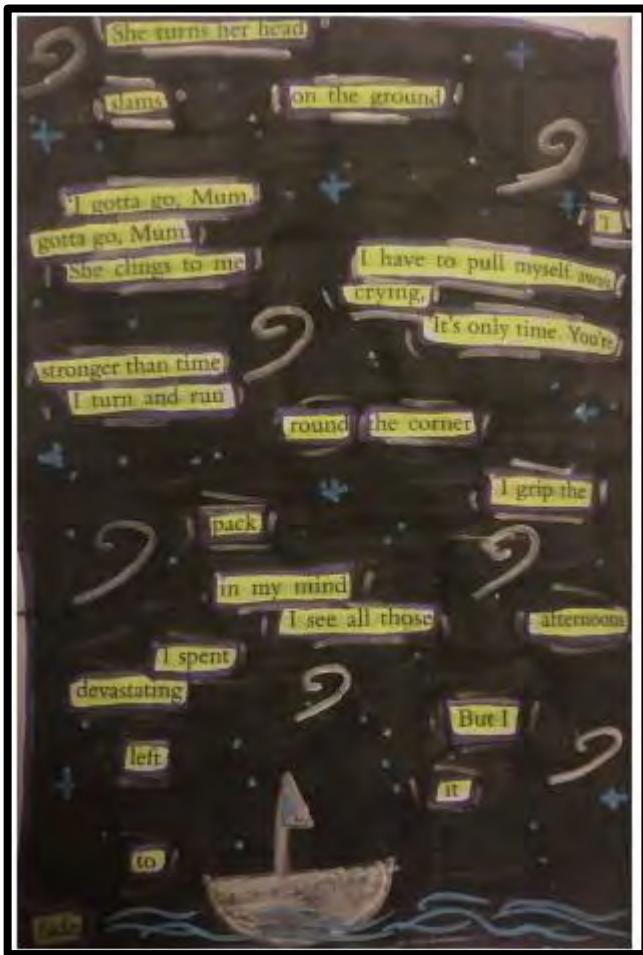
## **Year 10 Blackout Poetry**

Blackout Poetry is essentially making art with 'found' words. The process involves selecting a piece of text – usually a newspaper article – and using a black permanent marker, blacking out the majority of the words, leaving behind a poem constructed of words from various sentences.

Students in class 10ENGR created their own blackout poems in response to their study of the SBS graphic novel, "The Boat". Capturing the emotions felt by the Vietnamese refugee character, Mai, at the end of her boat journey to Australia.

**B Dagwell**

**English & EALD Teacher**



Grace L



Imogen A

## MATHEMATICS

What interesting times we live in when newsreaders use the term “exponential” in their daily bulletins! Not quite the exposure to mathematics we were hoping for our students!

During this period of working from home, the Mathematics Faculty have made some adjustments to the teaching sequences which hopefully will help make the transition a little more manageable for students and parents.

For **Year 7** we are in the very fortunate position of having restructured our Year 7 maths program last year to emphasise the **Four Foundations**, and as a result of the new sequence, our 2021 Year 7 students have already covered three of the four components (Negative Numbers, Fractions and Algebra) before we went into lockdown. With only one essential Year 7 topic remaining (Equations), we are confident students will have ample opportunity to complete the Four Foundations content this year and be fully ready for Year 8 in 2022. We are starting Term 3 with a measurement topic to give students time to get into the patterns and habits of online learning. Our plan is that once students are settled into online learning, we will then cover the final component of the Four Foundations in the middle of Term 3, giving sufficient time to fully revise in Term 4.

For the **Year 8** mathematics program, now built on “**Four plus Four Foundations**”, (the Year 7 Four Foundations reviewed, plus four new Year 8 topics), I’m pleased to report we have already covered three of the four new foundation topics. As with Year 7, we have switched our sequence for the online learning period to give students some time to adapt to the new conditions by doing a more accessible “Percentages and Money” topic, and will then commence the final foundation topic “Linear Relationships” in mid Term 3, allowing us plenty of time to fully review the most critical elements of the program in Term 4 to be ready for Year 9 in 2021.

**Both Year 7 and Year 8** working from home are able to access a full suite of interactive online resources which come with the new textbooks. Every exercise set in the physical textbook has a corresponding online set of videos where a teacher talks through worked examples, along with quizzes and games aligned to the work. This is proving to be a valuable resource, especially for time students may be unable to attend a ZOOM lesson.

**In Year 9**, students working on the 5.3 “STEM Pathway” are in the more challenging position of having to continue with the current program without significant modification and are working on an introductory Trigonometry Unit. It is essential students in the 5.3 classes stay actively involved during this challenging period as trigonometry is essential content for more advanced mathematics in Year 10 and Year 11. Students on the 5.2/5.1 “Numerate Citizen” pathway have been able to switch to a topic which is easier learn online (a statistics unit), however these classes will need to move to the challenging Trigonometry topic later in the term.

**In Year 10**, we are continuing with the existing program – there is little room for movement in the programs as we are developing the prerequisite knowledge and skills for the 2022 Year 11 programs. Students intending to continue with Mathematics next year need to be especially diligent to be actively engaged in lessons and complete the work assigned by their teachers.

**Year 11 and Year 12** students are continuing to work on the existing mathematics programs. Teachers are organising additional support sessions for Year 12 students, with information on posted on the Google Classrooms.

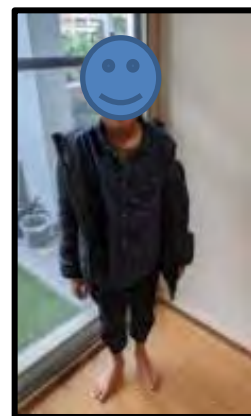
## CAPA

### Ready-Mades Task

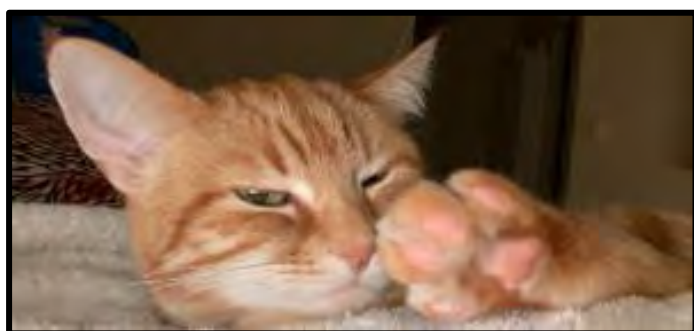
Year 9 were looking at Ready-Mades and how the art gallery works to create validity through Juxtaposition. Students have created (found) their Ready-Mades around the house and declared their art to the audience with a title and gallery label. Students also gave us the inspiration and price for their artworks and the value that their audience (you) should experience.



Emily C *Still* 2021  
Metal and Glass  
Things that don't do as  
they're supposed to spin.  
\$1000



Aaron C *Loud and Annoying*  
20 x 140 x 5  
A loud creature that yelps  
every 30 minutes only to be  
silenced by a “Mum”. Free



Sophie R *Toe-beans* 2021  
Cat fibres. This artwork shows the beauty in cats' toes, as it  
is a work of art. \$27.60 (per look)







Ava D  
*Seen on the inside of a household 20/7/2021*  
 45 x 28 Wood, glass, ceramic \$4,000  
 Seen inside a household is an artwork that represents what can happen inside of a household that other people might not see on the outside

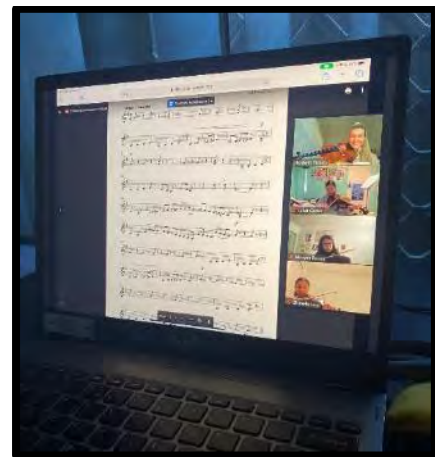


Cielo R  
*Cowgirl Boquet 2021*  
 20 x 10cm Glass, felt, plastic. \$50  
 This piece is taken on a mirror to give a doubled-up effect

### Cammeraygal Music Ensembles Online!



All five school music ensembles have been throwing themselves in to online rehearsals with gusto! The Drum Group, Jazz Band and Concert Band have been so busy they forgot to take photos, but us singers and string players won't shy away from a photoshoot.



### Thank you to Mr Stilwell for making our Ukulele Storage Stand



We really appreciate it and look forward to seeing it in the classroom in a few weeks.



## NAIDOC WEEK – Singers!

Vocal Ensemble was recently part of a video collaboration with Christine Anu singing 'My Island Home'. It was a lovely project to be a part of. We hope you enjoy it.

Here's the link: <https://education.nsw.gov.au/teaching-and-learning/aec/aboriginal-education-in-nsw-public-schools/naidoc-week/naidoc-week-2021#School4>

## Making Art During Remote Learning

Year 8 Visual Arts students have been experimenting with creating art using found objects.

Students learnt about the British artist, Andy Goldsworthy, who creates site-specific artworks using materials found on location such as sticks, leaves and rocks.

Inspired by Goldsworthy's artmaking practice, students have collected objects from their home environment to make ephemeral artworks.

Here are some of the artworks created by Year 8 students.



By Alessandra B



By Atillio G

### Found Object Mandala

Students used objects from around their home and arranged them into a mandala.



Silver Sun by Amelia



By Daniel C



By Marcus W

**Figurative Artworks**

Students arranged objects and materials from their home to create an ephemeral artwork that represents a figure.



The Fragile Bird by Max R.  
*Materials: Sticks, leaves*



Arachnasnack by Zara H.  
*Materials: Ferrero Rocher, toothpicks, dried fruit and nuts*





Peaceful Peacock by Zoe H  
*Materials: Flower petals*



Crystal Bird by Caitlin D.  
*Materials: Stones and crystals*



By Elise H.  
*Materials: Banana*

Elephant By Hannah D.  
*Materials: Pencils, pens, pen lids and hair ties.*

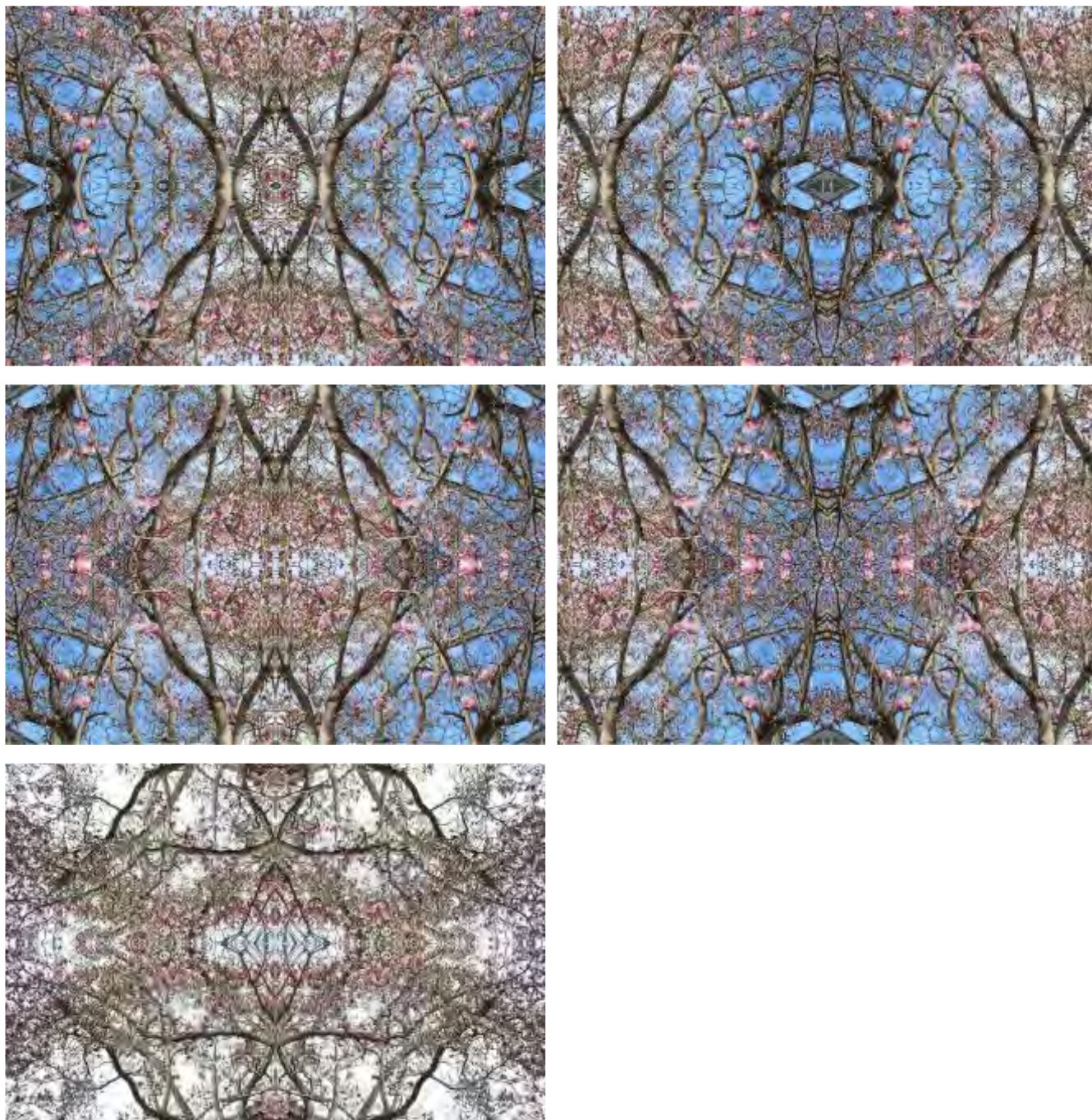




## Year 11 Photography

Our students have been exploring the digital landscape and learning how to edit photographs using *Photoshop* and *Photopea*.

Inspired by the mosaic aesthetic in Khaled Sabsabi's artworks, their photographs use the Mandala technique to reflect a unique perspective on lockdown life.



Nicholas C | *Competitive Harmony Series*





Toby D | Mandala 3



Elke G | Imageedit

**P Dewhurst**  
**Visual Arts Teacher**

## **LOTE**

### **Year 8 Salsa Incursion!**

At the end of last term Latin Dance Australia came to Cammeraygal High School to teach Year 8 students salsa. We had two instructors, who were really funny and nice. They started off telling us a little about the background and history of salsa and how it spread around the world. It was really interesting!

Our instructors first started off demonstrating the basic moves, and could move their hips! We copied them as Mr Best gave lollies to the most energetic and passionate dancers. This spurred people on and was very encouraging! Once we had learnt the basic steps while we counted in Spanish, we moved on to more complicated moves. We learnt drops, turns, and shimmied up while saying "Opa!"

Then it was time to get into partners. It was a little bit awkward at first, but we all paired up and started learning! We made two circles, an inner one and an outer one and faced each other. We joined hands and copied the instructors who were dancing in the middle of the circles. It was pretty complicated at the beginning, especially the turns that felt like we were dislocating our arms. After plenty of practice and lots of laughs we all started to get the moves!



It was really fun to do an activity outside of the classroom and learn some fun dance moves.

*iGracias!*

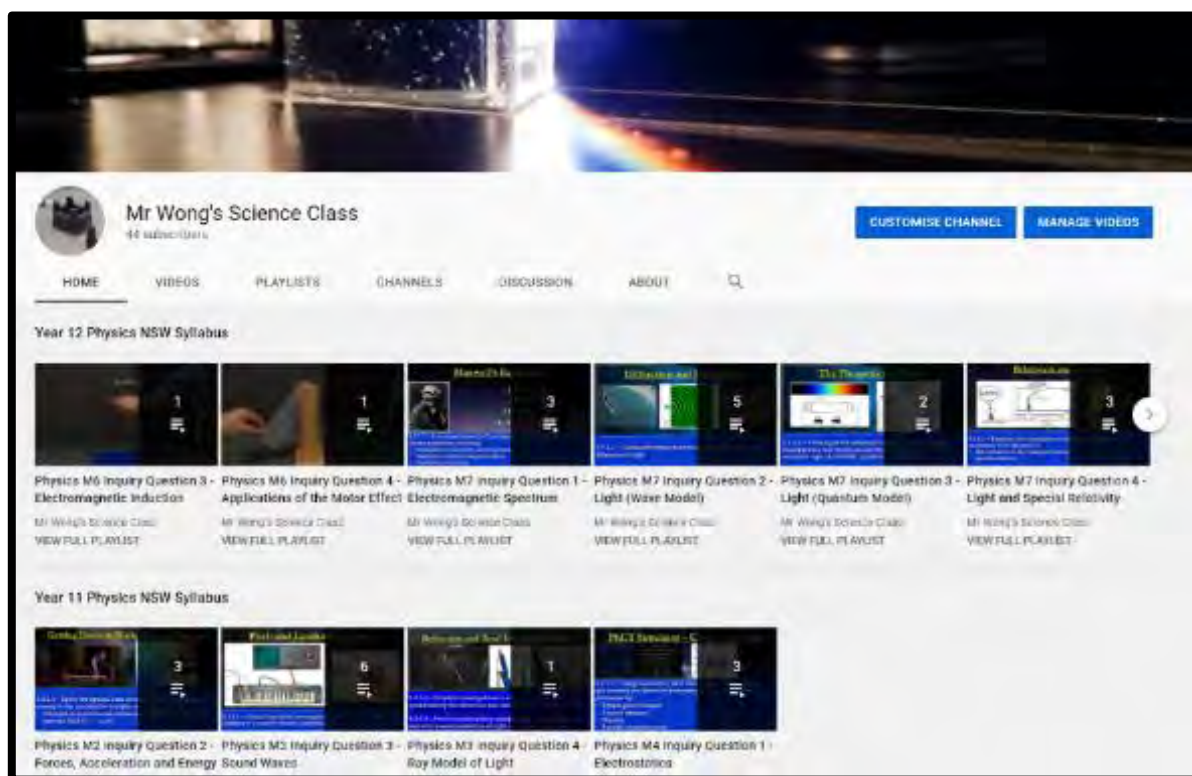
Written by Lucy and Kiara Y8

## SCIENCE

### Online Learning with YouTube

To adapt with the challenges of online learning and improve student engagement whilst learning from home, lessons of Physics and Chemistry are going onto YouTube to allow students to listen to concepts at their own pace.

The selection of videos includes Year 12 Physics, Year 11 Physics, Year 12 Chemistry and Year 10 Chemistry concepts. With a few experimental videos awaiting to be uploaded, if you aspire to do Physics and Chemistry in Stage 6, please have a look at the concepts covered. If you are just a curious person and want some entertainment, you will find them in the 'Experiment Video' Playlist.



**Mr Wong**  
Physics and Chemistry Teacher

## SPORT

### Race Around Australia

COVID hasn't dampened the spirits of the Sports Department at Cammeraygal! Instead, we've taken this as an opportunity to compete in the Race Around Australia competition!

This challenge encourages students in Years 7-10 to compete alongside their classmates, yet against students from other classes and cohorts to see who can 'run' around the circumference of Australia first! To do this, students are provided a wide variety of activities that they can do from the safety of their own homes to accumulate virtual km.

As always, our Cammeraygal students have put in their best effort and are ferociously racing around this beautiful country we call home! Each week at assembly, students are updated on their cumulative km run and can see where they sit on the leader board! With the announcement of a further lockdown, we've now extended the challenge to our senior students and also our staff for an even bigger, whole school competition!



Please see below the standing results so far (as of Week 3). We can't wait to see where this competition takes us next!

**Year 7:**

**Year 8:**



**Year 9:**

**Year 10:**



**Christina Pizzolato**  
**Sports Coordinator**

## TAS

No matter the setting, the Cammeraygal student body has again shown their resilience, determination, and enjoyment for design. Casting back to the end of last term during our face to face learning, saw some amazing practical projects with some of the Year 7 students. In particular the amazing aprons produced in Mr Whittred's 7TAS6 class. This saw the students incorporate some basic textile construct techniques with a selection of a number of embellishing techniques, including tie dying, decorative stitching and freehand sketching.



As we have recently moved to remote learning, our Year 7 and 8 students have begun to engage in some small design challenges. With the Year 7s completing their own design for a woollen outfit inspired by flora or fauna. Year 8s have been reflecting on their time and features at Cammeraygal High School, to design their own sneaker that reflects how they see the school. Both units of work have allowed the students to apply their understanding of the design process and learn new concepts like the elements & principles of design, incorporating a mix of hand drawing and computer-based presentation technologies. Below is some samples of the Mood Boards and initial sketches completed by some Y7 students so far.









## Year 10 Information Software Technology

Year 10 Have been busy working on their animation unit, using industry standard software (Adobe Animate and / or Blender) to create some unique and very creative scenes and small clips

Recently they applied their skills to develop their own street scene with a moving car. Here is a small glimpse into some of the student work.



But this is only the start for the students, with the coming weeks, the students will begin to develop their own 3D animations. Make sure you keep watching this space.

# | FYI ....

## MESSAGE FROM THE LIBRARY

In order to assist your child/ren with researching and reading we have a number of resources that you can access from home. Please note that all passwords are case sensitive:

### Newspapers:

The Financial Review, the SMH and the Age. For access go to the relevant website:

<https://www.afr.com/> or <https://www.smh.com.au/login> or <https://www.theage.com.au/login>

Then Log in with the following details:

user name: cammeraygal-h.school@det.nsw.edu.au

password: newspaper2020

### eBooks:

We also subscribe to an eBook collection where you can loan books for recreational reading.

For access go to <https://cammeraygalhighschool.wheelers.co>

Then log in with your Department email to access books.

**DATABASES** are also available:

For Years 7-12 **Gale** database is available. It has graded resources to cater for all high school students.

Use GALE by going to: <https://link.gale.com/apps/SUIC?u=61camhs>

Password is library

**JSTOR** is the other database specifically for Years 10-12 as it is quite academic.

Database can be accessed using <https://www.jstor.org/>

User name: Cammeraygalhs

Password: library2019

Once you log in you need to register an account for yourself. You need to log in twice to get full access, once with the school details and then with your own.

The Library has more details of these services on the **LIBRARY RESEARCH AND RESOURCES GOOGLE CLASSROOM**. The code to access this is aoujq3s

**J Perry**

**Teacher Librarian WS**

# | Welbeing @ CHS

## FAMILY SUPPORT

In order to continue to support the wellbeing of our students and the broader school community during remote learning our Counsellor, Liz Hitman, has collated a list of resources (see attached).



## UPDATE FROM Y7 YEAR ADVISOR

The school term started back up for Year 7 with all students participating in remote learning. I couldn't be more proud of how Year 7 has responded to our return to remote learning this term. Presented with the challenges of lockdown and staying on top of their studies, Year 7 have collectively worked really hard to ensure they continue to grow as people and students.

During our Year meetings this term, I have spoken to them about the importance of sustaining a healthy schedule. This means keeping to a good sleep cycle, eating meals at the right time and making the time to do some exercise. In times like these, it is also good to be mindful of the screen time students have. With their use of programs such as Zoom, social media, streaming services and the Olympics, it is important to ensure that the content that we are taking in has a positive impact on our mindset. Take the time to listen, watch and read good news stories that make us laugh, feel inspired and excited about things we can one day do.

I have encouraged the group to pursue personal projects and to use this time to invest in an interest of theirs. Below are some photos of some of the awesome work Year 7 have been doing.



Barnaby J riding his bike over a self-made mound near his house



Madeleine C has painted some figures on some drawers at home

JJ E has done some costume design during remote learning. Here you can see some dresses inspired by mushrooms and peacocks.



Sarah M. has created this artwork during Visual Arts where using colour, shape and line, students used the online platform Canva to create their own compositions based on songs they enjoy. Can you guess this song?

Mr. Raxworthy  
Year 7 Year Advisor



## NATIONALLY CONSISTENT COLLECTION OF DATA ON SCHOOL STUDENTS WITH DISABILITY (NCCD)

Every year, all schools in Australia participate in the Nationally Consistent Collection of Data on School Students with Disability (NCCD). The NCCD process requires schools to identify information already available in the school about supports provided to students with disability. These relate to legislative requirements under the *Disability Discrimination Act 1992* and the Disability Standards for Education 2005, in line with the *NCCD guidelines* (2019). Information provided about students to the Australian Government for the NCCD includes:

- year of schooling
- category of disability: physical, cognitive, sensory or social/emotional
- level of adjustment provided: support provided within quality differentiated teaching practice, supplementary, substantial or extensive.
- This information assists schools to:
  - formally recognise the supports and adjustments provided to students with disability in schools
  - consider how they can strengthen the support of students with disability in schools
  - develop shared practices so that they can review their learning programs in order to improve educational outcomes for students with disability.

The NCCD provides state and federal governments with the information they need to plan more broadly for the support of students with disability.

The NCCD will have no direct impact on your child and your child will not be involved in any testing process. The school will provide data to the Australian Government in such a way that no individual student will be able to be identified – the privacy and confidentiality of all students is ensured. All information is protected by privacy laws that regulate the collection, storage and disclosure of personal information. To find out more about these matters, please refer to the [Australian Government's Privacy Policy](https://www.education.gov.au/privacy-policy) (<https://www.education.gov.au/privacy-policy>).

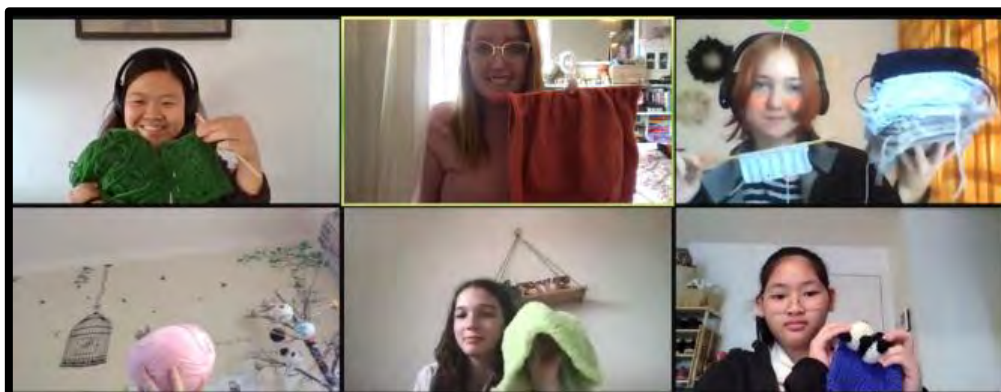
Further information about the NCCD can be found on the [NCCD Portal](https://www.nccd.edu.au) (<https://www.nccd.edu.au>).

If you have any questions about the NCCD please see the attached factsheet or contact the school.

## Extracurricular

### KNITTING CLUB

Knitting Club meets each Monday at lunchtime over Zoom with all details available via the Google Classroom. It is open to all students on the Pacific Campus. Students have the chance to knit together, share projects and patterns. The club provides patterns, instructional videos and advice. No experience is needed to join knitting club and students can join at any time. Students can access the Google Classroom details through Sentral updates or their year group classroom.



# | SRC & Senior Leadership

During an incredibly busy Term 2, the SRC and Leadership Team on West Street organised a number of events with the focus on collaborating within and outside our schooling community.

The **first event organised during the term was the Prefect Afternoon Tea**. The senior leadership team invited both public and private schools within our area to share ideas about initiatives that each school has completed or is planning. It was a good opportunity for the students to network with each other and build meaningful connections for future events.



The **second event was the Teachers vs Student Netball Game**. A highly intense match with score lines switching and changing between quarters, the students came out victorious. Though it would appear there was some manipulation of the times in the 4th quarter that was of useful aid!

Overall, it was a wonderful experience for the teachers and students involved in the match and also those who were in the audience.







The **third event was the NAIDOC Week celebrations**. The theme this year is 'healing country'. Each day, the bells at Cammeraygal High School broadcast a music piece that was sung by an Indigenous Australian Musician.

Students provided an overview of the significance of each song with an announcement to show how they linked to the NAIDOC Weeks theme of *heal country*. The songs included Mitch Tambo - *You're The Voice*, Yothu Yindi – *Treaty*, Warumpi Band - *Waru (Fire)*, Electric Fields - *2000 and Whatever* and Archie Roach - *Took the Children Away*

### **The Road Ahead**

There are many more events (e.g. R U Okay Day) planned for Term 3 with the new election cycle also arriving for any aspiring Year 11 students hoping to be a part of this leadership team.

**Mr Wong & Ms Coulson**  
**SRC and Senior Leadership Team**

# | from the CHS P&C Association

## A WORD FROM THE PRESIDENT

So much of what we thought and hoped Term 3 would bring has been replaced by far more challenging circumstances. Like many of you, I have spent much more time during the last few weeks walking around my local neighbourhood, appreciating the local community I am part of and reflecting more on what being part of a community really means.

What is a community? A description (by David Gurteens) that really resonates with me is this: A real community is a group of people who share something in common, that **care** about what they have in common and that care about and respect each other. It seems obvious but I thought it worth contemplating.

My family has been part of the Cammeraygal High School community for nearly 6 years now. It has been and continues to be a time of incredibly positive growth and development. That such a strong sense of community is already evident in so many respects is wonderful for such a young school. As parents and carers we are connected to each other by choosing to educate our children at our local comprehensive high school and we all care deeply about supporting these children to learn more about themselves and their world and to be well prepared for life beyond the school gates.

What stands out to me about Cammeraygal High School is how passionate the leaders, teachers and staff are about that too. I've seen so much evidence of that, this year more than ever. I've seen it in the way teachers enthusiastically join P&C meetings and parent events well into the evening. I've seen it in the way the teaching team has so quickly and professionally adapted lessons, subject selection information, parent teacher meetings and other activities from face to face to online with precious little notice. Already this term countless hours have been spent by teachers doing their very best to ensure our children are not left feeling disengaged and disconnected from their learning while lockdown conditions remain in place. I've heard from so many parents how amazing they think these teachers have been and how clearly their care for our kids is demonstrated to them.

Care is evident too in the many ways parents get involved in P&C activities - ensuring valuable wellbeing resources are shared, ensuring our care for our local environment and safety is expressed to decision makers, taking the trouble to ensure preloved uniforms find new homes, providing opportunities for students to participate in team sport, communicating important news and information with each other and when we can, connecting with each other socially. We celebrate the achievements and efforts of our children together. Right now we share their sense of disappointment in missing friends, team mates, band members and events, together. We acknowledge the anxious uncertainty of our Year 12's together and recognise the apprehension those newer to our school feel trying to navigate a first year at Cammeraygal High School when not everything is able to go to plan.

Whilst we can't meet in person as a community just now, we can still be conscious of doing our best to reinforce our sense of community spirit and of being connected with each other. Please come along to our next P&C meeting at 5.30 on Tuesday night via Zoom, to hear the news and ask your questions. There will be ideas shared on supporting our children to be resilient learners during this difficult period.

And if you need support to help get through the challenges these times bring, please reach out to your Cammeraygal High School community. You might not be able to see us in person but we are here!

**Megan Salmon**  
**P&C President**



## ENVIRONMENT

The Upper House Parliamentary Inquiry into the Impacts of Western Harbour Tunnel and Beaches Link have announced hearing dates for the 13 and 17 September 2021. The Inquiry is relevant to our school as North Sydney LGA is where the Western Harbour Tunnel meets the Beaches Link at the Warringah Freeway Upgrade and this major infrastructure project is scheduled to take 8 years to build. This major area of construction is in the heart of the densest school zone in Australia with an estimated 20,000 children, but there are alternatives.

The Inquiry has been overwhelmed with submissions from the public (including parents who submitted individually). There were also submissions received from environment, medical, engineering, sporting organisations, community precincts/progress associations and schools. 450 submissions have been published so far, but there are more to come including the one from the Cammeraygal High School P&C. View the published submissions here

<https://www.parliament.nsw.gov.au/committees/inquiries/Pages/inquiry-details.aspx?pk=2767#tab-submissions>

The vast majority of submissions object to the project. Read Dr Jonathon Page, Oncologist and Physician, he focusses on the impacts of tunnelling works on the health of children. Asthma Australia and the Lung Foundation Australia are also concerned about respiratory health. Submissions question the costs of the project, the lack of public transport alternatives, the impact of Covid 19 and work patterns, the impact on the natural environment (including contamination), the impacts on health from increased pollution and respirable sandstone dust from dive sites at Cammeray Oval and Flat Rock Gully nearby playing fields. The Audit Office of NSW also submitted and questioned the transparencies of cost and financial arrangements.

Please let me know if you are concerned about any early works that are currently being undertaken at Cammeray Golf Course, St Leonards Park and Rosalind Street. I can be contacted via email on [environment@cammeraygalpandc.org.au](mailto:environment@cammeraygalpandc.org.au)

**Kristina Dodds**  
**Community and Environment**

## SPORT

### Tennis

Cammeraygal Tennis was fortunate enough that tennis was allowed to be played under the lockdown rules. We were able to carry out the Closed (Cammeraygal students only) St Anna's UTR tournament in two divisions of singles.

Starting from Round of 16 Roger S (Y8), Jack W (Y10), Jack C (Y10), Oscar G (Y11), Misha J (Y11) and Peter J (Y9) went into the semi-finals. Jack C and Peter reached the semi-finals in both divisions.

Unfortunately, Misha had an injury and had to withdraw from his semi-final match against Peter. Oscar and Peter met in the finals match (UTR 4+) on Sunday July 25 where Peter won in 6-4, 4-6, 10-5 in an incredibly close super tie-breaker.

Later on, Jack C and Peter met in the other finals match (UTR0-4) in which Peter doubled his success on the day.



Altogether in the tournament we were able to complete 17 matches. Although only Oscar, Jack C and Peter ended up holding their trophies we can see all students who played as being the winners for competing in the tournament under the strict social distancing rules in this stressful time.

Well done team!

### **Are you interested in playing tennis?**

The Cammeraygal tennis squad is opening spots to interested students and families (including parents) for its Saturday morning clinic, at Roseville during the lockdown. Covid rules for social distancing are strictly followed. All standards are welcome, and we encourage you to have a go.

Tennis has many incredible benefits. Not only does it improve fitness, physical and mental agility but it can also boost your brain power by encouraging critical thinking and mental alertness. For adults – tennis is a lifetime sport and can be played at any age. It is never too late to learn!

If you are interested in finding out more, please contact Elena [Jerequi@gmail.com](mailto:Jerequi@gmail.com)

**STOP PRESS:** The next Cammeraygal UTR tournament will be in August. Entry to the tournament is open to the entire school community, not just the school tennis team:

<https://app.universaltennis.com/events/57665>

### **Basketball Update**

The Senior and Junior Basketball Comp 1 for 2021 finished at the end of Term 2. Luckily the Finals were able to be played prior to the lockdown the following day! Congratulations to all 17 Basketball teams for a fabulous effort throughout the competition. We were excited that 4 of our teams; Knights, Panther, Storm and Kestrels made the Grand Finals! A huge congratulations to Knights and Kestrels for ultimately winning their division (See match reports below). We are looking forward to getting Comp 2 up and running as soon as the restrictions ease.

#### **Knights U14 Men's Division 3**

The final of the U14 Division 3 Men's competition the Cammeraygal Knights vs. Ararat. The game was a very close and exciting with the lead see-sawing through a very tense last 5 mins (blood pressure was high – especially for the parents!). Ultimately, the Knights held on for a hard fought 15-13 win. Congrats to both teams for an outstanding game. The Mens U14 Knights team all smiles after their fabulous win!





*Alessandro R, Alexander T, Calum D, Charlie B, Dylan W, Freddie P, Jasper L, Rory M, Thomas K and Xavier F and Coach Loui*

### **Panther U16 Men's Division 2**

After winning the Grand Final in 2020 and topping the ladder, the Cammeraygal Panthers were moved up several divisions to Division 2 and rose to the occasion making the Grand Final yet again after coming 2nd on ladder. The game was hard fought but unfortunately, they were narrowly defeated by 7 points against The Dunkers, an undefeated team during the Competition.

Many of the Panthers were beginners in Year 7, and they have worked hard on both self-improvement and playing better as a team. Congratulations Panthers!



*Aiden C, Aston TJ, Ben B, Dylan T, Dylan TL, Hunter S, Jeremy H, Ryan P and Coach Jack*

### **Kestrels U18 Women's Division 2**

The Kestrels placed second on the ladder to Lane Cove Polars in the regular season. The match promised to be an exciting one, with both teams having won and lost to each other. The players were very excited in anticipation of a close game. The game was close and exciting but ended with the Kestrels being defeated 39 to 23. However, in an unexpected turn of events in the days following the match, the Kestrels were awarded the win, as their opposition had played a player who was ineligible for the finals. This is not the ending the team wanted but a re-match was not a possibility. A good lesson to the team and club in always abiding by the NSBA by-laws. Unfortunately, no photo was taken of the team on the night of the Finals. Members of the Kestrels team are: *Juna E, Zoe Summers, Ruby D, Madeline B, Kelsey O, Kaitlyn P, Sydney M*

## Storm U18 Womens

The Storm played in the Final against NSGH Flash. The game was very close and tied at half time and continued basket for basket up until the last quarter where NSGH Flash got ahead and sadly Storm could not recover. The final score was 27 - 22.

Storm were third on the ladder in the semi-finals. The Storm were not expecting to win the semis but were victorious against a team they had never won against in the last 4 years, so were very happy to play in the finals and place second!



*Coach Jack S, Lilly H, Sumi I, Coco G Y, Liv W, Anya S, Mattie B, Daisy W, Mia B*

## **BASKETBALL UNIFORMS WANTED!**

We NEED second-hand BASKETBALL uniforms! Both the original and the new designs, it doesn't matter. If your child no longer plays or have outgrown their uniform, please donate to P&C Sports. It would be very much appreciated. Please email [uniform@cammeraygalpandc.org.au](mailto:uniform@cammeraygalpandc.org.au) if you have one!



# Community Announcements



## Teaching someone to drive can be a **happy** experience.

You can learn all the simple steps on how to teach a learner driver at a FREE online workshop.

### TIME AND DATE

Wednesday  
18 August 2021  
6:00pm – 7:15pm

### VENUE

(via Zoom)

### BOOK NOW ON

[Willoughby.nsw.gov.au/gls](http://Willoughby.nsw.gov.au/gls)

## Extra Community and Support During Lockdown

The youth group at St Thomas' North Sydney has invited Cammeraygal students to join their community online each Friday night.

The night starts at 7pm at [lightsyouthgroup.online.church](http://lightsyouthgroup.online.church) where everyone is welcomed and join together in online community games. Shortly after that, Zoom details for each year group are posted, so students can meet with other students in their year and have a discussion group (supervised by a leader who is trained in safe working with teenagers).

Further information and the parental permission form can be found at [lights.st-thomas.org.au/covid/](http://lights.st-thomas.org.au/covid/)



## EVENT CANCELLED

Please note the Northern Sydney Post School EXPO planned for the 5th August to be held at the Chatswood Concourse has been cancelled.

There is no follow up date at this stage.



# JOIN THE AUSTRALIAN YOUTH ORCHESTRA IN 2022

APPLY ONLINE



## AYO INSTRUMENTAL PROGRAMS

AYO is a place for young musicians from all over Australia to come together to create music, learn from each other, study and perform. Our training pathway has been created to nurture the musical development of Australia's aspiring young instrumentalists: from the emerging, school-aged student, to those on the verge of a professional career.

## AYO ARTS ADMINISTRATION & COMPOSITION PROGRAMS

It takes more than the musicians on stage to bring a performance to life. Step behind the scenes to discover AYO's opportunities for aspiring arts administrators, music journalists, composers and sound engineers.

### AYO YOUNG SYMPHONISTS

Age 12-17

Start your AYO journey here. Practise and perform with other young musicians from around Australia for an immersive, intensive week of music.

### AUSTRALIAN YOUTH ORCHESTRA

Age 25 and under

Play with the internationally renowned flagship ensemble in a challenging and rewarding setting.

### COMPOSITION

Age 16-30

Refine your composition skills and create an orchestral masterpiece.

### WORDS ABOUT MUSIC

Age 18-30

Share your passion for music through the written word.

### AYO NATIONAL MUSIC CAMP

Age 14-22

The highlight of the year for many young Australian musicians, gather with your peers and enjoy this intensive fortnight of orchestral music making.

### AYO ORCHESTRAL CAREER DEVELOPMENT

Age 18-25

Gain unique access to life in a professional orchestra.

### SOUND PRODUCTION

Age 18-30

Learn the skills required to become an experienced sound engineer.

### AYO ORCHESTRAL MANAGEMENT

Age 18-28

Take a peek backstage to learn how an orchestra runs.

### AYO CHAMBER PLAYERS

Age 18-28

Study chamber music in residence with leading professional ensembles.




String auditions are due by **Tuesday 14 September**  
All other auditions are due by **Thursday 16 September**  
Portfolios are due by **Thursday 16 September**

## Resources for Families During Remote Learning


Name	About	Phone/Online
<b>Kids Help Line</b> 	For anyone 25 or under - Kids Helpline is a free, private and confidential 24/7 phone and online counselling service for young people aged 5 to 25.	1800 55 1800 24/7 <a href="https://kidshelpline.com.au/get-help/webchat-counselling">https://kidshelpline.com.au/get-help/webchat-counselling</a>
<b>Lifeline</b> 	For all ages - 24-hour crisis support telephone service. Lifeline provides 24/7 crisis support and suicide prevention services.	13 11 14 24/7 TEXT: 0477 131114 6:00PM - Midnight <a href="https://www.lifeline.org.au/get-help/online-services/crisis-chat">https://www.lifeline.org.au/get-help/online-services/crisis-chat</a>
<b>Suicide Call Back Service</b> 	A nationwide service that provides 24/7 telephone and online counselling to people who are affected by suicide, experiencing thoughts of self-harm or suicide.	1300 659 467 24/7 <a href="https://www.suicidecallbackservice.org.au/">https://www.suicidecallbackservice.org.au/</a>
<b>Youth Beyond Blue</b> 	Beyond Blue provides information and support to help everyone in Australia achieve their best possible mental health, whatever their age and wherever they live.	1300 22 4636 24/7 <a href="https://www.youthbeyondblue.com/">https://www.youthbeyondblue.com/</a>
<b>Mental Health Line</b> 	Mental Health Line offers professional help and advice and referrals to local mental health services.	1800 011 511 <a href="https://www.health.nsw.gov.au/mentalhealth/Pages/mental-health-line.aspx">https://www.health.nsw.gov.au/mentalhealth/Pages/mental-health-line.aspx</a>
<b>SANE Australia</b> 	SANE Australia supports people living with complex mental health issues and the people that care about them.	1800 187 263 10:00AM – 10:00PM <a href="https://www.sane.org/about-sane">https://www.sane.org/about-sane</a>
<b>Headspace</b> 	eheadspace provides free online and telephone support and counselling to young people 12 - 25 and their families and friends.	<a href="https://headspace.org.au/eheadspace/">https://headspace.org.au/eheadspace/</a>
<b>QLife</b> 	QLife provides anonymous and free LGBTI support for people wanting to talking about sexuality, identity, gender, bodies, feelings or relationships.	1800 184 527 3PM - Midnight <a href="https://www qlife.org.au/resources/chat">https://www qlife.org.au/resources/chat</a>

<p><b>1800RESPECT</b></p> 	<p>Confidential information, counselling and support service, open 24 hours to support people impacted by sexual assault, domestic or family violence and abuse.</p>	<p>1800 737 732 24/7 Interpreter: 13 14 50 <a href="https://chat.1800respect.org.au/#/welcome">https://chat.1800respect.org.au/#/welcome</a></p>
<p><b>Mens Line</b></p> 	<p>Advice, therapy and support for men with families and relationship concerns.</p>	<p>1300 78 99 78 <a href="https://mensline.org.au/">https://mensline.org.au/</a></p>
<p><b>Carers NSW</b></p> 	<p>Carer Line offer emotional support, referrals and distribute carer specific resources and information to carers and community members.</p>	<p>1800 242 636 9AM – 5PM Monday - Friday <a href="http://www.carersnsw.org.au/how-we-help/support/carers-line/">http://www.carersnsw.org.au/how-we-help/support/carers-line/</a></p>
<p><b>Parent Helpline</b></p> 	<p>A telephone counselling, information and referral service for parents of children ages 0 -18.</p>	<p>1300 1300 52 <a href="http://www.parentline.org.au/">http://www.parentline.org.au/</a></p>
<p><b>Family Connect and Support</b></p> 	<p>Family Connect and Support brings together families, support services and community resources so that our children and young people are safe and well.</p>	<p>1800 066 757 <a href="https://www.familyconnectsupport.dcj.nsw.gov.au/">https://www.familyconnectsupport.dcj.nsw.gov.au/</a></p>




## Helpful Mental Health Websites

Name	About	Website
<p><b>ReachOut</b></p> 	<p>Our mission is to deliver innovative e-mental health services that enable young people to take control of their mental health and wellbeing.</p>	<p><a href="https://au.reachout.com/">https://au.reachout.com/</a></p>
<p><b>Black Dog Institute</b></p> 	<p>Primary areas of mental health research and treatment include: depression, bipolar disorder, post-traumatic stress disorder, anxiety, adolescents and young people, suicide prevention, e-mental health, positive psychology and wellbeing.</p>	<p><a href="https://www.blackdoginstitute.org.au/">https://www.blackdoginstitute.org.au/</a></p>
<p><b>Beyond Blue</b></p> 	<p>Information, advice and strategies to prepared to help people manage their mental health. A key initiative of the Australian Government.</p>	<p><a href="https://coronavirus.beyondblue.org.au/">https://coronavirus.beyondblue.org.au/</a>  1800 512 348</p>





<b>Head To Health</b>	The Australian Government’s searchable portal that brings together information, apps, online programs, online forums, and phone services from Australia’s most trusted mental health organisations.	<a href="https://www.headtohealth.gov.au/">https://www.headtohealth.gov.au/</a>
<b>Head to Health</b>		
	Australian Government’s free online mental health clinic for Australian adults who are experiencing stress, anxiety, depression and low mood. Mind Spot provides assessment and treatment courses.	1800 61 44 34 <a href="https://mindspot.org.au/">https://mindspot.org.au/</a>

## Self-Guided Programs

<b>This Way Up</b>	A range of self-paced online CBT courses for stress, insomnia, anxiety and depression. Courses are free or low cost.	<a href="https://thiswayup.org.au/">https://thiswayup.org.au/</a>
		
<b>Black Dog   My Compass</b>	A free, online interactive self-help CBT service for people experiencing depression or people who simply want to build good mental health.	<a href="https://www.mycompass.org.au/">https://www.mycompass.org.au/</a>
		
<b>Mood Gym</b>	A free, interactive program based on cognitive behaviour therapy and interpersonal therapy to help manage and prevent symptoms of depression and anxiety.	<a href="https://moodgym.com.au/">https://moodgym.com.au/</a>
		

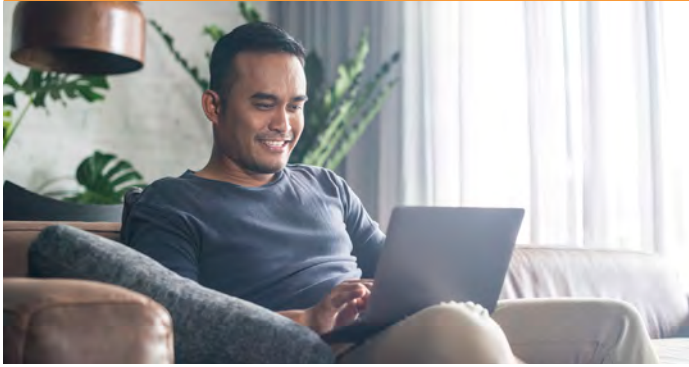
## Aboriginal and Torres Straight Islanders

<b>Well Mob</b>	Social, emotional and cultural wellbeing online resources for ABSTI people	<a href="https://wellmob.org.au/">https://wellmob.org.au/</a>
		
<b>iBobbly   BlackDog Institute</b>	Wellbeing and suicide prevention self-help app for young ABSTI Australians.	<a href="https://www.blackdoginstitute.org.au/resources-support/digital-tools-apps/ibobbly/">https://www.blackdoginstitute.org.au/resources-support/digital-tools-apps/ibobbly/</a>
		

**If you, or someone you are with is in immediate danger please call: 000**

# A weekly mental health check-in

## COVID-19 mental health and wellbeing resources



### What this fact sheet covers:

- Ways to check-in on your mental health
- What to do if you are not coping
- Useful online resources & tools

As the news that you will be staying at home for an extended period of time sinks in, it's more important than ever to keep on top of your mental health.

Many people will not be able to catch up with friends and family members for some time. These are often the people who will first notice any changes in your ability to cope. For now, you need to do those check-ins yourselves. Here are six things you should check-in on weekly.

#### Feelings

Set an alarm on your phone, or a reminder in your calendar, so at a set time each week you can quickly do a check-in on a scale from 0 ('not at all') to 10 ('extremely') of how stressed, anxious or down you are feeling.

It is normal for these scores to go up and down each day and throughout the week but if you notice the scores are increasing and remaining very high, then it's time to prioritise your mental health.

#### Body

Take a moment to notice any tension in your body like tight shoulders, chest, or jaw. Other

signs that you might be feeling stressed include dryness of the mouth, difficulty breathing, and a racing heart.

#### Sleep

Have there been changes in your sleep pattern? If you are constantly struggling to get to sleep, waking in the night or waking earlier than usual and finding it difficult to get back to sleep, these are signs your mind is unable to switch off and relax.

#### Thoughts

Are you always worrying about the worst-case scenarios? Wondering if things will ever get better or if you will be able to cope? Focusing on the 'what if' scenarios is not useful and it is best to try to limit this as much as possible.

#### Reactions/behaviour

Every day brings challenges but it's how we deal with them which shows how we're coping.

If you find yourself frequently snapping at those you love, finding it extremely difficult to focus, or always depending on things like alcohol or food to cope, it is time to prioritise your mental wellbeing.



## Check-in buddy

Choose a check-in buddy. This may be your partner, housemate or even a friend or colleague you're keeping in touch with via video messaging. Be honest about how you are coping.

Remember that you are in physical isolation, not social isolation. When we're at home, we may need to be creative about adapting the strategies we normally use.

For example, if socialising helps your mood, schedule a virtual coffee. If going to the gym helps you reduce stress, try an online workout. If taking time out helps, find a quiet place, take a few deep breaths, go for a walk or listen to music.

## What to do if you are not coping

If you take the steps above and notice that you are not coping, you can:

### 1. Make a self-care plan

Draft a plan of action and enlist a supportive person to help you stick to it. Download our [self-care planning fact sheet and template](#).

### 2. Do activities to help reduce your anxiety

- Try to do some physical activity or get some fresh air each day. Even an hour of exercise a week improves depression and anxiety.
- Try to do something that gives you a sense

of pleasure and/or achievement each day. This could include eating a nice meal, reading a book, joking with friends, listening to music, tidying up around home or work tasks.

- Notice when you are thinking in unhelpful ways. Ask yourself, 'is there another, more helpful way I could think about this situation?'

### 3. Get professional help when you need it

If you are feeling very anxious or sad for more than two weeks, it is time to get professional help.

There are a range of free and low-cost online programs that you can access from home and complete anonymously or with the support of a health professional.

## Helpful online tools and resources

myCompass

[www.mycompass.org.au](http://www.mycompass.org.au)

Black Dog Institute Online Clinic

[onlineclinic.blackdoginstitute.org.au](http://onlineclinic.blackdoginstitute.org.au)

This Way Up

[thiswayup.org.au](http://thiswayup.org.au)

MindSpot

[mindspot.org.au](http://mindspot.org.au)

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For information: [blackdoginstitute.org.au](http://blackdoginstitute.org.au)



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[/BlackDogInst](https://www.youtube.com/BlackDogInst)

### Written by:

Dr Kathleen O'Moore  
Clinical Psychologist and Senior Clinical Research Manager,  
Black Dog Institute

**Creating a mentally healthier world**



**Black Dog  
Institute**



# Weekly Personal Mental Health Check-in Template

Use the table below to help you check-in with yourself and identify any changes in your ability to cope.

If you notice any changes, make a note of what strategies you are going to try, to take care of yourself.

Week: # \_\_\_\_\_ Date: \_\_\_\_\_

Area of check-in	Answer
<b>Feelings</b> <i>Have you noticed any changes in how you have been feeling this week? Give yourself a score from 0 (not at all) to 10 (extremely) of how stressed, anxious or down you are feeling.</i>	
<b>Body</b> <i>Have you noticed any changes in your own body? Do you have tight shoulders or jaw, tightness in your chest, dryness of mouth, difficulty breathing or heart racing?</i>	
<b>Sleep</b> <i>Have there been changes in your sleep pattern? Are you struggling to get to sleep, waking in the night or waking earlier than usual and finding it difficult to get back to sleep?</i>	
<b>Thoughts</b> <i>Have you been focusing on 'what if' situations? Are you always worrying about the worst-case scenarios?</i>	
<b>Reactions &amp; Behaviour</b> <i>Have you been acting differently to those around you or how you treat yourself? Are you snapping at those you love, finding it extremely difficult to focus, or always depending on things like alcohol or food to cope?</i>	
<b>Check-in buddy</b> <i>Have you spoken to your check-in buddy about how you're feeling this week?</i>	

## Strategies I will try this week

- |  |   |
|--|---|
| <input type="checkbox"/> Make a <a href="#">self-care plan</a>                           | <input type="checkbox"/> Notice my thoughts and try to think in a helpful way |
| <input type="checkbox"/> Do physical activity or get fresh air each day                  | <input type="checkbox"/> Try an online program                                |
| <input type="checkbox"/> Do something that gives me pleasure and/or achievement each day | <input type="checkbox"/> Get professional help when I need it                 |

