

# Senior Site Bites



Term 2  
Week 9

18 June 2021

Key Dates:  
[Calendar](#)

**21 June – 25 June**

- Road Ready (Year 10)

**21 June**

- Makerspace Club  
3:15pm – 4:30pm  
SG120

**24 June**

- Hamilton Excursion

Check out the P&C website:  
<http://goldcreekschoolpandc.org.au/>



Dear parents and carers

As we approach the end of Semester 1, I think it is worthwhile reflecting on some of the wonderful experiences which we have shared this year. Our students have:

- Participated in our swimming and athletics carnivals with great courage and determination
- Practiced hard and danced together on stage, showcasing their talents
- Learned new skills and knowledge which has opened their minds to new experiences
- Made new friends and welcomed new students to the school
- Accepted leadership opportunities and supported friends when they were struggling
- Competed hard at school sports, sometimes winning, sometimes losing, but always acting with good spirit and commitment
- Lead wellbeing conversations at school and organised a celebration of being teenagers

It's been a great start to the year, and I look forward to what Semester 2 brings. We will have disruption to our physical learning space during Semester 2 as the new building works begin on the South Building, however the end result will make it all worthwhile!

Before I go, I would like to share some interesting research, written by Michael Grose, called, 'Helping Girls Stand Tall'. For those of us with daughters, it can be hard to understand how best to support them as they grow into adolescence and beyond. Michael provides some interesting ways to think about these challenges and provides some practical ways to approach conflict.

## Helping Girls to Stand Tall

By Michael Grose

Helping girls manage conflict is complex. Unlike conflict between boys which is loud, boisterous, and over as quickly as it began, most conflict between girls lingers on, taking up unwanted mind space and harming their mental health. 'She's so mean to me. I hate her', is the type of statement that many parents have heard their daughters utter.

Girls handle conflict on one of three ways: like a shark (aggressively), a turtle (passively) or an owl (assertively). Let's take a look at each style:

### Shark (aggressive)

A shark is intent on winning and coming out on top when there's a problem. Shark behaviours include a raised voice, shouting, physical contact, threats, and name-calling. Sharks are effective at getting what they want but they can hurt people in the process.

### Turtle (passive)

A turtle pulls its head in and hides in its shell when conflict arises. When treated unfairly girls retreat into themselves, experiencing frustration, anxiety and even sadness. In extreme cases turtles become targets for less pleasant girls, who know they won't retaliate.

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## Owl (assertive)

An owl deals with conflict without avoiding the issues. Owls express their rights and needs in positive ways and do their utmost to resolve problems rather than try to gain a personal win. They use assertive communication strategies rather than aggression or passive acceptance.

## How to help

Parents can help their daughters develop the skills and behaviours needed to effectively resolve conflict and manage difficult feelings. Sibling and parent-child disagreements are fruitful grounds for girls to learn how to better manage themselves and others during disputes. Here are three owl-like conflict resolution strategies girls can use:

- **Teach I-statements:** Learning to use these statements empowers girls to take responsibility for communicating how they feel. I-statements help your daughter express feelings appropriately without being aggressive or intimidating.  
The script for I-statements is:  
When you... I feel/I felt... because... I would like...  
e.g When you went to the movies with her, I felt angry because I was left out of the group. I would like you to let me know next time, instead of keeping it a secret and going behind my back.
- **Encourage strong body language:** A girl's non-verbals including tone of voice, eye contact and head positioning influences how much others take notice of her. A strong 'this is what I want' verbal message delivered in a whiny, high-pitched voice or muttered with the head down indicated that a girl doesn't intend to be taken seriously. The same statement issued with strong body language and a firm voice helps her be taken seriously by others. Her message is only as strong as the body language that supports it.
- **Speak with intent:** Girls of all ages have a tendency to pepper their conversations with qualifiers such as, 'I think...', 'this may not be right, but...', 'this might sound crazy...', 'I know it's not my turn, but I was thinking that, like,...' and so on. Qualifiers dilute the power of a girl's words, indicating uncertainty, lack of confidence and demonstrating a need for validation that undermines her authority.

If your daughter continually speaks with qualifiers, respectfully make her aware of this propensity. 'Darling, you don't sound convincing. What exactly do you want?'

Most of us resolve conflict in ways that we learned at home in our families. Help your daughter develop effective patterns she can use to resolve conflict amicably, respectfully, and effectively so she can stand tall and confident in her own skin.

Source: <https://www.parentingideas.com.au/blog/helping-girls-to-stand-tall>

*Janine Waters*

## **Semester 1 Reports**

It is our intention to have all Semester 1 reports emailed out to families by Friday 25 June 2021. However, please be aware we are reporting in a new reporting database this year which is being used by all ACT schools. We are aware that last year, schools using the database experienced issues when all schools were emailing reports simultaneously. If we experience issues with our report emails, we will resend during the school holidays.

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## Year 9/10 Electives – Language and Literature and Physical and Health Electives

On Tuesday this week (15/6) Year 9 and 10 students were advised of their elective placements for Semester 2, 2021 for Language and Literature and Physical and Health education electives. In finalising these electives please be aware that:

- Most students who submitted preferences have been given their 1<sup>st</sup> or 2<sup>nd</sup> preference electives. If they have not got their 1<sup>st</sup> or 2<sup>nd</sup> preference it is most likely because this was a popular choice, and the class is full. In particular, this applies to Food and Product Design. (Year 9 students who have missed out on these subjects in 2021 will be given priority in 2022).
- If your child did not respond to the 'noreplayselectmysubject' emails, (which were sent multiple times) they have been placed in classes with space available.
- Some students will continue with the same science teacher in Semester 2 on the alternate line.

If you have concerns about your child's elective placements please contact the school via [GoldCreek.StudentRecords@ed.act.edu.au](mailto:GoldCreek.StudentRecords@ed.act.edu.au) before the end of term 2, 2021.

## Education Perfect Mathematics Championship



Gold Creek school Senior Site are the ACT Championships for Education Perfect Mathematics Championships! We also came in 3<sup>rd</sup> in Australia and 10<sup>th</sup> in the world! Congratulation to Jaydon, Rao & Anh for reaching Elite Status, to Jacob, Katherine and Jack for reaching Emerald Status and to all students who took the time to improve their math skills over the week and long weekend. We will present certificates as soon as they become available.

## Student Services Drop in



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## Wellbeing Expo and Fun Fair



The inaugural Wellbeing Expo organised by the Wellbeing Community Connections Group was a great hit! The whole Senior Site got involved with the activities, including sports challenges, making slime, making stress balls and a coin toss. Thank you again to the Country Pride Sausages for donating the BBQ and at ACT Health for your donations of wellbeing merchandise. Congratulations to the winner of the raffle, Qiao! We raised a massive \$355.60 for headspace Canberra. Congratulations Gold Creek! Looking forward to seeing how this exciting event develops in the years to come.



We had some fantastic student performers at the Wellbeing Fair. Student performers: School Band: Radhiska, Lillian & Kyan. Year 8: Julia, Sam, Yasmin, Freya & Hayden. Year 9: Haylee. Year 10 and Year 7 dancers. Special thanks to Freya & Sam for introducing acts, Ella J, Year 9, for her organising, and Alyssa Year 10 for running sound.

*Elouze Nucifora-Ryan & Performing Arts Team*



# Senior Site Bites

## **IMPORTANT REMINDER - MOBILE PHONE RULES**

Don't forget our rules for mobile phones; when students are in the buildings their phones must be off and in their bags.

If you need to contact your child in an emergency, please call the school direct on 6142 1300 and we will get the message to them.

For non-urgent messages you can send an SMS and students can check their phones during breaks

## **IMPORTANT – PICKING STUDENTS UP EARLY?**

To help reduce the number of interruptions in class time caused by runners or making announcements over the PA, we ask parents wanting to pick children up early for appointments etc to provide a note so the child can show it to the teacher before making their way to the administration office to await pickup. Students must sign out and in if returning after an appointment.

Where possible we ask that appointments are made outside school hours, your assistance in this will be greatly appreciated in reducing disruptions during class time.



## SCHOOL WEBSITE AND SOCIAL MEDIA LINKS



## **REPORTING STUDENT ABSENCES**

Option 1 (School App): Using the school app allows you to report student absences, check the school calendar, read newsletters, and receive important information via sms on your mobile phones (provided you allow push notifications).

Option 2: Email [GoldCreek.StudentSeniorAbsences@ed.act.edu.au](mailto:GoldCreek.StudentSeniorAbsences@ed.act.edu.au)

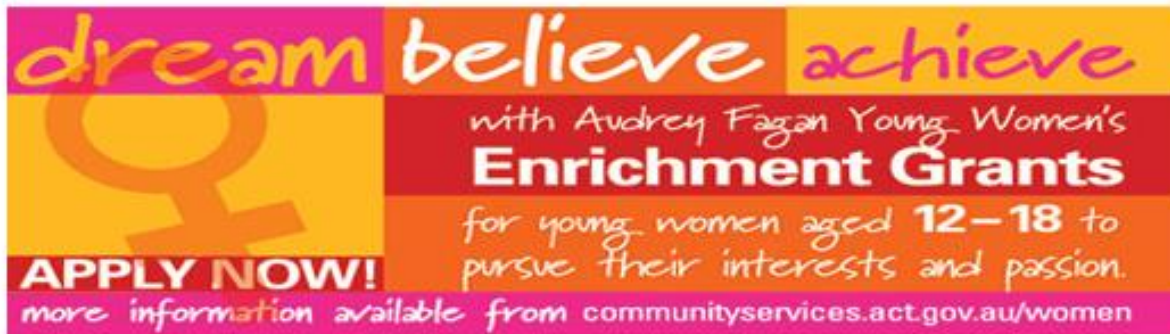
Option 3: Leaving a short message via our dedicated absence number SS: 6142 1323

when using the number above, please leave a short message stating student name, year, pc class and reason for absence eg. Late/sick or leave.



Download the School App now from either Apple Store or Google Play

# Senior Site Bites



**dream believe achieve**  
with Audrey Fagan Young Women's  
**Enrichment Grants**  
for young women aged **12-18** to  
pursue their interests and passion.  
**APPLY NOW!**  
more information available from [communityservices.act.gov.au/women](http://communityservices.act.gov.au/women)

*Grants to enable young women to Dream, Believe, Achieve...*

**Now open!**

The **Enrichment Grants** provide young women with an opportunity to realise their dreams in a collaborative relationship with a mentor.

Young women aged between 12 and 18, residents of the ACT or undertaking education in the ACT are eligible to apply. The program provides one off grants of up to **\$2,000** to support young women to **achieve a project in their area of interest**.

The **Enrichment Grants** are a component of the **Audrey Fagan Program** established in 2007 to honour former ACT Chief Police Officer Audrey Fagan's contribution as an inspirational leader and mentor for young women.

**For more information on the grants program visit:**

[http://www.communityservices.act.gov.au/women/grants\\_and\\_awards](http://www.communityservices.act.gov.au/women/grants_and_awards)

Or contact ACT Office for Women on 6205 1075 or email [women@act.gov.au](mailto:women@act.gov.au)

**Applications close on 26 July 2021**



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