

We welcome students back

Along with other schools in Victoria, NCAT will resume face to face classes from Tuesday 26th May for all Year 11 and 12 students. We know that students are looking forward to coming back. I know all the staff can't wait to be back as well. Next Monday 25th May is a student free day as all teachers get ready for the return of students.

Year 10s back on Wednesdays

Whilst Year 10 students don't start back at NCAT fulltime until Tuesday 9th June, they are required to come in on Wednesday 27th May and Wednesday 3rd June so they don't miss their VET classes. On this day they will stay at school all day and do their VET in the morning and normal face to face classes in the afternoon.

Progress Reports

These will be published on Thursday 28th May and will reflect students' engagement with remote learning and whether they have kept up to date with work. Because we cannot have face to face parent/teacher/student interviews, Coordinators and or Form teachers will be contacting parents of students at risk of not successfully completing first semester.

Work Experience/Work Placements

Please note that for health and safety reasons, unless there are exceptional circumstances, work experience for Year 10s and Structured Work Placements for Pre-App and General VCAL students will be deferred until the last 2 weeks of Term 3.

Students using EduPass to Access Adobe Suite (Photoshop, Illustrator, In design, Premiere etc)

All students using their EduPass login and passwords to access the Adobe suite MUST bring this information with them to school on Tuesday 26th May as they will also need to have the login and password to access Adobe suite at NCAT.

SAFETY INFORMATION

To ensure that we can all work together safely, please read the following important information:

School arrival and departure

- Unwell students must stay home. Any student with a fever, chills or sweats, cough, sore throat, shortness of breath, runny nose, loss of sense of smell, headaches, stuffy nose, nausea, vomiting and diarrhoea is advised to get tested for COVID-19. If anyone comes to school ill, even with a minor ailment, parents will be contacted and the student sent home.
- Visitors to school are limited to those delivering or supporting essential school services. Therefore, please note that there can be no drop off or pick up from the college car park. Use Northland Shopping Centre or the Homemaker Centre car park opposite.
- Students should practise hand hygiene before and after catching transport (i.e. prior to leaving home and at the end of the school day) and practise physical distancing at bus stops and train stations and interchange locations for other shared transport services.

At school

- Students should undertake regular hand hygiene. This includes using the hand sanitiser provided
 - before entering the college
 - before entering and after leaving classrooms
 - before and after eating,
 - after blowing your nose, coughing, sneezing or using the toilet (don't forget to wash hands with soap for at least 20 seconds)

- The DET *Students Using Mobile Phones Policy* remains in place. Students cannot use phones whilst at NCAT. Phones must be left in lockers and switched off. Phones can be turned on with the COVID SAFE app when students leave home, switched off whilst at school and then activated immediately after school.
- Students can buy bottled water from the café or can bring their own water bottle for use at school as students should not drink directly from drinking fountains at this time. Taps may be used to refill water bottles.
- The café will be open as normal. Students will use the entrance facing Murray Road to enter and the doors close the servery to exit the café. There will be a hand sanitiser station at the entrance to the café.
- Students are welcome to bring and wear a mask in class if they so desire. This is not required but some students may feel more comfortable doing so.

Community project funded by City of Darebin

I am delighted that NCAT is auspicing and is part of the successful submission for FUSE funding from the City of Darebin for a project titled *A Fight for Survival – Northland Gathering - Healing, Hope & Future.*

In 1992 the Kennett Government closed the school, then called Northland Secondary College, which was one of the first 65 schools closed. At the time the school had 481 students 72 of whom were Koorie. In December of that year two Koorie students, Muthama Sinnappan and Bruce Foley, acting as representatives of the school community, made a claim against the State Government to The Equal Opportunity Board. They made their claim on the basis that no other school in the state provided the same access for Aboriginal students to the public education system as Northland Secondary College. I worked closely with Dedrie Bux, the Koori Educator, activist Gary Foley and the Koori and non-Koori community and helped lead the fight for the school's reopening which took place on 1st March 1995 at the order of the full bench of the Supreme Court of Victoria.

A Fight for Survival will creatively retell the Northland Secondary College story through digital stories and a series of digitally enhanced images and drawings highlighting the extraordinary community response and why this school based in the City of Darebin meant so much to so many.

The project is the brainchild of the Northlands Campaign Community History Project Aboriginal Reference Group made up of a collective of former students, Koorie educators, teachers, and community members led by Professor Gary Foley.

The exhibition will be held at NCAT as part of the Fuse Festival.

I hope students had a great last few days of remote learning and we will see them starting next Tuesday 26th May.

Raffaella Galati-Brown
PRINCIPAL

CALENDAR OF COMING EVENTS

Monday 25 th May	State Curriculum Day – No classes and no students attend school
Tuesday 26 th May	Year 11 and Year 12 VCAL & VCE students return to school
Friday 29 th May	Progress reports published on Compass
Monday 8 th June	Queen's Birthday Public Holiday – Student Free Day
Tuesday 9 th June	Year 10 students return to school
Tuesday 16 th June	Report Writing Day – Student Free Day
Wed 17 th June	School Council Meeting
Friday 26 th June	Term 2 ends
Monday 13 th July	Term 3 starts
Tuesday 21 st July	Semester 1 reports published on Compass

Turning Difficulty into Creativity

Robbie Parr is a second year Technology Student at NCAT and is currently studying Year 11 Building and Construction. Robbie has always loved putting together and making 'stuff'. It has always been a passion and Robbie finds that his talents and passion are celebrated here at NCAT.

Being away from NCAT because of the COVID-19 restrictions has not been easy for students, parents or teachers. Robbie, like most of our students, is a very active applied learner so on-line learning and the lack of opportunity for hands-on learning has been difficult.

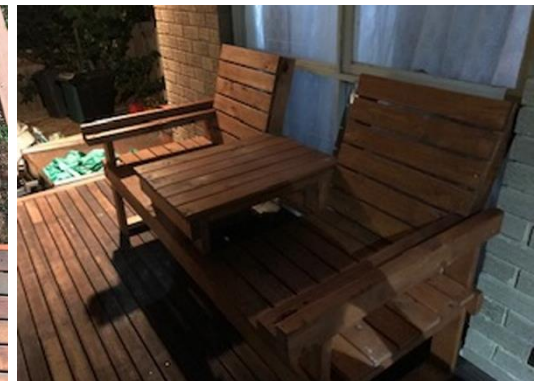
Robbie got together with his parents, Chris and Sarah, to find creative ways to exercise Robbies' developing skills around the home. As a result Robbie has resurfaced the front veranda with recycled merbau decking, built a pergola and is now working on a Carport!

In addition to Robbies' creative activities at home he and his father (Chris) have been helping out with maintenance activities at the Gilwell Scout park in Gembrook.

Turning difficulty into creativity has been a family affair for Robbie and his parents. In the meantime Robbie is continuing his on-line learning and looking forward to returning to the NCAT Workshops and a future apprenticeship in the Construction industry.

Here are some photos of work Robbie has done at home. These are of the front veranda deck that he has built, the seating on the deck is what he made in Yr10 (last year) and the posts are for a carport that he is building with his father, Chris

Daniel Knott
TECHNOLOGY EXECUTIVE MANAGER



Dancer

At NCAT, a sole solitary dance student rehearsed in the otherwise empty dance studios.



The dance students are accessing the space according to a strict and safe roster system. International student, Ema Lin, enjoyed having the space to herself as a means of self-expression.

*Tracy Paterson
Story and photos*

Introducing Dexter

Hi everyone! My name is Dexter, and Anita-from-the-office has asked me to tell you a little bit about myself. (Anita keeps Schmackos in her drawer...)

Some folks are out of work during this human virus thing, but as a dog, I am not affected by it at all. In fact, I am proud to announce that I have a new job - I have been employed to be the official NCAT Therapy Dog!

Of course - as I am only 10 months old - I have some on-the-job training to do, (a bit like an apprenticeship) but am pleased to announce that after only 3 weeks with my new human (Shelley-from-Music), I have learnt to sit and stay (...unless something smells *really* interesting just over there...). It's a work in progress.

My skills and attributes are that I am incredibly gentle, super-fast at running and I ABSOLUTELY ADORE HUMANS! So far I have met a few of my future clients and they were extremely good at knowing where I prefer to be scratched. I like to lean on people to be as close to them as I can. Sometimes they stagger under my weight, but I figure they'll learn to brace. My mum was a Great Dane and my dad was a Staghound, which means I'm meant to chase things, but I find small dogs, rabbits and cats somewhat terrifying, so the humans-at-the-farm had to find me a new home.

You know, it's tremendously important to find a job that gives you a sense of purpose and brings you joy, so I'm really happy with my new employment opportunity, and hope to enhance my skills rapidly. I will be regularly sharing an office with my new co-worker Leanne, the-youth-person, and look forward to seeing more of you in the not too distant future. I will also be doing yard duty on a frequent basis, so you don't have to be stressed-out enjoy the opportunity to scratch me (hint: just behind the ears...). For heaven's sake, hurry back! My human tells me there are hundreds of you but I've only met five youth so far...

Dexter - NCAT THERAPY DOG (with a little help from.....) *Shelley Scown - NCAT Music*



"I love my new bed. It's really annoying though when my human pretends it's hers, and makes me sleep on the mat..."



Stressed? Worried? Not feeling quite right?

More than 75% of mental issues develop before a person is 25. Early intervention can provide support at a crucial time in their lives. We all at some point get stressed, worry, or not sure what's happening, but there are noticeable changes mood, behaviour, that may be impacting school, friends or family. Good news is things can improve, like anything we want to improve, singing, dancing, playing sport, or instrument, with practice you get better at it. Improving your mental health is no different. By practising tips and strategies proven effective by others in similar situations, you too can strengthen your coping capacity, your resilience, gaining more power to live the life you want to live.

NCAT is part of the **Mental Health Practitioners (MHP) initiative** rolling out to every campus in Victoria. The role of the MHP is to provide direct counselling support for any mental health concern. This appointment will allow you to confidentially talk about your worries with someone who can help. Shayne Johnston is our practitioner and is available Tuesday and Thursday from 9am to 3pm.

Given the prevalence of youth mental health concerns, Headspace has also launched **Headspace Enhancing Mental Health Support in Schools (EMHSS)** where students can access confidential one-to-one counselling by phone from Headspace (see attached fact sheet & referral for further details).

Students, parents, and teachers can contact Student Support Officer Leanne Peros if they would like to discuss their suitability to engage with these service. Please note, referral and consent documentation will be required prior to service commencement (see attached consent & referral).

Shayne Johnston - NCAT MENTAL HEALTH PRACTITIONER

For more information on the **Mental Health Practitioners initiative** see the Department website:

<https://www.education.vic.gov.au/school/teachers/health/mentalhealth/Pages/mental-health-practitioners-secondary.aspx>

Headspace Enhancing Mental Health Support in Schools (EMHSS):

<https://www.education.vic.gov.au/school/teachers/health/mentalhealth/Pages/headspace-counselling-secondary.aspx>

EMHSS Fact sheet: https://www.education.vic.gov.au/Documents/school/teachers/health/EnhancingMentalHealthSupportSchools_Parentflyer.pdf

Consent form: https://www.education.vic.gov.au/Documents/school/teachers/health/EnhancingMental%20HealthSupportschools_consent%20form.pdf

Family & carers supports: Reachout offer free and confidential support over the phone and online. A professional who is experienced in supporting families will assist you to create an action plan that works for you. <https://parents.au.reachout.com/one-on-one-support>: Parentline - counselling & support for parents and carers <https://www.education.vic.gov.au/parents/services-for-parents/Pages/parentline.aspx>
eheadspace - free online support and counselling to young people and their families and friends: <https://headspace.org.au/eheadspace/connect-with-a-clinician/>

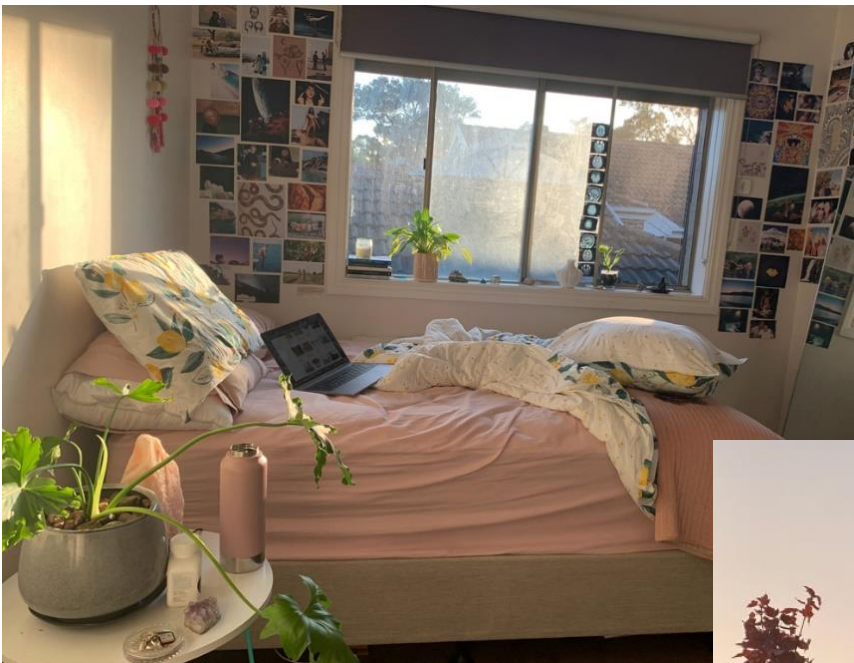
Student Isolation Journal Entries

Lockdown Diary - Week One

Zoe Bakras - Year 12 General VCAL

It's been truly amazing to see the world transform, seemingly overnight, these past few weeks. Days are now fading into each other, every day feels like a Sunday and weeks are flying by. I have this newfound appreciation for stillness. The world I lived in before Covid-19 was so chaotic that I forgot how to just be one with myself. Since lockdown, I've regained a sense of calmness and I've learnt that I don't always have to be doing something grand to feel fulfilled and that life is about enjoying the simple things like playing a board game with my family, having enough time to cook a big breakfast or laughing hysterically with my sisters.

I think overcomplicating and overthinking everything is the root cause of unhappiness, so I'm trying not to get dragged down into it. I believe COVID has brought my family closer together too. Prior to all of this, we were all very distant and consumed by work and school so it's been really nice to spend time together, going for walks, having bonfires in the backyard, playing cards, watching movies and gardening together. I've also been using this time to renovate my bedroom and make it more my style. So far I've freshened up the paint, collaged one of my walls and painted a cool design on the back of my bedroom door.



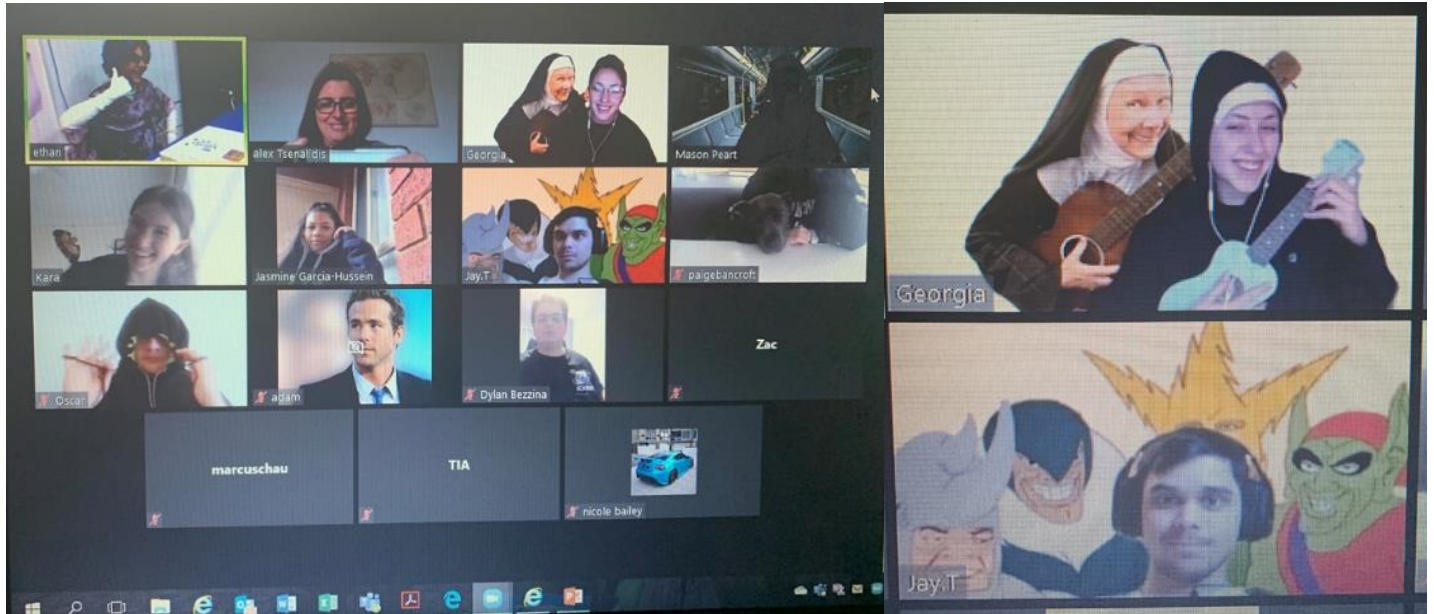
Student Isolation Journal Entries

Diary entry – Week 2

Clodagh Holt- Year 12 General VCAL

Some positives for self-isolation are that I get to spend more time with my family. Before all of this it was rare that we would all be home at the same time. I have two brothers in their twenties so they're always out and I'm always seeing friends, but now we're all home together and it has brought us all a lot closer and helped us re connect.

Another positive of self-isolation is I am finding the time to look after myself and do some self-care, I found that I was always extremely stressed or having something weighing on me, but now I have more time to myself and I'm feeling a lot better being able to relax and work on myself. This is also probably due to the fact that I'm less stressed about school and I am finding it a lot easier to get up in the morning and join zoom classes rather than waking up an hour earlier so I can get to school on time. I am appreciative of all these things however I still miss my friends and cannot wait to see them again.



Lockdown Diary

Georgia Hursch – Year 12 General VCAL

Look on the Brightside! What is a positive of self-isolation? I have found that over the month we've been in self-isolation, I've had a lot of time to sit and think about my mental and physical health. Recently I wrote up a diet plan that I knew would work for my level of determination. I also set a list of light exercises for myself to do every day and started doing 20 minutes of yoga before bed. Self-isolation has encouraged me to confront my unhealthy lifestyle choices and start looking after myself better.

During this time I have also had an opportunity to rekindle with my love for writing along with other hobbies such as playing ukulele, drawing, painting, and reading. I recently bought a new notebook for writing stories and ideas for creative pieces I've already utilized it so many times and it's allowed me to read over all of my drafting in order to create a story I'm pleased with.

In the end self-isolation is not a punishment, it provides us with extra time to re-discover our interests and can offer a more relaxed working environment when doing schooling online. It's important to face self-isolation with the right attitude, searching for the positives and keeping an open mind.



Lockdown diary - Week 2

Oscar Vella – Year 12 General VCAL

To me, the positive of lockdown is that I get to interact with my family more and I get to relax and calm down after work more. I also get more time to myself so I can figure out what I want to do later this year and even next year after I leave school. I haven't had time to think about it much before because I've been working 2 jobs, school and TAFE, as well as the gym. All of that together has given me little time to sort out and plan the next months even year.

Another positive is that I've been able to speak to friends I haven't seen in a couple years. We went to the same school for 3 years and now I don't see them at all because they go to school close to home, I go far away so I don't really get to meet up with them after school or work, but being at home we are all on PS4 so we just make a group and we talk nearly every night for hours and we get to catch up on all the latest gossip or news going on in each other's lives.

Alex Tsenaladis
VCAL COORDINATOR

Dance News

Year 12 Dance students Tahlia Calabrese and Lachlan Draper are featured in the most recent national Dance magazine, Dancetrain, this issue has a focus on a 'National Academic Schools Guide'. The article is titled 'Student Special Guest Artists', Tahlia and Lachlan were asked to answer the following questions about their time at NCAT and their dance training. See articles published in the magazine below!

WHY DID YOU CHOOSE NCAT?

My old secondary school didn't offer dance as an elective and I had heard amazing things about NCAT and the programs they had to offer. So I attended an open night and decided that NCAT was the place for me. I fell in love with the welcoming atmosphere that allowed me to be myself and focus on what I love doing most, dance. I also loved that my passion in becoming a professional dancer wasn't seen as a valueless career choice, instead it was embraced and I have the full support from my teachers who make it their aim to assist me with turning my dream into a reality.

WHAT DO YOU MOST ENJOY ABOUT THE PROGRAMS OFFERED AT NCAT?

I enjoy the vast range of subjects on offer whether it is an Art or Technology subject. I like how students are not just limited to studying one field (Art or Technology) and are given the opportunity to learn from both fields. I also like how the programs are designed to set us up for the industry.

CAN YOU TELL US ABOUT SOME OF YOUR FAVOURITE CLASSES AND WHY YOU LIKE THEM SO MUCH?

My favourites would have to be VCE Dance, Visual communication and Product Design. All three classes allow me to explore the arts and challenge me to think outside of the box. These classes allow me to be creative while also testing my knowledge of the theory, which helps to keep me engaged in my learning.

DOES YOUR SCHOOL PROGRAM SUPPORT YOUR AFTER SCHOOL DANCE CLASSES AND VICE VERSA?

I would have to say that they both are equal when it comes to helping me become a better dancer. Dancing at school gives me more opportunity to focus on the theory, which helps me to understand how a dance is created and what it takes to choreograph a successful piece. While dancing outside of school allows me to put this theory to use with the vast amount of workshops and guest teachers I am able to learn from. Since undertaking VCE dance I have found that I understand more about how the human body moves and can apply corrections in all my dance classes more quickly.

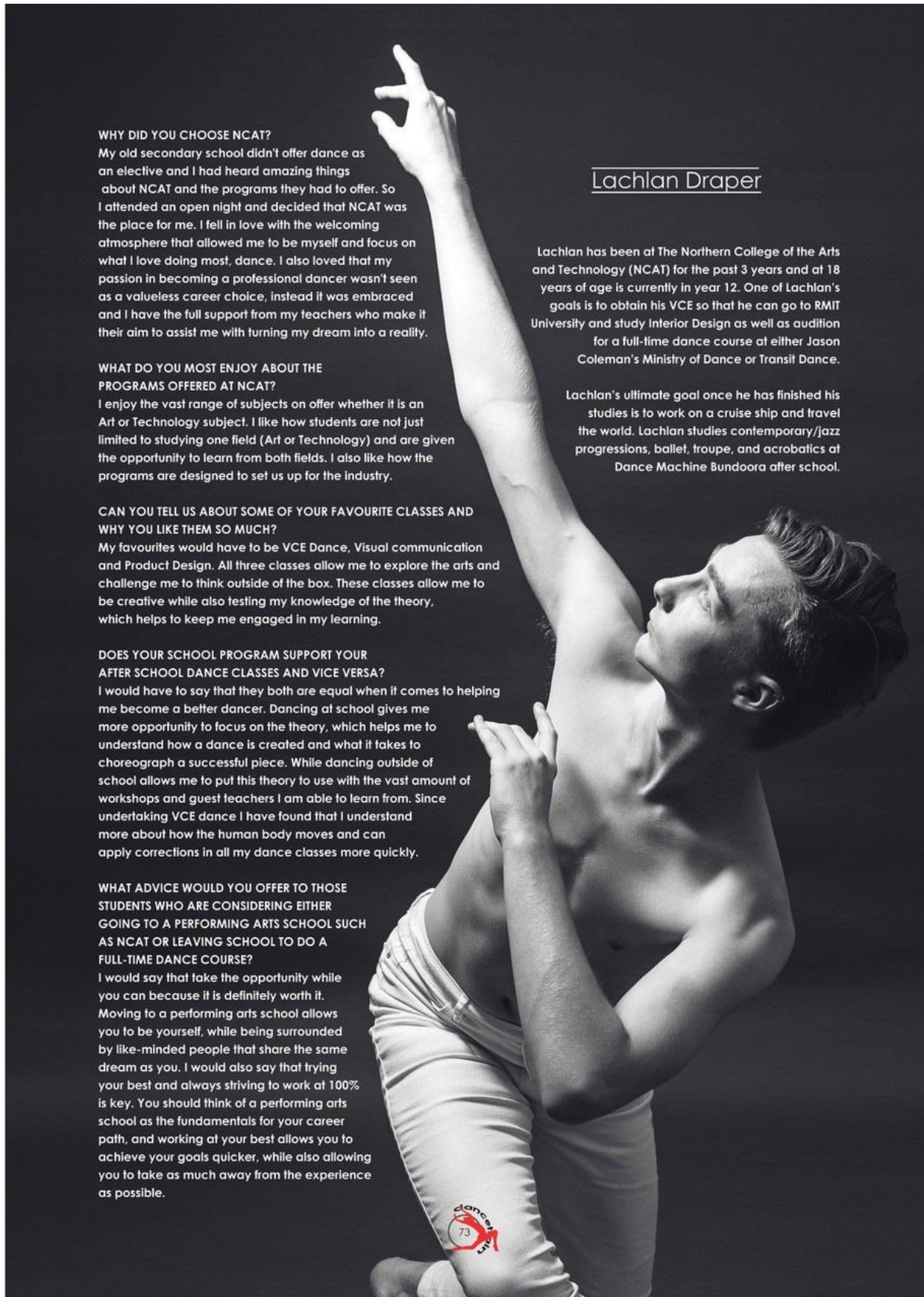
WHAT ADVICE WOULD YOU OFFER TO THOSE STUDENTS WHO ARE CONSIDERING EITHER GOING TO A PERFORMING ARTS SCHOOL SUCH AS NCAT OR LEAVING SCHOOL TO DO A FULL-TIME DANCE COURSE?

I would say that take the opportunity while you can because it is definitely worth it. Moving to a performing arts school allows you to be yourself, while being surrounded by like-minded people that share the same dream as you. I would also say that trying your best and always striving to work at 100% is key. You should think of a performing arts school as the fundamentals for your career path, and working at your best allows you to achieve your goals quicker, while also allowing you to take as much away from the experience as possible.

Lachlan Draper

Lachlan has been at The Northern College of the Arts and Technology (NCAT) for the past 3 years and at 18 years of age is currently in year 12. One of Lachlan's goals is to obtain his VCE so that he can go to RMIT University and study Interior Design as well as audition for a full-time dance course at either Jason Coleman's Ministry of Dance or Transit Dance.

Lachlan's ultimate goal once he has finished his studies is to work on a cruise ship and travel the world. Lachlan studies contemporary/jazz progressions, ballet, troupe, and acrobatics at Dance Machine Bundoora after school.



Dance News

Congratulations Tahlia & Lachlan on your feature!

Lee-Anne Di Stefano
DANCE COORDINATOR



Tahlia Anne Calabrese

(Tahls or T for short)

2020 is Tahls first year at Northern College of the Arts and Technology (NCAT) . a family move from Adelaide prompted a change in schools, she is 18 years old and in her VCE year.

One of her goals is to get a Diploma in Dance so that she can go on to have a career in teaching dance. One of her particular interests is to work with children with a disability so that she can share how the learning and performing of dance can affect you and transform you.

Tahls also trains at Patrick Studios Australia after school studying Jazz, Musical Theatre, Tap, Hip Hop, Ballet, Acrobatics as well as Singing and a technique class.

WHY DID YOU CHOOSE NCAT?

After researching performing arts schools NCAT was my number one choice, it also had a lot of good reviews. After I visited the school for their tour I was amazed at what I could achieve there.

HOW IMPORTANT IS IT TO YOU TO OBTAIN YOUR VCE?

I have had to work very hard because the curriculum is completely different from Adelaide but I have done this because it is very important to me to finish.

WHAT DO YOU MOST ENJOY ABOUT THE PROGRAMS OFFERED AT NCAT?

I love that I get to voice my ideas and also choreograph my own solos and group routines so that I can put them into competitions.

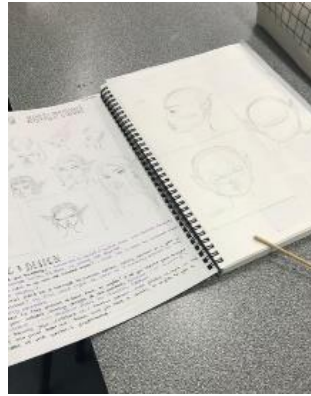
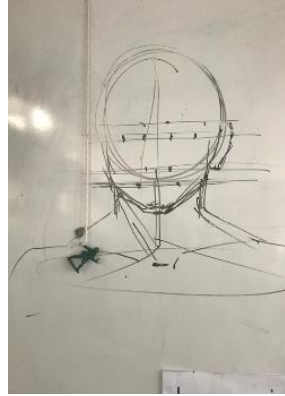
DOES YOUR SCHOOL PROGRAM SUPPORT YOUR AFTER SCHOOL DANCE CLASSES AND VICE VERSA?

Patrick Studios helps me with my technique, they teach me new skills and at NCAT I am taught how to write resumes and applications for auditions as well as improve my choreographic skills.

WHAT ADVICE WOULD YOU OFFER TO THOSE STUDENTS WHO ARE CONSIDERING EITHER GOING TO A PERFORMING ARTS SCHOOL SUCH AS NCAT OR LEAVING SCHOOL TO DO A FULL-TIME DANCE COURSE?

Believe in yourself. Never say you can't do anything. This way of thinking is not good for auditions and other casting opportunities. I say, do what you want to do and if you want to do a full-time course or go to a performing arts school and you think you are ready, go for it and never let another person put you down!

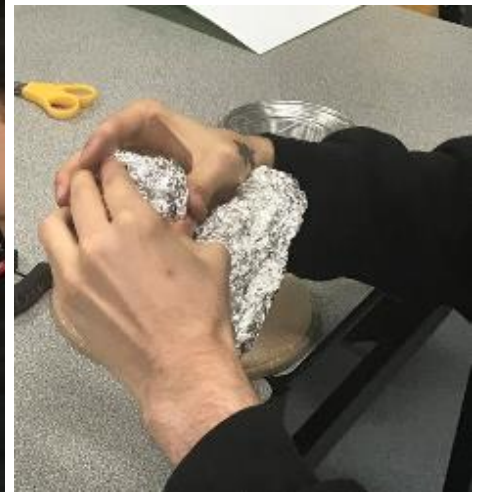




VETiS VisArt

In Term 1 VETiS Vis Art had the pleasure of having our ex-Vis Art Immersion student, **Jacob Spalviero**, visit to run polymer clay workshops. The workshops were conducted in 3 stages and students learned the fundamentals of building up the foundations to produce busts.

Please view these successful artworks completed by our VETiS Cohort!



Sonia Baroudi / NCAT Vis ART



ADAPTATION

Working from home has unique challenges for the Visual Arts, as we are limited to using the materials that all students have at home. When adapting our curriculum for remote learning, we began by exploring the 'pros' of working from home, which we thought to be individual access to technology,

family involvement, access to personal items and imagery, opportunity for creative problem solving and more focused and uninterrupted time to work on artworks. We created tasks that maximised on these positives.

In Workshops this term, students were to study darkroom photography in year twelve and painting in year eleven. We decided to switch to the term three curriculum - mixed media for all students - to allow for maximum flexibility. We began with a session on portraiture, using our Zoom video link as a reference and any materials students had access to at home, including materials from the kitchen or garden. Students began with a self-portrait and used that to write a set of design rules for at least three more portraits, to create a cohesive series.

In week two, students selected a photo from home and used this as the starting point for six artworks which were then turned into a GIF. To view some of these fantastic GIFs, look up 'NCAT Visual Arts' on either Instagram or Facebook.

The following week students were asked to create their own typography, using photography. They could find the alphabet letters forms around the house, garden or local neighbourhood or they could create letters with materials they found. Once students had created an alphabet, they used it to write a message that could be printed as a poster and/or shared as social media content. Students were encouraged to link their message to the materials featured in their photographs.

Creative Enterprise has been our greatest challenge, as it relies heavily on technology such as photocopiers, laser cutters and 3D printers to make products. In year twelve, students have learnt about business 'pivots' and explored ways that they could change or adapt their existing business ideas to take advantage of the unique situation of working and selling from home during Covid-19 lockdown. Students are investigating the reinvention of materials they have in their home, materials that can be delivered and organisations that can manufacture from a digital design. With the assumption that Couchfest may not happen in its usual format this year, we are looking at online stores and donation of products to charities as alternative business models.

Year eleven's ceramic unit has been put on hold and instead students are doing a unit on mindfulness. They started with a Zoom mindfulness and yoga session with Baxter Sdsdsds, which was followed by an exploration of ideas and imagery designed to help themselves and others use mindfulness in everyday life. These may end up as printed material or possible social media content for NCAT or another organisation.

Year eleven and twelve students have each received a tombow brush pen in the mail, which they will use in a Zoom calligraphy workshop with Veronica Sdsdsd from Old School New School.

In Studio Practice, things are able to run pretty much as usual. Students work independently on a research project in which they select an artist for study in order to learn new skills and techniques. Students set their own learning goals and work toward these through reading and studies based on the artist's work. Later in the term, students will reflect on their new skills and techniques and create original artworks that utilise these. We are always amazed by the independence we see developing in students during this project, as well as the exceptional artworks they create. We look forward to sharing these with the NCAT community in the near future.

Kylie O'Malley

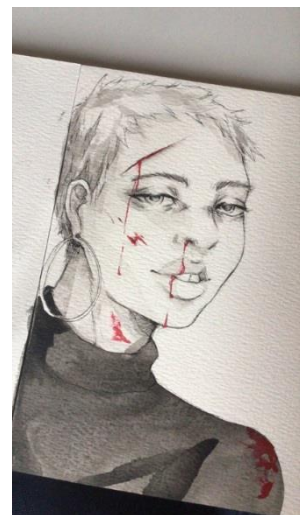
VISUAL ARTS IMMERSION PROGRAM COORDINATOR



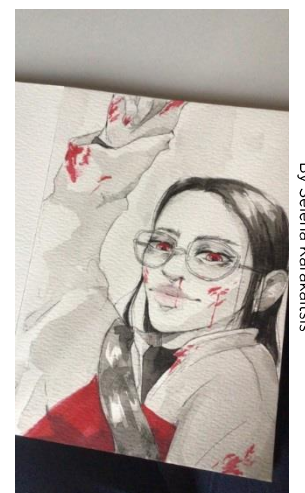
By Angelina Rebillard



By Red Malayapp



By Selena Karakalitsis



By Selena Karakalitsis

By Bailee Forbes



By Jayla Caprio



NCAT Create - Alumni Artist workshop



Just prior to lockdown, ex NCAT Create student, Alix Hunter, presented a still-life painting workshop with the 2nd Year Diploma of Visual Arts students. The students spent the day investigating working all prima (wet on wet) techniques to produce a carefully observed still-life painting in oil paint. Alix has gone on to become a very successful still-life painter who exhibits widely. She is now represented by Michael Reid Galleries in Sydney!



"Alix paints slow, considered observations of the everyday. She is especially moved by light, form and shape. Her work celebrates space and simplicity. She plays with objects, their relationships to each other and the spaces between them. Hunter is drawn by texture, colour and tone. She has a great love for the Australian bush and her work often incorporates organic form from the Merri Creek near her inner city studio". alixhunter.com @alixhunterart



Tracy Paterson - NCAT FOLIO PREPARATION | CREATE PROGRAM LEADER



Community Navigation Service

Are you or someone you know looking for support or information to get through the COVID-19 pandemic?

You can now find the help you need with Darebin Council's new Community Navigation Service.

Our skilled team will help you find the information and support you're after. This could be:

- assistance in accessing food, meals or medication
- ideas and activities for your children
- how to access government and other grants/supports
- to have a chat if you're feeling worried or lonely

Call us on **8470 8888** and ask to be connected to the Community Navigation Service, weekdays 9am to 4pm or email covidsupport@darebin.vic.gov.au

These measures build on a number of other initiatives and support lines Council has launched to support residents, businesses and ratepayers during this time. This includes:

- COVID-19 Financial Hardship Policy for residents struggling to pay rates
- \$11.3 million support package for Darebin's community and businesses

More information available at darebin.vic.gov.au

CITY OF DAREBIN

274 Gower Street, Preston
 PO Box 91, Preston, Vic 3072
 T 8470 8888 F 8470 8877
 E mailbox@darebin.vic.gov.au
darebin.vic.gov.au



National Relay Service
relayservice.gov.au

If you are deaf, or have a hearing or speech impairment, contact us through the National Relay Service.



Speak Your Language
 T 8470 8470

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SCAN ME

RunRONA 2020 – A virtual RUN WALK EVENT – 30th or 31st May - you choose when you do it! For the whole family and help raise funds for SPARK HEALTH an Aboriginal owned and led social enterprise and support Aboriginal Health promotion activities

For those schools who have been part of the Darebin Schools' Yarning Conference, you will know the vibrant energy of SPARK HEALTH – who MC the whole event. This is the opportunity for your students and their families to support SPARK Health by participating in this virtual RUN WALK event. PLEASE SHARE THIS WITH YOUR SCHOOL COMMUNITY.

Key Points:

- RunRona is a Virtual Run/Walk Event for the whole family.
- Event dates: Either Saturday 30th or Sunday 31st May.
- Aboriginal designed medal posted to participants after event.
- Registrations now open: www.clothingthegap.com.au/pages/run-rona
- Encouraging the Aboriginal Community to prioritize their physical, mental and spiritual health and well-being at this time. Over 20% Indigenous participation.
- Funds raised support Aboriginal health promotion activities through Spark Health Australia.
- Richmond Football Club joins as major supporter to promote health equity.
- Local community partner organisations from the Aboriginal Community.

For more information please contact: Laura Thompson - Managing Director, Clothing The Gap
Email: hello@clothingthegap.com.au Mobile: 0422 046 452

Project Rockit

Project Rockit is reaching out to let you know that in response to the present situation, they have created a brand new series of interactive webinars to educate, equip and inspire your students so they are able to thrive while they learn remotely and spend more time online.

The PROJECT ROCKIT Difference

The students will learn tangible skills to maintain digital wellbeing, including how to look out for each other online, take positive action in the online world, and use technology to foster social connection.

Curriculum Alignment and eSafety Certified

PROJECT ROCKIT is certified as a Trusted eSafety Provider by the Office of the eSafety Commissioner and our team has trained over 400,000 school students to create positive impact in the world around them.

The webinars are aligned with Australian Curriculum Frameworks when completed as a four part series, are easy to access from any internet browser, and you can have them scheduled at a time that suits you. Each webinar runs for 30 minutes and includes follow-up activities and handouts available for download to maximise the learning experience for your students.



More Information: PROJECT ROCKIT Webinar Overview https://hubs.ly/H0pK_gGO

Information about each webinar and pricing information can be found on Project ROCKIT website as well as answers to FAQs.
<https://www.projectrockit.com.au/webinars/>



The Hon Daniel Andrews MP

Premier of Victoria

1 Treasury Place
Melbourne, Victoria 3002 Australia
Telephone: +613 9651 5000

Thank you.

Two words that can't express the enormity of our gratitude.

But to every Victorian working to keep our kids happy, healthy and learning – **thank you.**

For adapting to change and tackling challenges – **thank you.**

For your commitment and calm – **thank you.**

Because even though staying apart is keeping us together – please know, we value you – and all you do in keeping our state safe and strong.

You have our support, our appreciation – and our heartfelt thanks.

Dan Andrews
Premier of Victoria

