

## PRINCIPAL'S REPORT

Dear Parents and Carers

Welcome to term four. It has been a great start to the new term and my thanks to our VCE staff and students for their commitment to completing practice exams during the holiday period. We have high expectations for our students and every support has been offered to support our Year 12s so that they can achieve their best.

There are many activities planned for this term so that our students can have experiences that were postponed during the pandemic period. We have already had many sporting events, with many of our students completing their personal best times and some selected to represent the College at State level.

Planning for staffing and year level allocations for 2023 is well underway. If you are moving or not returning to Seymour College in 2023, please notify Barb Canty in our general office on 57711300 as soon as you know.

Please keep abreast of your Compass emails so that you are aware of upcoming events and celebrations for our graduating students across the college.

Learning at Seymour College is fun, and essential, for all students. Daily school attendance is important for your child's learning and future options. If you need support getting your child to school, please contact Kirsty Hare or Brooke Wessels (our school nurses) so that they can refer you to our in-school wellbeing officers.

All the best for the remaining nine weeks of the term.

**Gail Hardman - Executive Principal**

### IMPORTANT DATES

**Monday 24 October**  
Chemistry Excursion  
Year 11

**Monday 31 October**  
Curriculum Day  
Pupil Free

**Tuesday 1 November**  
Melbourne Cup  
Public Holiday

**Wed 2 Nov - Fri 4 Nov**  
Grade 3/4 Camp

The recent flood event has impacted many members of our school community. Please continue to keep safe, and our thoughts are with those who have been affected.

If you need assistance or support, please contact our wellbeing team through the general office on 5771 1300.

### **Parking in Bus Bays and Near School Crossings**

Seymour College and Mitchell Shire Council are working together to ensure the safety of children and pedestrians using school crossings. School speed limit zones and parking regulations to assist with safe drop off and pick up of students are in place and will be enforced over coming weeks. Council parking enforcement officers can issue infringements for stopping and parking rule violations and there is zero tolerance on illegal parking in the vicinity of the bus bays and school crossings. Seymour College and Mitchell Shire Council are seeking parent support in terms of ensuring compliance with road rules and parking.



**OFFICE HOURS:** 8am - 4:30pm Monday - Friday

**ADDRESS:** 29-47 Stewart Street, Seymour.

**PHONE:** 03 5771 1300

**EMAIL ADDRESS:** seymour.co@education.vic.gov.au **WEBSITE:** www.seymourcollege.vic.edu.au

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12<sup>th</sup> October 2022

Dear parents and carers

You may be aware that the Victorian Government has announced changes to the COVID-19 isolation requirements.

This means that from 11.59pm on Wednesday 12 October, the mandatory orders around isolation for people with COVID-19 have ended and instead we move to health advice and recommendations for people with COVID-19 or COVID-19-like symptoms.

Our school will continue to adhere to the Department of Health's recommendations to ensure that our school remains a safe environment for our staff and students.

The Department of Health **strongly recommends** that students and school staff:

- who test positive to COVID-19 stay home and isolate for 5 days and do not attend school after 5 days if they are still symptomatic
- who are symptomatic but have not tested positive not attend school. This does not include students with pre-existing conditions such as hay fever.

Parents and carers are recommended to continue to report their child having COVID-19 to both the school and the Department of Health.

We will, however, no longer report occurrences of positive cases to the school community.

We ask parents and carers to continue to remain vigilant in preventing COVID-19 transmission. Any student who is unwell should continue to remain at home. This is about keeping students healthy and well in our school and reducing the spread of both COVID-19 and other respiratory diseases.

Free rapid antigen tests are available at the school for those who need them.

Parents and carers will be contacted if their child shows symptoms while at school.

Students who wish to wear a mask should continue to do so.

To keep our school as safe as possible, we will also continue to use air purifiers and other COVID-19 prevention measures.

Thanks for your continued efforts to keep our school community safe and well.

**Gail Hardman**  
**Executive Principal**

# F1/2 News



Grade 1 and 2 students have been exploring how technologies use forces to create movement. We have discussed the effect of gravity on things like paper planes and helicopters and the properties that keep them up. We had lots of fun experimenting with sticky tape and paperclips to add weight as well as some healthy competition to see which paper plane design was the most effective.

**Kylie Doyle (Grade F1/2 teacher).**



## Working Bee!

Thursday 27 October 3:30pm  
Mulching garden beds along Loco St and clearing the lane beside the Tech Wing.  
BYO garden tools if possible!



Seymour College acknowledges Aboriginal and Torres Strait Islander peoples as the traditional custodians of the land and acknowledges and pays respect to their Elders, past, present and emerging.



# Tokens



## Stars of the Week



## Footy Day





# Careers

## White Card Course - Last chance for 2022 at Seymour College

Students interested in obtaining their White Card can complete the course here at Seymour College. The White Card is an occupational health and safety qualification needed by anyone working in the construction industry. It is an excellent course for students thinking about doing work experience as it helps with their awareness of hazards in the workplace. Students interested in obtaining their White Card need to register through the General Office and then arrange parent consent and payment through Compass. This course is provided by a trainer from the CFMEU. Year 12 students can apply to do this course as it is after VCE exams conclude.

### Course Details:

Date/Time: Friday 18th November 9am - 3:15pm

Location: Seymour College Library

Cost: \$60

Numbers are limited to 20 students and at present more than 20 students have asked to be added to Compass for this event. Students don't gain access to a place in this course, however, until parent consent through Compass and payment of the course costs have been completed.

## Work Experience: Year 10s

Year 10 students are not allocated a specific week for work experience. When they are ready and have a good opportunity that doesn't impact too much on their school program, they are able to start a placement, providing they have completed the essential arrangement forms. These forms can be collected from the General Office and returned to the office once they have been filled out and signed by parents, the employer and the student. Most VET courses will finish by the first week of November (this does not include Sport and Recreation). If Year 10 students have no VET classes to attend on Wednesdays in November, they should be arranging to do work experience on those Wednesdays.

During the September holidays, Jack Taylor completed work experience at Bunnings in Seymour. His tasks were quite complex and involved processing and distributing new stock. While Jack found it a little tiring getting used to working 8 hours a day and starting at 6am, he received very positive feedback from other Bunnings staff members who said he was helpful and made their work easier. Well done Jack.



## Kestrel Aviation

Four Seymour College students attended an industry event run by Kestrel Aviation. Students were given the opportunity to learn about the maintenance and management of Kestrel's helicopters. They also made a small tool kit and were given tools to place in it.



## Chemcouriers

On Friday next week, a guest speaker from Chemcouriers will speak to our VCAL students about career pathways in the logistics and freight industry. There are a lot of job opportunities available in freight and logistics and this includes entry level roles.

## Mindshop – Work Experience at Puckapunyal

Seymour College works with the Ventia Corporation as an industry partner. One of the activities available to our students through this partnership is Mindshop; a one week program where students work with a mentor to complete a specific project. This year, the project will be based on developing environmentally sustainable practices within Ventia services at Puckapunyal. The program commences on Monday 7<sup>th</sup> November.

Jeremy Linton - Careers Coordinator

# SENIOR SCHOOL NEWS

## End of year dates senior school

Last day of classes for year 12 – Friday, 21<sup>st</sup> October  
Year 12 exams commence – Wednesday, 26<sup>th</sup> October  
Last day of classes for year 11 – Friday, 4<sup>th</sup> November  
Last day for Unit 2/4/VCAL/VET results – 7<sup>th</sup> November  
Year 11 exams – 7<sup>th</sup> to 11<sup>th</sup> November  
Last year 12 exam – Monday, 14<sup>th</sup> November  
Year 11 into 12 Head Start – 14<sup>th</sup> to 25<sup>th</sup> November  
Year 10 exams – 21<sup>st</sup> to 25<sup>th</sup> November (number of days to be confirmed)  
Year 10 into 11 Head Start – 28<sup>th</sup> November to 2<sup>nd</sup> December (last day of year 10)  
Year 12 results available – 12<sup>th</sup> December

## Useful Websites

### The Parents Website

The Parents Website is an initiative of Independent Schools Victoria, providing a curated selection of news, features and resources for parents on raising and educating children.

<https://theparentswebsite.com.au/andrew-fuller-how-to-study-and-increase-your-marks-2/>

Leading clinical psychologist Andrew Fuller provides strategies for students to cope with exam anxiety and perform at their best, in one of his most popular articles on The Parents Website.

<https://theparentswebsite.com.au/andrew-fuller-how-to-survive-and-thrive-in-tests-and-exams/>

### VCAA Website

A refresher on how the study score and ATAR is calculated

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-faqs/Pages/current-students.aspx>

**RESILIENCE  
RIGHTS &  
RESPECTFUL  
RELATIONSHIPS**

Seymour College is a Relationships School. We model respectful relationships and gender equality practices across the entire school.

# Careers

## Civil Engineering and Construction Excursion – Wednesday next week

Students in Years 9 – 12 (not including those doing Year 12 VCE) have the opportunity to attend a Civil Construction excursion in Melbourne. The event will offer one-on-one discussions with over 40 inspiring people from the civil construction industry. They'll make meaningful connections between what they already like doing and how this relates to roles in this industry. They will see a range of machinery and equipment that is used within these industries.

Students need to arrange consent urgently via Compass as the attendee list must be finalised on Monday 24<sup>th</sup> October.

Jeremy Linton - Careers Coordinator

## School Wide Positive Behaviour Support Current Focus

I line up before class  
and wait quietly



Spare time?  
Looking for  
casual work?

**KADD**  
FACILITY GROUP

KADD Cleaning are seeking casual cleaners to assist with cleaning our school. Flexible hours and days can be negotiated to suit. Please call David Freeburn on 0491311000 or Linda Williams on 0357711305.

  
**Seymour**  
College





# Defence School Mentor News

Kelly Quigg - Defence School Mentor

My contact hours are Tuesday & Thursday 08:45 -16:30 or contact me via the following: PH- 5771 1300

Email: Kelly.quigg@education.vic.gov.au

## SEYMOUR COLLEGE POPPY PROJECT 2022

Please support our **Poppy** project. The aim this year is to get 200 poppies for a display for Remembrance Day. At this stage we have exceeded our number with 293 poppies. Please keep them coming in.... As they will then go on to be used as a part of a wellbeing project for our students. Thankyou to all who have donated.

When you drop-off please send an email or leave your name at front office.

Pictured is Jack Buchanan, who has been hands on assisting with his mum crocheting.



## Please respond via email posting order...

Please let me know if your family is leaving Seymour College.  
I can support your children to prepare.

# Athletics

Well it has been a busy couple of weeks with three athletics carnivals pretty much back to back. The secondary students were involved on the first day with 23 students progressing to the Hume finals. On top of that Renee Ford, James Hurley and Claire Noonan also picked up the age champion medals for their age groups. Our school finished fourth overall which was a strong showing for the students who attended.

Tuesday sent us south to Epping where the primary students got to strut their stuff. Once again a bold showing by all those who attended and we have 4 students progressing to the Hume finals; Jessie Sutherland, Jaxon Haby, Mason Beattie and Cassie Wright.

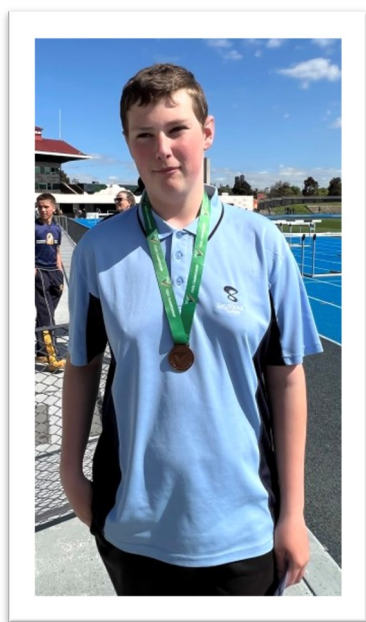
Next stop was Albury on Thursday, the weather was looking a bit suspect but after getting a lot on the way up the rain eased for the day. Claire Noonan was again the stand

out winning three events and claiming age champion again. Our school finished fourth overall which is a mighty effort. Students who progress to the state level are Claire (Walk, Javelin, Discus) James (Discus, Triple jump) Mandessah Wyatt (800m, 1500m), Renee Ford (Long jump, Triple jump), Jessie Eng-

land -Chee (Long Jump), Jacob Stathopolous (100m, 200m), Steph Hunt (Long jump, Shot put), Tahlia Butcher (100m, 200m), Jacinta Swan (100m, shot put, Long jump) and Harry Wharton (Shot put) ( Harry broke the Hume record in the shot put). Unfortunately the Primary Hume athletics were cancelled, but the State Athletics finals went ahead, where Harry placed third. Great job Harry.

Well done to all those students who represented the school so well over the last two weeks.

Stephen Garner - Sport coordinator





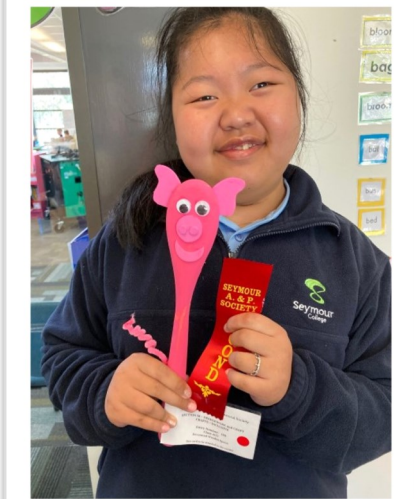
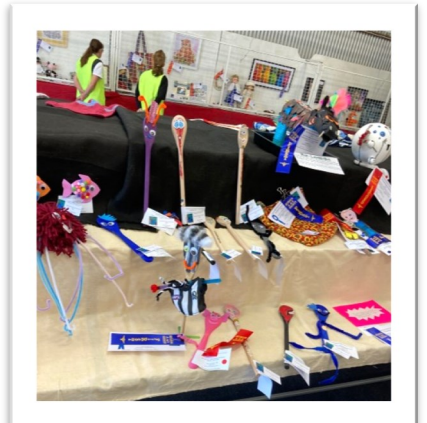
# Inclusive Education



## Seymour Show

The first weekend of October was The Seymour Show. Students from Inclusive Education created items that were entered into the Needlecraft and Craft Section. It was lovely to see students walking through the pavilion and seeing their work displayed. A huge thankyou to the Seymour Agricultural and Pastoral Society for running such a great event and for the Participation Prizes awarded to all of the student entries.

**Bronwyn Boote - IE Specialist Teacher**



### FAMILY CHANGE OF DETAILS OR CIRCUMSTANCES

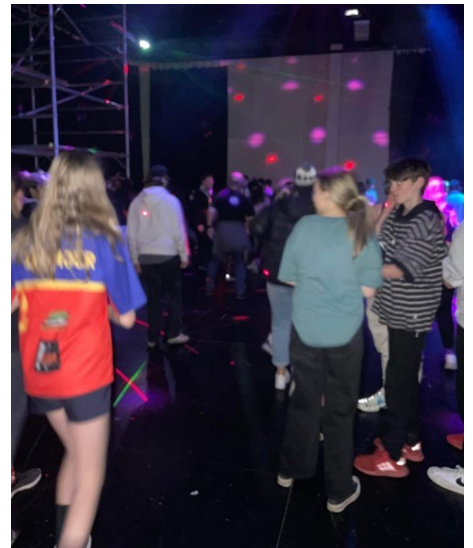
If you have recently moved house or have changed your contact details, phone etc. please let us know as soon as possible. This enables us to contact you quickly if your child is ill and may need to go home.



# VCAL

## Amazing Race

Last Monday, year 11 and 12 VCAL students completed 'The Amazing Race' around the Melbourne CBD. Over the year, students had been familiarising themselves with the city and the public transport system, and this was their opportunity to show what they had learnt. They showed their independence, their problem solving, and their teamwork skills particularly. The students had compulsory places to visit, Chinatown, Crown Casino, Hosier Lane and Melbourne Central. Students went above and beyond expectation, clocking up a lot of steps to see many of Melbourne's famous places.



## Last day of term 3

On the last day of term, VCAL organised some end of term activities. Firstly, was the Year 12 vs Teachers basketball game where the 12s had a, maybe way to confident, victory. Then with the help of the amazing John Leary from wellbeing, we put on a disco. John provided all the equipment and taught VCAL how to set it up. The disco didn't go for long enough but it was great to see the students get involved; everyone also enjoyed seeing Mr Jimenez and Mr Alex, out there showing us their dance moves.

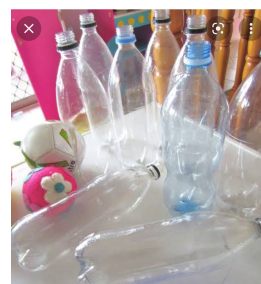
Lisa and Leanne - Years 11 & 12 VCAL Teachers

## Dignity and Respect

The Department of Education and Training is committed to providing safe and supportive environments where diversity is valued and everyone is treated with respect, fairness and dignity.

The grade 5/6 students are doing a project that requires washed and undamaged 1.25litre plastic bottles.

Please drop them into the grade 5/6 area.



Smile Squad is a Victorian Government program that offers free dental care to all Victorian government school students in all year levels.

The friendly Smile Squad dental team will be visiting Seymour College between the

**2<sup>nd</sup> – 15<sup>th</sup> November 2022**

Providing a free annual dental health examination and any follow-up treatment as needed.

Consent forms will be sent home in the coming days, please fill them out and return it to school as soon as you can.

There are extra copies of the consent forms in the General Office if needed or call and speak with Brooke our school nurse.

Please follow this link for more information: [Smile Squad | Home](#)



#### PARENT PARTICIPANTS NEEDED FOR RESEARCH

## Siblings of children with a disability

Project ID: 30565

**Project title:** A study of the daily life of siblings of children with a disability through the Covid-19 pandemic and recovery in Australia.

*Are you a parent of a child with a disability who has a sibling over 10 years old?*

*How has Covid-19 impacted your family?*

*What does your child who is a sibling need as we recover from*



**You are invited to participate in a study to better understand the experiences of siblings of children with a disability & the impact of Covid-19 & lockdowns on your family. Follow the link via the QR code or link below:**



**QUESTIONS?  
CONTACT**

Associate Professor Helen Bourke-

For more information, please email  
Helen.Bourke-Taylor@monash.edu  
Or call 99044470

[https://monash.a21.qualtrics.com/jfe/form/SV\\_ahmickm0C10DYc4](https://monash.a21.qualtrics.com/jfe/form/SV_ahmickm0C10DYc4)

**Participation consists of a 20-30 minute online survey. We appreciate your time.**



**MONASH University**

Service	What the service can provide	Contact/ Website
<b>Victorian Government – October 2022 Flood Recovery</b>	<p>The Victorian Government has developed a website dedicated to flood recovery, flood clean-up, support and local government contacts.</p> <p>In addition they have set up a flood recovery hotline, open every day from 7:30am to 7:30pm, for assistance with: navigating available supports, clean-up, temporary accommodation and mental health and wellbeing support.</p>	<p>Website: <a href="#">October 2022 Flood Recovery   Victorian Government (www.vic.gov.au)</a></p> <p>Flood Recovery Hotline: <b>1800 560 760</b></p>



## FINANCIAL ASSISTANCE INFORMATION FOR PARENTS

Every Victorian child should have access to the world of learning opportunities that exist beyond the classroom. The Camps, Sports and Excursions Fund helps ensure that no student will miss out on the opportunity to join their classmates for important, educational and fun activities. It is part of making Victoria the Education State and the Government's commitment to breaking the link between a student's background and their outcomes.

### CAMPS, SPORTS & EXCURSIONS FUND (CSEF)

School camps provide children with inspiring experiences in the great outdoors. Excursions encourage a deeper understanding of how the world works while sports teach teamwork, discipline and leadership. All are a part of a healthy curriculum.

CSEF is provided by the Victorian Government to assist eligible families to cover the costs of school trips, camps and sporting activities.

If you hold a valid means-tested concession card or are a temporary foster parent, you may be eligible for CSEF. A special consideration category also exists for asylum seeker and refugee families. The allowance is paid to the school to use towards expenses relating to camps, excursions or sporting activities for the benefit of your child.

The annual CSEF amount per student is:

- \$125 for primary school students
- \$225 for secondary school students

### MORE INFORMATION

For more information about CSEF visit:

<https://www.education.vic.gov.au/about/programs/Pages/csef.aspx>

### HOW TO APPLY

New applicants should contact the school office to obtain a CSEF application form or download from the website below.

If you applied for CSEF at your child's school last year, you do not need to complete an application form this year unless there has been a change in your family circumstances.

You only need to complete an application form if any of the following changes have occurred:

- **new student enrolments;** your child has started or changed schools this year.
- **changed family circumstances;** such as a change of custody, change of name, concession card number, or new siblings commencing this year.

Check with the school office if you are unsure.



## Helping your children in a flood emergency

BRAD MORGAN (EMERGING MINDS) AND  
MICHELLE ROBERTS (AUSTRALIAN CHILD  
AND ADOLESCENT TRAUMA, LOSS & GRIEF  
NETWORK), AUSTRALIA, OCTOBER 2022

Australia is an amazing place to live. Even in the biggest cities, you're never too far from the natural features that make life here so special. But sometimes the landscapes that make our communities so great can also challenge us.

This resource is about helping your children in a flood emergency. If your family is currently in an area that is experiencing and/or at risk of flooding, it outlines some steps you can take to help your children to prepare both practically and psychologically.

### Check in on your emergency plans.

- The ABC has a short video on the [steps you can take to prepare your household for a flood](#).
- The Australian Red Cross has information on [how to develop an emergency plan](#).
- Check your local government flood plan to see what the risk of flooding is in your area, and what your council will do if there is a flood.
- Download your local State Emergency Service (SES) app or the [Bureau of Meteorology app](#) to monitor the potential impact of the floods in your area. These apps can keep you informed when you and your family are planning what actions to take.

### Talk with your children about the possibility of floods and involve them in your emergency plans.

The following advice comes from Dr Briony Towers, an expert in working with children when planning for an emergency. Dr Towers has had children as young as six years old tell her they think about disasters and what they might do if one happened to them.



Involving children in emergency planning can have a protective effect. It gives children a sense of safety and security, and can help them to manage better during the flood and recover more easily. It is a way to make sure that your children's needs and priorities are included in your family's plan. Children also often see and think of things adults overlook. Even young children have creative, resourceful and valuable suggestions for preparing for an emergency.

Working together to create a family emergency plan involves talking about some of the potential scenarios that you may experience, and the steps that you will take together as a family.

### Find out what your children already know

Your children may have already been exposed to media coverage or heard conversations about the floods. Finding out what they already know will help you to address their specific worries and concerns.

- What do your children already know and expect from floods?
- How would your family know if a flood was coming to your area?
- What do your children think would happen if a flood came?
- What do they think your family would do if a flood was coming? (It is helpful if you have already thought about this yourself so you can guide the conversation.)



## Preparing for a flood

- Build your family's Plan A with your children (having a back-up Plan B is also really helpful).
- Include the practical tasks your children can help with, like filling sandbags, packing their 'go bags', helping you to explain the plan to their younger siblings, or looking after the pets.
- If your Plan A is to evacuate, talk through when you will leave, where you will go, what you will take and what you will all do before you leave.
- Pack a 'go bag' for each child. Include any essential items (clothing, formula, bottles, blankets) along with things they enjoy (books, games) and any objects or toys that mean a lot to them. Involve your children in the process so that their favourite items are included. Something that doesn't seem important to you could be very important to your child and children often grieve the loss of their favourite items following a disaster.
- Gather the things together that you might need to take quickly – for example, passports, money, credit cards, important contacts, medicines, photographs and your 'grab bags'.
- Check that your children understand what your plan is. Invite them to ask any questions they may have and problem-solve them together. Some common questions might be:
  - 'What are we going to do with our pets?'
  - 'What will happen if we need to evacuate at night when we are asleep?'
  - 'What if we need to evacuate and you are at work, or you need to help with the emergency efforts?'
  - 'What will happen to my things?'
- Practice your plan as a family. Stay calm and once you're done, talk about what worked well and what needs to change.
- Keep a copy of your plan somewhere everyone in the family can easily access it.
- Talk about situations where you might need to be separated from your children and who will take care of them. If you're likely to be separated for extended periods, you might like to use an app like '[While I'm Away](#)'. It allows you to create a unique profile for each of your children, with the key information caregivers need to know to take care of each child. You could invite your children to help you pull together the information that others need to know about them.

- Discuss what your children can do if they get lost or are accidentally separated from you during a flood (for example, who is a safe person to go to for help). Think about the best ways to share information that will help them connect with you again (for example, your name, phone number, address). This is especially important if your children have trouble remembering those details, find it hard talking to new people, or have communication difficulties.

## During a flood

If your home or community is impacted by flooding:

- Listen to your child's questions or concerns, while also looking out for and supporting their emotions and behaviours.
- Try to keep infants and children connected with familiar people, places or objects as much as you can. If they have been separated from loved ones, reunite them as soon as possible.
- Provide as safe an environment as you can for your family, both physically and emotionally.
- Keep each other in the loop about actions or changes you are making. This helps children to understand what is happening next and can reduce some of the fear and anxiety that comes with uncertainty.
- In the event of an evacuation, remember to grab your children's 'go bags' and other essential items. The Australian Red Cross has a helpful list of suggestions for [what to pack in an emergency](#).



## After a flood

- Many infants and children will show some level of distress in the days and weeks following the flood. This might include increased worries, trouble sleeping, and changes in mood and concentration. This is expected – it is natural for many children (and adults too) to feel this way following a scary or stressful situation.
- Most children who experience the stress of a flood will gradually recover with time, reassurance and patience. However, despite all the care you can provide, your children may still need extra professional support. If your child is experiencing issues that last for more than a month or seem to be getting worse over time, or if they are making you feel distressed or concerned about your family's wellbeing, speak with your doctor (GP) or trusted health professional.
- Try to keep important routines or rituals going as much as possible (wherever you may be) – particularly the routines that involve connecting with your children, such as stories, play or watching your favourite shows/movies together.
- You are probably going through lots of emotions yourself – stress, anger, worry, exhaustion, relief, even guilt. Be gentle with yourself – but also try to be kind to your family. If you do lash out in a moment of stress (towards others or your children), take the time to help your children make sense of this and explain how you will try to manage your feelings in the future. You might say something like, 'I'm sorry I yelled at you. There are lots of things to think about and plan right now. But after a quiet moment and some deep breaths, I feel calmer.'



## Managing the physical recovery

- Cleaning after a flood can be unpleasant and hard work. Smells and sounds can be challenging and may trigger feelings and worries from when the water flooded through. Reassure your children that you are working to repair your home (if that is the case) or find somewhere new to live. Where you can, involve them in helping to restore/ remake your home.
- Children are susceptible to catching gastroenteritis from flood waters, respiratory infections from mould and damp, and infections from cuts, mosquito bites and polluted water. Follow the World Health Organisation's advice on [how to protect your children from possible illness following a flood](#).

One of the best things you can do for your children right now is simply be there for them. Traumatic events can change how children view the world around them and make them feel like they are no longer safe. Your comfort, support and reassurance that you will get through this together are key to your children's recovery.

## More information and support

**If you or someone you know needs immediate help, please call 000.**

The Raising Children Network has a list of [national and state-based parent support helplines and hotlines](#) you can call if you need support.

The [Emerging Minds Community Trauma Toolkit](#) has a range of information to support parents before, during and after a natural disaster, including the following resources:

- Video: [Children in the immediate aftermath of a disaster or traumatic event](#)
- Article: [How parents and caregivers can support children immediately after a disaster](#)
- Podcast: [Disaster preparedness with Dr Briony Towers](#)

The following booklets from the Queensland Centre for Perinatal and Infant Mental Health list common physical and emotional responses to natural disasters, such as floods:

- [Recovering together after a natural disaster: Supporting families in pregnancy and early parenthood](#)
- [Recovering together after a natural disaster: Supporting families with babies and young children](#)

This resource was co-produced with:



Australian  
National  
University

This resource has been co-developed by Emerging Minds and the Australian Child and Adolescent Trauma, Loss & Grief Network at the Australian National University.

3 | October 2022

Visit our web hub today!

**emerging  
minds.  
com.au**