Hello everyone

The past fortnight has seen a number of highlights for our school community. This has included sporting involvement, School Association and NAPLAN testing.

One of the most talked about aspects of school education these days is NAPLAN testing. All of the Grade 7 and 9 students worked busily over the three days. The data that is collected through these tests is invaluable for future planning of the programs at Brooks High School. The data will be published later in the year.

Saturday saw the first games of the 2016 netball roster. Brooks had five teams participating. I was able to get to the Hoblers Bridge Road courts to see three of the teams play. The girls represented their school with pride and determination.

A group of keen mountain bikers participated in the event held recently at Kate Reed Reserve near the Silverdome. By all reports the participants had a great day, with some fine performances from our riders.

Last week was the AGM for the School Association. It was great to see new parents becoming involved. There will be further information in the Bulletin.

Brooks High School hosted a wonderful event on Tuesday for the NAPLAN top 1% awards. We had musicians, hospitality students and our Prefects helping with the organisation, entertainment and afternoon tea. It was a wonderful event for our School to be involved in.

Peter Bird
Principal
NAPLAN success!

A huge congratulations and thank you to our school community for your support of NAPLAN testing last week. We had fantastic attendance in Grades 7 & 9 with 96% of tests completed – this is an outstanding result that any school in the state would be very proud of!

Students approached the testing in an exceptionally positive, calm and committed manner. It was obvious that all were doing their absolute best and we are feeling confident that the testing data (due later in the year) will show this. Well done to our exemplary students!

A special mention must go to our teaching teams who thoroughly prepared students with engaging, stimulating and relevant lessons leading up to the week of testing; and for their reassuring and professional approach to administering the tests - our students were highly supported and encouraged throughout the week. We are very lucky to have such dedicated, caring and skilled staff at our school.

We should all be very proud of the part we played in making sure our students did their very best during NAPLAN week – a wonderful team approach. Again, thank you for your support.

Cilla Keenan
Raising The Bar Assistant Principal

Tiffany Chilcott received her 'Top in School' 2015 award at the NAPLAN awards ceremony this week. She is pictured here with the Minister for Education Jeremy Rockliff.

Seahorse World and Van Diemen Aquaculture

On Wednesday the 18th of May, 17 Grade 9 and 10 students attended an excursion to Seahorse World and Van Diemen Aquaculture. Students learnt about careers in biology, aquaculture, tourism and hospitality. Highlights were watching the salmon jump and learning about the dance of the seahorse. We thank The Smith Family for making this possible.
Tasmanian All Schools MTB championships

11 Brooks High School students participated in the Tasmanian All Schools MTB championships at the Kate Reed reserve recently. In only its second year, more than 250 students from around Tasmania rode their bikes in wet and muddy conditions.

With varying MTB experience throughout the Brooks High team, all students were able to complete the challenging course in the difficult conditions with a smile. All students were able to say they enjoyed the day and have indicated their intent to enter a Brooks team in a 6 hour MTB event later this year.

Saturday Morning Netball

This year we have 5 teams participating in the NHSSA Saturday morning netball roster. We have a grade 7 team, grade 7/8 team, grade 8 team and two grade 9/10 teams.

Our first game was last Saturday and all students represented the school with great sportsmanship.

We will be playing at Hoblers Bridge and Scotch Oakburn Park and welcome parents and friends to come and support our teams.

A big thank you to Miss Stevens, Mrs Broad, Mrs Ward, Tayleesha Rock and Kirsten Slater for giving up their Saturday mornings to support our teams.

Miss Grenda
Jordan Warren G7
Ram Ballsamprangral G9
Manip Rai G9
Marcus De Weys G9
Kira Simmonds G10
Michealine Gaye G10
Rachael Honeychurch G10
**ARTIST OF THE WEEK**

**Surrealist hands:**
I got the idea for this drawing right before I fell asleep, which is quite a coincidence since surrealism has got to do with dreams and things that don’t exist in real life. I have been fascinated by space and galaxies for a long time now, so I decided to incorporate that in my drawing, along with the warm coloured, gradient like background.

**Individual Choice (self-portrait):**
This painting started out as a cover page in my journal, when the teachers told the class to represent or draw the things that they would associate with themselves. I went a little too in-depth with my representations and spent a lot of time over it. This drawing is quite personal to me. It defines me as a person and tells a lot about my personality. Explaining it would take ages and I doubt I’ll be able to put it on paper. This painting is created in such a way that other people can relate to it and come up with different ideas or aspects that could easily describe what this means. Everyone has their own view and not everyone's is the same. Currently the bigger version that I'm going to do on a canvas is still under progress and hopefully I'll be able to finish it before I leave school (the background took three days alone)!
Cyber safety

The world is a rapidly changing place, and few areas are more difficult to keep pace of than the area of the internet, and associated with it – cyber safety. In most cases, our children are very much ahead of us and our knowledge. 50% of Grade 3-6 children have 4 or more electronic devices in their room. These commonly include an iPod, iPad/iPad mini, Nintendo console, laptop and mobile phone. Children now have more access to the internet, and with it, are open to a number of risky situations. Our children are born into a web connected world with multiple devices available to them, and 83% are online 3 or more times a day. This connection now comes from an early age, with apps available that reward children for toilet training. 50% of Grade 5-6 children will now skype into different rooms in the same house!

A recent workshop conducted by the Office of Children’s eSafety Commissioner highlighted some of these statistics, and provided information as to the ways the office can be of assistance when tricky issues occur in relation to misuse or abuse via the internet. Each age group comes with its own risks, and in understanding what the risks are, we are able to better provide protection to children. From early childhood (birth to 7 years) the child’s digital footprint is created (for example children’s photos being put up by parents on Facebook). They tend to accept media content at face value, are developing fine motor skills with the use of devices, and the devices are used to entertain and teach. Exposure to inappropriate content at this age is often accidental for the child and appropriate modelling by the parent is important.

Middle childhood (8-12 years) is a time when children are trusting and susceptible to grooming by online predators. They are developing their first loyal friends, and at risk of password sharing – for girls this can be up to 5 or more people. This age group is starting to be clearer on knowing right from wrong, but there is now increased risk of cyberbullying (the average age for this commencing is 8 years). There is also the increased risk of identity theft as their digital footprint increases. They are at risk from unwanted contact, and it is estimated that 75% of children in Grades 3-6 have been asked their real name and home address. Fortunately, according to the office of eSafety, most children deal with this well. There is also the risk of sites being accessed for music exposing children accidentally to pornography, as downloaded music is often funded by pornography banners.

During early to middle adolescence, young people are searching for their personal identity and are experimenting. Peer influence is stronger, and the adolescent’s sexual identity is forming. This is often a time when sexting occurs. There is more adult content available and often is more extreme adult content. Unfortunately adolescents may view what they see as the norm, leading to confused ideas on appropriate sexual behaviour. There are also legal and social consequences to inappropriate online behaviour that young people often fail to consider, such as prosecution and listing on the sexual offenders register.

The most popular social media for young people aged 8-17 years is now Instagram. However, the default setting for this is to public, and most young people fail to put privacy settings into place. There is even a new form of bullying which involves feeling excluded if they have insufficient or no ‘likes.’ The Kik app has little to no security, which makes it a playground for paedophiles, despite the fact that users are meant to be 17 and over. It is now possible to download Snapchat hacker apps, rendering it less safe than supposed, as well as the ability to screenshot photographs. For 50% of all 13-18 year olds who have sexted, 6% have forwarded, 20% have not forwarded it but shown the image to others, and 15% of males and 10% of females have sent a sext to 5 or more people.

If a parent is concerned that their child may be experiencing cyber-issues, they may have noticed their child becoming withdrawn, a change in personality, increased online time, decreased sleep, decreased performance or motivation, and changes in friendships, amongst other behavioural changes. Some of the more severe cyber concerns relate to impersonators, and identity theft, followed closely by hater pages, inappropriate videos or images being posted, or blackmail and cyber bullying. It is important to focus on the behaviour, not the technology – take that out of the conversation. Avoid the blame game, and the way a parent responds is key. It is helpful for parent and child to communicate and learn together, help the child build resilience and empathy, and address excessive online use early.

To report concerns or issues, particularly if it involves social media, report it to that service first. If there is no resolution, a complaint form can be filled out that brings the issue to the attention of the eSafety commissioner. The person who makes the complaint, can be a child under 18 years, a parent or guardian of that child (child’s consent is not required), or a responsible person authorised by the child (such as a counsellor). The Commissioner works under the Enhancing Online Safety for Children Act 2015, and has a number of powers, including the ability to have offensive content dealt with within 48 hours.

To contact the eSafety commissioner: esafety.gov.au
Registration to Work with Vulnerable People

If you volunteer at this school, you will be required to register for “Registration to Work with Vulnerable People”. This will be mandatory by 1 September 2016.

In July 2014 the Registration to Work with Vulnerable People Act 2013 commenced in Tasmania. This registration aims to significantly improve safeguards to help keep children safe from harm.

Under the new legislation:

- Employees and volunteers must apply for their own Working with Vulnerable People Registration (WVVP) once every three years.
- Employers can check a person is registered using the Tasmanian Department of Justice (DoJ) website at http://www.justice.tas.gov.au/working-with-children.
- The same WVVP will apply to everyone – employees, self-employed people and volunteers.
- There are two forms of Registration they are Volunteer Class and Employment/Volunteer class registration. This second class allows a person to both work and volunteer with children.
- Everyone with registration will be continuously monitored for serious offences.

It is extremely important that staff and volunteers are registered and that their school or business unit is recorded against the registrant. This information is used to communicate decisions about the suitability of people to work with children. This information can be checked and recorded using the DoJ website using the registrant’s registration number and surname.

HOW DO I APPLY FOR RWVP?

1. Complete the online application form. This is available from the website: http://www.justice.tas.gov.au/working-with-children. It is critical that you choose Department of Education from the drop down box. DO NOT PAY.

2. Print the ‘application receipt’ which is generated when the application has been completed in full (if you do not have access to a printer, record the reference number and take that to a Service Tasmania Shop).

3. Take the ‘application Receipt’ to a Service Tasmania Shop, have your photo taken and have your identity confirmed. You will need to satisfy the identity requirements. A driver’s licence will do this if it displays your correct name and address. Advise the staff that you are a volunteer with DoE and ask for a deferred payment. DO NOT PAY. The bill will be sent to DoE.

4. The Tasmanian Department of Justice will assess and process applications and issue the Assessment Notice and Working with Vulnerable People Registration card directly to the applicant.

Generally applicants will receive their results within six weeks of completing the application process. There may be delays, however, depending on the applicant’s personal information.

Get Active Program

The girls GAP (Get Active Program) visited a local supermarket last week with Linda Richardson from the Launceston School Community Partnership Project (LSCPP). The girls learnt how to find food containing healthy amounts of fat, sugar and fibre. Some of these foods were purchased and the girls were taught how to prepare catering quality snacks. Thank you to the LSCPP who have funded GAP in our school.

Kylea Aldred
Uniform Donations
With the onset of wet and cold weather any donations of secondhand uniforms (trackpants, rugby jumpers, hoodies, green jumpers and polos) would be gratefully accepted at the office.

Communication and Information

- Absences - Phone office on 6324 7200
  SMS mobile phone number 0416 907 090
  For advising the school of a student’s absence

- Photos and News - Facebook
  Brooks High School Page
  Brooks High School Sports Page

- Brooks High School App - Information for students and families
  Including copies of School Newsletters
  (Free to Download)

  Office Hours: 8.00 am to 4.00 pm