



TEMPE HIGH SCHOOL

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Newsletter 4

Term 2 Week 10

June / July

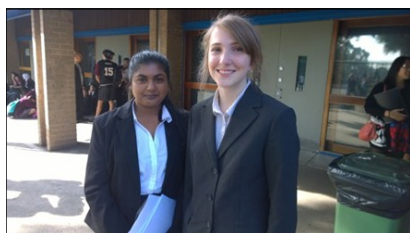
2015

From the Principal

The end of the term is upon us and we have had a busy time assessing and reporting on student achievement. Years 7, 11 and 12 have received their reports and I was heartened by the number of Honour Roll citations. I urge all students to pay particular attention to the teachers' comments and the Learning Profile ticks. If they are rated as "Always" or "often" in all these categories; they are approaching their personal best. If not then this should be addressed as they are under achieving. Students in years 8, 9 and 10 will be getting their reports in week 2 of next term with the parent teacher night on Tuesday 21st of July.

Students have been hard at work on their assessments. I have included some photographs below of our year 10 students on Job Interview Day assessment. Industry representatives who conducted the interviews were once again impressed with our students efforts on the day.

The subject selection process for next year's year 9 and 11 is underway and we had a well-attended information night. Students in year 10 will have a staff mentor attached to their class who will guide them through the selection process. Year 8 students are encouraged to ask questions and read through their handbook carefully. Selection forms for both years are due to Ms Evangelinos in the front office on Friday the 31st of August. There is no advantage in getting the forms in early; families should take time in investigating choices before submitting the forms.



Ms Fountoulis will be on leave for term 3 and Ms Evangelinos will be relieving deputy for years 8, 9 and 12. Auntie Carol has joined us again and is working with individual students as an Aboriginal Learning Support Officer. As such she will not be performing the duties of her previous role as Aboriginal Community Liaison Officer. Our part time Aboriginal Projects Officer Taliya Tuiono has accepted full time employment elsewhere. We wish her well and acknowledge all the hard work she has contributed to Aboriginal Education. We will be looking to fill this position next term.

I have included the calendar for the first 5 weeks of term 3 in this newsletter. Our website will have updates to this calendar.

Mr Dassaklis—Principal



Important Dates

will now

be published

on the

second page

in 5 week blocks



5 week Calendar

	Monday	Tuesday	Wednesday	Thursday	Friday
1	Jul 13 Staff Development Day	Jul 14 Students return to school Grade Sport Starts ICAS Mathematics P&C meeting 7pm - 8pm	Jul 15 Hospitality Work Placement R Pooley Gala Day Choices	Jul 16 Work Placement R Pooley	Jul 17 CHS Cross Country NAIDOC Year 11 Business Studies Assessment Task 2 K
2	Jul 20	Jul 21 Parent/Teacher Night Yrs 8, 9 & 10 4pm - 7pm	Jul 22	Jul 23 chem quiz	Jul 24
3	Jul 27 Yr 12 TRIALS OUT OF CLASS Ski Trip Year 11 Modern History Task 3: Source Analysis due this week Yr 11 Physics Task 3 presentation due this week Yr 11 Music Task 3 due this week, composition Yr 11 Hospitality Work Placement all week	Jul 28 Yr 12 TRIALS OUT OF CLASS Ski Trip STAFF MEETING ICAS English Examination Tempe / St Peters Primary Athletics Carnival	Jul 29 Yr 12 TRIALS OUT OF CLASS	Jul 30 Yr 12 TRIALS OUT OF CLASS Sydney East Athletics Prelim Bio Australian museum Australian Mathematics Competition South Care's Framing the Health Project	Jul 31 Yr 12 TRIALS OUT OF CLASS Sydney East Athletics wolli creek water testing 9A periods 5 and 6
4	Aug 3 Yr 12 TRIALS OUT OF CLASS Year 10 - NSW Geography Competition Yr 11 C&Fs Task 3 due this week, Research assignment Yr 11 Task 4 - Art Crit & Hist	Aug 4 Yr 12 TRIALS OUT OF CLASS Year 10 - NSW Geography Competition	Aug 5 Yr 12 TRIALS OUT OF CLASS Year 10 - NSW Geography Competition	Aug 6 Yr 12 TRIALS OUT OF CLASS Year 10 - NSW Geography Competition	Aug 7 Yr 12 TRIALS OUT OF CLASS Year 10 - NSW Geography Competition AIME Yr 9&10
5	Aug 10 EXECUTIVE MEETING Yr 11 PDHPE Task 4 First Aid task due this week PD-Wafa Taoube and Julie Evangelinos	Aug 11 FACULTY MEETING ICAS Mathematics Examination P&C meeting 7pm - 8pm	Aug 12 Gala Day 8/ Open Girls netball	Aug 13 Duke of Ed Test Expedition Overnight G. Miller	Aug 14 AIME Yr 11 Extension 2 major work due by 3.00pm - BOS Duke of Ed - Test Expedition G. Miller

Nationally Consistent Collection of Data on School Students with Disability

Background to the Nationally Consistent Collection of Data on School Students with Disability

In May 2013, all Education Ministers from Commonwealth, state and territory governments endorsed the implementation of a nationally consistent collection of data on school students with disability in all Australian schools (Government, Independent and Catholic).

The nationally consistent approach to data collection will provide all Australian schools, education authorities and the community with a clear picture of the number of students with disability in schools and the adjustments they are provided to enable them to participate in education on the same basis as other students.

The Nationally Consistent Collection of Data on School Students with Disability is being phased in over a three year period. The first limited data collection occurred in October 2013 and the second in August 2014. Selected schools in Australia were chosen to participate in the 2013 and 2014 data collections. From 2015, all Australian schools will participate in the NCCD, with the first comprehensive collection occurring in August 2015.

Authority for the collection of information for the purposes of the NCCD

The *Australian Education Regulation 2013* requires the operators of government and non-government schools (approved authorities) to provide information to the Australian Government Department of Education and Training for the purposes of the NCCD. The following will be collated:

- * the student's category of disability (i.e. physical, cognitive, sensory or social/emotional)
- * the student's level of adjustment (i.e. support provided within quality differentiated teaching practice, supplementary, substantial or extensive adjustment)

The information **will not identify individual students**. No information that could reasonably enable the department to identify individual students will be provided by approved authorities to the department.

Other details about the information to be collected and the format in which the information is to be provided to the department, will be contained in guidelines approved by the Education Council. The NCCD guidelines for the 2015 data collection are on the department's website at:

<http://education.gov.au/fact-sheets-nationally-consistent-collection-data-school-students-disability>

Collection and disclosure of school level information

The information collected by schools for the purposes of the 2015 national data collection will ultimately be provided to the department. In some cases this will involve the school passing the data directly to the department and in other cases the school will provide the data to its state and territory government agency or other relevant body, depending on the school's particular arrangements.

If you have any questions about the National Consistent Collection of Data for School Students with a Disability, please do not hesitate to contact Tempe High School.

Ms T Regan—LaST Teacher

Duke of Edinburgh Expedition

As part of achieving a Bronze Duke of Edinburgh award students from year 10 and 11 went on an overnight training bushwalk to Glenworth Valley. On the walk students learned skills like; route planning and navigation, selecting necessary equipment and how to use it for overnight hiking and preparation of food and cooking while camping.

They successfully navigated the track up to Mt. Olive where they enjoyed the view of the valley and surrounding countryside and then set up tents to camp overnight in Glenworth Valley and climbed up Peats Ridge the next day.

The adventurous journeys component of the Duke of Edinburgh Bronze award involves successfully completing two overnight hikes. The next hike will be a qualifying hike and is scheduled to happen on the 13th and 14th of August.

Mr G Miller—Duke of Edinburgh Co-Ordinator



To complete their Duke of Edinburgh the students need to complete three months of volunteering encouraging them to connect with and contribute to the wider community. As well they need to do for three months some form of physical recreation and to learn a new skill to encourage the development of personal interests.





Frequently Asked Questions: Parents



Snapchat

Follow us: [@ThinkUKnow_Aus](https://twitter.com/ThinkUKnow_Aus) facebook.com/ThinkUKnowAustralia

What is Snapchat?

Snapchat is an application which is free to download on iOS and Android devices that allows users to send images ('snaps') to each other. Operating the app requires use of the device's data plan or wireless internet connection. Images can be drawn on using a whiteboard-style tool and can be given a caption. Images can be sent to other users for up to 10 seconds before they 'dissolve'.

What is the age restriction for Snapchat?

Snapchat is restricted to users over the age of 13. If children under the age of 13 sign up for an account they are given access to 'SnapKidz' which is a limited version of Snapchat that doesn't allow images to be sent to other devices.

How are kids using Snapchat?

Snapchat is used by many young people to keep up with their friends and to send photos to each other. Snapchat can however be used for inappropriate purposes and it is important to sit down with your child and explain to them that it is not okay to share images that are rude, offensive or sexualised.

Should I be worried if my child is using Snapchat?

Any application when used incorrectly has the potential to cause harm. It is important that you openly communicate with your child about how they may be using an application and the legal and ethical ramifications of inappropriate use. They also need to be aware the dangers of communicating with people they don't know via any mobile application.

Does an image really delete on Snapchat?

There are many ways an image can be saved, even on Snapchat. iOS and Android devices have a feature which allow the device to take a photo of what is on the screen ('screenshot'). Snapchat notifies the sender if an image they have sent has been captured, however you are not always notified. There are also many other ways images can be saved without the sender being notified so it is important to encourage children to think before they post.

What are the privacy settings on Snapchat?

Snapchat has very limited privacy settings and it is important to monitor your child's usage of the application. One privacy setting that is available is the ability to restrict who can send your child's snaps. This can be enabled by going into the **Settings** menu, select **Who can send me snaps...**, then select **My Friends**. This will ensure that only users on your child's contact list can send images.

Is Snapchat a 'safe sexting' application?

It is important to know that there is no such thing as 'safe sexting' and Snapchat is no exception. Young people need to be aware that as soon as they send an image they have lost control over where it ends up. Sending sexually explicit images of someone under the age of 18, with or without their permission, could be an offence under State and Commonwealth legislation.

What are the potential problems with Snapchat?

Sharing images that are rude, offensive or sexualised can see young people in breach of State and Commonwealth legislation that carry serious legal consequences. Ethically, young people need to be aware of the impact that their online behaviour has on others as well as their own reputation.

Sexting is commonly defined as the sharing of sexualised or naked images via the internet or mobile phone, this includes mobile applications like Snapchat. Children need to realise that as soon as that image is sent they have lost control of it. Quite often we see images uploaded to the internet, including on various social networking sites, that have been shared between two people privately. Taking, sending and saving these sorts of images can also constitute child pornography offences and can have long term legal ramifications on a child's future.

If these images become public, the child in the image can, and often is, subject to bullying and cyberbullying. This may happen face-to-face at school or even online with people posting and sharing the image. It is extremely important that parents and carers are aware of the issues associated with various apps and websites so that they can openly communicate with their child about safe and responsible usage.

How do I delete my child's Snapchat account?

If after talking with your child about the ethical use of Snapchat and your family's rules around technology, you may think it's appropriate to delete the Snapchat account.

To delete a Snapchat account you can go to www.snapchat.com/a/delete_account and enter your child's account username and password. If you do not have your child's password you can put a deletion request into Snapchat.

Open and supportive discussions around technology usage are vital in ensuring your child understands their responsibilities when using technology. Simply removing the technology is not the best response as it could potentially drive your child's usage underground where there are few opportunities for you to support them.



For more information visit www.thinkuknow.org.au