Some Key Dates

<table>
<thead>
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<th>Date</th>
<th>Event</th>
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<tr>
<td>14 November</td>
<td>Newsletter</td>
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<td>28 November</td>
<td>Newsletter</td>
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<tr>
<td>3 December</td>
<td>Gr 10 Enrolment Day for Rosny – am only</td>
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<td>Pupil free day for Grade 10 students only</td>
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<td></td>
<td>2009 Orientation Day</td>
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<td>11 December</td>
<td>Grade 10 Formal Reports Posted</td>
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<td>16 December</td>
<td>Achievement Afternoon 1.30-2.55pm</td>
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<td>18 December</td>
<td>Last Day Students – Grades 7-10</td>
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<td>19 December</td>
<td>Last Day Staff</td>
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A full year school calendar is available on the school website: www.rosebay.tased.edu.au

From the Principal

Solar Car and Boat Competition

Last weekend, Rose Bay was strongly represented in the State Solar Car and Boat Championship held at Newtown High School. Mr Armstrong, Mrs Westren and Mrs Edmunds assisted a number of student participants with their solar cars and boats.

In the Solar Car Competition, Rose Bay took out first, second and third place. This was a fabulous effort and testament to all the hard work that had gone into the preparation of the cars. I understand from Mr Armstrong that in the history of the event, no school has achieved this.

As a result of our strong participation and success, Rose Bay will be represented by 4 teams in the national finals to be held at the University of Tasmania on Saturday and Sunday, November 22 and 23. I'm sure we all wish them well. Competition will be strong with teams from both the mainland states and from overseas.

Remembrance Day

On Tuesday of this week, our two Co-Presidents of the SRC, Lewis van Bommel and Casey Pagano, accompanied by Mr Sawyer, Assistant Principal represented the school at the wreath laying service at Anzac Park, Lindisfarne. At school we also recognised those Australians and others around the world who made the ultimate sacrifice in the service of their countries, by pausing for a minute’s silence at 11.00am.
INTER-HIGH ATHLETICS CARNIVAL

On Wednesday of this week 95 students represented the school in the annual Inter-High Athletics Carnival at the Domain track. Rose Bay participants performed well throughout the day and took out fourth place overall behind Clarence, Kingston and Taroona. Many thanks to Mr Ruddock and Mr Bavage for their work with the team on the day. More information can be found at: http://www.tasathletics.org.au/

BEAUTY AND THE BEAST

Lucy Wilkins (9E) has spent the last two weeks as the official hair and make-up artist for Beauty and the Beast which is currently being presented at the Theatre Royal. Lucy has also been involved in the design and manufacture of some of the costumes. Lucy aspires to work in this area in the future and I'm sure is benefiting greatly from this outstanding experience. Well done Lucy, the school is very proud of you!

PILCHER’S HILL RESERVE WEED ERADICATION PROJECT

Rose Bay was approached by the Clarence City Council to help with a weed eradication project in the Pilcher’s Hill Reserve. This project is overseen by Mr Pat Marshall, who facilitated the transport and organisation of a number of excursions for Grade 7 students, who helped remove boneseed weeds from some designated areas of the reserve. This project was undertaken in Science classes and provided an outstanding practical example of aspects of Science ‘in the field’. Many thanks to Mr Dickenson and members of the Science staff for their work in this area.

We hope to return sometime next year to see how effective this work has been.

GRADE 8 MARINE DISCOVERY CENTRE EXCURSIONS

All Grade 8 Science classes have been provided with the opportunity to visit, over the next few weeks, the Marine Discovery Centre at Woodbridge. These day trips will be a great opportunity to experience first hand, the many live examples of marine life on display in the aquaria and large fish pool within the facility.

Part of the day was spent on the Penghana, a specially converted fishing boat in the D’Entrecasteaux Channel. Students looked at sustainable fishing, boat safety, introduced marine pests, endangered species, catch restriction and species life cycles and habits.

I’m sure all participants will have greatly benefitted from these very worthwhile ‘hands on’ activities.

THE FINAL COUNT DOWN

Many of our students are now beginning to focus on the end of the year. Whilst this is understandable as we are only 5 weeks from the end of the term, there is much to be done here at school. Staff are in the process of bringing together each student’s assessments, in order to finalise their end of year results. They are also beginning to draft student reports.

I can’t emphasise strongly enough how important it is for all students to ensure that all outstanding assignments have been completed and that their work in class leaves their teachers with the best impression possible of their work ethic and level of engagement.

Final reports will be distributed in the second last week of Term.

On Wednesday, December 3 our Grade 10’s will have this day to complete their enrolments at Rosny College. At the same time, students from our feeder primary schools will come to our annual Orientation Day for Grade 7 students, in preparation for their commencement of secondary school in 2009. We will have 7 classes in Grade 7 in 2009 and look forward to welcoming around 175 new students to the
school. Mrs Wakefield and Mr Hadrill will be Grade Supervisors for this new grade group next year.

Finally, I would like to thank all members of Grade 10 who have continued to keep their focus on their work here at school. As many will know, this group of students will be the first to remain at school for an additional three weeks in December. As a school, we have endeavoured to arrange the year in such a way that facilitates the longer term for our Grade 10’s.

Some of the events arranged include:

- The ‘Kim Kay’ Triathlon on Wednesday, December 10 (Open to all students)
- The Grade 10 Formal on Thursday, December 11
- The Grade 10 Farewell Picnic on Friday, December 12.
- Achievement Afternoon Awards Assembly – Tuesday, December 16, 1.30 – 2.55

In the final week of term, we have also arranged a school-based activities day on the second last day of the year. This day will involve a range of alternative learning activities, many at no cost. The day will be divided into two halves with a bbq lunch in between. We hope this will be a great way to wind down and finish off the term with some entertaining events and activities. Mr Dickenson and the rest of the staff are working hard to bring the planned program to fruition.

To close the term, we will hold two assemblies on Thursday, December 18. The first at around 11.00am will be to farewell our Grade 10 students who will get an ‘early minute’ in recognition of their great contribution to the school. This will be the traditional farewell that we provide for our departing Grade 10’s. Later in the day, we will close the year with a final assembly for Grades 7-9 where certificates for performance in end of year reports will be presented. Parents are very welcome to attend these assemblies.

Stephen Mannering
Principal

Wheel Chair Basketball

Late in Term 2 Mr McKay and Mr Bavage’s 9/10 Sport and Recreation class participated in a wheelchair basketball workshop run by Mr Kevin Faulkner from Paraquad Tasmania. The workshop involved learning how to use a wheelchair, the rules of wheelchair basketball and learning some basic skills of the game such as picking up the ball and dribbling. The workshop concluded with an actual game and an informative question time.

It was a real eye opener to experience what its like to be in a wheelchair and how it impacts on your ability to do simple things, but still being able to have fun through sporting activities. Mr Faulkner was confined to a wheelchair after an accident in his home town in New South Wales that saw him fall from a clock tower after a drinking session with his mates. He warned us about how things might seem like harmless fun and games at the time but the consequences can impact on your whole life. Everyone enjoyed the session and the talk by Mr Faulkner and we all came back saying it was a great game but thankful that we could stand up and walk away.

Mr Faulkner’s message to us was very clear. It’s great to get out and enjoy life but make sure you think first, use commonsense, and look after your mates.
ruMAD? Southern Youth Action Conference

On Monday 27th October, eight students attended the ruMAD? Youth Action Conference at the Brighton Civic Centre. The Conference was hosted by Gagebrook Primary School and celebrated some of the many ways that school students in the south of the state have made a difference this year.

The students shared the work that 7A students have done during the year to support the Alannah and Madeline Foundation – an organisation that helps children who are victims of violence in the home.

7A has raised over $500 to purchase ‘BuddyBags’ for these children and also received donations of clothing, games, etc. to put in ‘Buddy Bags’.

Students attended workshops on such issues as Poverty, Sustainable schools, Peace and Animal Rights in the morning and then shared their projects in the afternoon. They were able to see some of the excellent projects that are being undertaken by students in the state.

Our thanks to Helen Hortle, Karen Reid and Kate Pile from the Tasmanian Centre for Global Learning for organising an outstanding day; the students thoroughly enjoyed their experience.

We hope that the school will engage in more MAD projects in 2009.

We now have the following students who attended the day and are now MAD Ambassadors!
Rhys Koppelmann; Casey Pagano; Lucy Wilkins; Samantha Charlton; Mitch Spong; Mitch Stalker; Bryce Fletcher and Josh Reid.

Mitch Spong also became a TV personality – in spite of the distractions from his ‘mates’!!

Sam Charlton and Lucy Wilkins at the ruMAD? Youth Action Conference

This week is National Psychology Week…..

School Psychologists work in schools to assist students, parents and staff with a variety of issues and problems. We conduct Psychological and Psycho-educational assessment and interventions and assist with individual program planning with teachers, staff and families. We provide evidence-based treatment, for individual mental health disorders. School Psychologists also have specific training in child development, disabilities, parenting, family dynamics, teaching and learning strategies, school-related problems and whole school interventions.

The following is some useful information on ADHD, which parents commonly ask about.

Darren Stops, School Psychologist

Understanding and managing ADHD in children

School-aged children who have behavioural and learning problems may have symptoms of hyperactivity and/or inattention. If these problems are severe enough, a diagnosis of Attention Deficit Hyperactivity Disorder (ADHD) may be made. The behavioural syndrome known as ADHD causes impairment in social and academic
functioning and is often noticed in school-aged children who are failing to learn at school.

ADHD has received a lot of attention, discussion and debate amongst parents, teachers and the wider community in Australia in recent years because of the apparent increase in the diagnosis of the condition. Further, the use of stimulant medication (such as Ritalin) to control the symptoms and to aid the management of behavioural and learning problems in children is controversial.

**Diagnosis**

The formal diagnosis of ADHD is complex. There are two main criteria, or symptom groups, that are currently used to make a diagnosis - attentional symptoms and hyperactivity symptoms.

Most ADHD children display characteristics of both hyperactivity and inattention. In the first instance, many cases of ADHD come to the attention of parents/caregivers, teachers and psychologists when children are excessively active, impulsive, inattentive and act in a non-compliant, defiant way.

**Key Symptoms**

Each symptom (inattention and hyperactivity) must persist for six months or more and be exhibited across various settings.

The key features associated with symptoms of inattention include:

- Failing to give close attention to details and difficulty sustaining attention in tasks or play;
- Not listening when spoken to;
- Not following through on instructions and failure to finish tasks;
- Difficulty organising tasks and activities;
- Avoiding, disliking or being reluctant to engage in tasks that require sustained mental effort;
- Losing things necessary for tasks or activities; and
- Being easily distracted.

The key features associated with symptoms of hyperactivity (sometimes known as hyperactivity-impulsivity) include:

- Fidgeting with hands or feet and squirming while seated;
- Getting up when remaining seated is expected;
- Running about or climbing excessively;
- Difficulty playing or engaging in leisure activities and always 'on the go';
- Talking excessively and blurtting out answers before a question is completed; and
- Interrupting others.

While ADHD is recognised as a disorder that is distinct from some of the other childhood disorders, it frequently overlaps with other conditions such as Conduct Disorder. This can make diagnosis difficult. Further, many ADHD symptoms are not unique to the disorder. This means that symptoms of ADHD can be non-specific indicators of other childhood disorders, including behavioural difficulties or learning disorders.

Psychologists involved in the treatment and management of the disorder focus primarily on how the disorder affects behaviour and learning and what can be done to improve them. They assess the impact on the family and assist the parents/caregivers to manage the child.

Assessment of the child’s behaviour at home and in school must also be undertaken.

These are the places where treatment will take place and where behavioural improvements will be noticed. Accurate diagnosis is essential for successful treatment/intervention.

Difficulties associated with the assessment of children with ADHD include:

- The changing definition of diagnostic criteria over time;
- Changes in the disorder as the child grows older;
- Differences in expectations regarding children’s behaviour; and
- The focus of research predominantly on young, white, middle class boys.

Diagnosis is also influenced by consideration of the causal factors believed to be involved in ADHD. In the past research concentrated on finding an underlying brain dysfunction that could account for ADHD, but more recently research has begun to examine how cognitive impairments such as learning difficulties and memory problems are linked with the disorder.

**Measurement of ADHD**

There is much debate over the most appropriate ways to measure ADHD. Psychologists use rating
scales, questionnaires and other tests that have different versions for collecting information from the child, their parents/caregivers and their teachers (both in the home and in the classroom). Observation of the child’s behaviour is usually undertaken to supplement the tests. Cognitive tests of attention and its impact on memory and learning can be helpful in establishing and analysing the attentional disorder. Other measures used by psychologists include IQ tests; tests of learning, reading and mathematics; scales that assess behaviour and social interactions; as well as information about the child’s birth and early developmental milestones, including any significant life events such as injuries and hospitalisation.

**TREATMENT/INTERVENTION**

Treatments range from medication through to training for parents/caregivers and/or teachers, as well as cognitive and/or behavioural management programs for the child.

Pharmacological treatment is generally used in more severe cases to help focus the child’s attention. Psychological treatments are primarily oriented towards developing skills for adaptive behaviour at school, at home and with peers. These treatments are appropriate for nearly all cases as they are focussed on the management of behaviour and learning and are directed at the individual child, the parents/caregivers and school personnel.

The most commonly prescribed medication is typically a stimulant such as dexamphetamine and methylphenidate (Ritalin). The high level of prescription of these medications has caused community concern, and has been associated with an overemphasis on the biological aspects of ADHD.

**WHAT PSYCHOLOGISTS OFFER**

**PARENT/CAREGIVER EDUCATION**

One treatment intervention aimed at improving behaviour in children diagnosed with ADHD is parent/caregiver training about the nature of the disorder, and in behaviour management techniques. Psychologists develop programs aimed at assisting parents/caregivers in managing their child’s behaviour. These have been shown to have both short and long-term beneficial effects. Such programs train parents/caregivers to set limits for their child, to provide structured routines, to deal with non-compliance, temper outbursts and other disruptive behaviours, and to find other appropriate services.

**EDUCATION FOR TEACHERS**

Teachers can benefit from programs aimed at assisting them to manage children whose behaviour is disruptive in the classroom. Like parent/caregiver training, teachers are trained to deal with the learning and behavioural problems frequently associated with ADHD. Behavioural problems are frequently noticed at school and it has been found that ADHD children perform best in a highly structured classroom environment. Educational interventions include the use of praise and reward for on-task behaviour, using behavioural management techniques such as monitoring via score cards, ways of improving self-regulation (both at home and at school), and enhanced encouragement and support from the teacher. Educational and developmental psychologists can assist by devising suitable programs for the teacher and by monitoring the child’s behaviour. Many schools have access to educational and developmental psychologists (sometimes referred to as a school psychologist or a guidance officer).

**TAILORED SUPPORT AND PSYCHOLOGICAL TREATMENT FOR CHILDREN WITH ADHD**

Psychologists also offer individual counselling and specific psychological treatments for children with ADHD. Counselling includes educating them about their behaviour, discussing issues related to medication, expectations about acceptable behaviour and helping the child to achieve insight and self-regulation, as well as skills training to improve concentration and decrease impulsivity. Cognitive-behavioural techniques assist children to improve their behaviour and social skills, both at school and at home. These techniques work by enabling children to think about their behaviour, develop more effective self-control strategies and to act appropriately. Addressing issues of self-esteem, anxiety and peer relationships is also a crucial element of counselling.

Treatment and intervention should be based on accurate diagnosis. Indeed, any behavioural problem that affects a child’s social relations, academic skills or learning, can benefit from a carefully designed program. That program may or
may not include medication. The immediate impact of medication makes it an attractive short-term solution for behavioural problems associated with ADHD. This can help the psychologist who then works with a more compliant and focussed child. However, programs must also address issues of behaviour management or problems that may return when medication ceases or is withdrawn.

Medication should generally not be regarded as sufficient in itself for treatment of ADHD. Even children with severe ADHD should have access to long-term behavioural programs, as should their families and teachers. Close collaboration and consultation between professionals involved with children with ADHD can ensure medical and psychological interventions are coordinated to maximise the benefits and outcomes for each child.

**SEEKING PROFESSIONAL ASSISTANCE**

It is very important that children who have symptoms of inattention or hyperactivity are properly diagnosed so that appropriate treatment and management can commence. A clinical psychologist who works with children, an educational and developmental psychologist, or a clinical neuropsychologist who specialises in the diagnosis of childhood brain disorders, can make the diagnosis. Psychological assessment is usually undertaken in conjunction with a medical assessment in order to provide an accurate and comprehensive diagnosis. A clinical or educational and developmental psychologist can provide the necessary programs for the management of ADHD in the school and at home, working with teachers and parents to assist the child’s social and academic development.

Your APS psychologist has at least six years of education and training to equip them to provide a professional and efficient service. You can access an APS psychologist for professional assistance in understanding and managing ADHD in children.

From: *The Australian Psychological Society.*
BRING HOME A BROTHER OR SISTER

In February 2009, students aged 15-18 years, from over 15 countries will be arriving in Australia to study at local schools for 5 or 10 months. Opportunities exist to act as a host family in a volunteer/unpaid capacity. Hosting can be on a temporary, short or long term basis.

Host families help provide our students with the chance to study and experience life in Australia. This is a great way to learn about another country and culture, establish a lifelong link to a family in another country and contribute to international goodwill. If your family can offer a friendly, supportive and caring home environment, contact us today.

To learn more about this opportunity call Student Exchange Australia on 1300 135 331 or visit our website: www.studentexchange.org.au

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Is yours about to expire?

Student Bus Passes

- Check your bus pass!
- What is the expiry year? (the coloured numbers in the background).
- If it is 2008 and you need a pass next year, you will need to apply online at www.transport.tas.gov.au or obtain an application at any Service Tasmania shop.
- If it is 2009, 2010 or 2011, keep your bus pass. Simply hold onto your card and use it until it expires.

For further information please call 1300 851 225, email passenger.transport@der.tas.gov.au or visit www.transport.tas.gov.au

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