



Date of Issue: February 21, 2017

## Update from the Head of Education

Welcome back to an exciting and learning-filled new year at OneSchool Tasmania. As you would all know by now, the class of 2016 did our School proud by achieving outstanding results. You can see all the details in this edition of the Gazette.

The Dux of Oakwood School, Joseph Cowell, gave an inspiring and advice-filled speech on our first day back this year; it is printed below for all those who missed the Dux and OneSchool Awards Assembly.

Mrs Ann D. Moxham



**OAKWOOD**  
SCHOOL

### Term Dates 2017

Term 1: 6/2/2017 – 13/4/17

Term 2: 2/5/2017 – 7/7/2017

Term 3: 25/7/17 – 29/9/2017

Term 4: 17/10/17 – 14/12/17

### Important Dates/Upcoming events

#### February

##### **Monday 27<sup>th</sup>**

Launceston & Devonport Individual Portrait / ID Photos

##### **Tuesday 28<sup>th</sup>**

Hobart Individual Portrait / ID Photos

#### March

##### **Wednesday 8<sup>th</sup>**

Devonport Year 7 Immunisations

##### **Friday 31<sup>st</sup>**

Athletics Carnival in Hobart

## Speech from Joseph Cowell, 2016 Dux of Oakwood School

Firstly I would like to make a few acknowledgements:

- I would like to thank the teachers, the results from last year prove that we have excellent teachers not only throughout the last two years but before then, going back to primary school.
- I would also like to thank my ex-class mates for their competition and the great times we shared together.

I would now like to say a about the things that I believe helped me last year and also in Grade 11:

#### **Habits:**

The habits you develop will stay with you. You have to start the year on a good note. So from the first assignment or test, give it all you have and try your hardest. Also, habits that you have in Grade 9 & 10 usually stay with you so get into good habits.

#### **Want to be the Best:**

To be the best you have to want to be the best, always aim and plan to get the best in a test, or assignment. Don't go into a test accepting defeat.

#### **Failure:**

Be scared of failure, but don't let it stop you from trying. And if you do fail or don't go as well as you hoped, focus on that area and make it your strength.

## Dux speech cont...

### Questions:

Ask lots of questions, as we were often reminded last year, 'the only dumb question is the one you don't ask'.

### Work:

Be prepared to work, love that quote, 'the only place success comes before work is in the dictionary'.

### Knowledge:

Simply know your stuff. Most of us say, and I know that I said it as well, before a test, that I wasn't ready, didn't know enough about the topic, or that I hadn't studied at all. But when you get towards the end of the year and external exams, that is not good enough, you need to know it, understand it, so you can explain it.

I would also like to share two practical tips that I found very helpful in Grades 11 and 12. However, everyone is different and it is up to you to find your own style.

#### 1. Past Exams:

Another way you can get better or test your knowledge for a subject is by completing past exam papers.

Even if you only read through them and think about how you would respond to them. I know I did this and you might as well find it useful. I found the assessment reports for each exam extremely useful.

#### 2. Notes:

The final tip that I found very useful was to create notes for each subject. It was a great way to cover material that we did in class and it really helped when it came time to study.

There are just a few more things I would like to say today before I finish:



- Like many things in life, you only get one chance at school. So give it all you have and try your hardest.
- However, also remember to relax and have a break from school. At the weekend, leave the school stuff and chill out. You will actually find that you get on better, and will be able to start each week refreshed and ready to go.

In conclusion, I would like to wish this year's Grade 11 & 12s, and indeed all the students to give it all you have, enjoy your years at school!

Joseph Cowell

## Outstanding Achievements!

Congratulations to all Oakwood Year 12 students of 2016 for the outstanding results they have achieved!

We believe that these results speak very positively for the Self Directed Learning approach in our school and congratulate students, teachers and support staff for taking videoconferencing, the LMS and the 'Learning 2 Learn' strategies and structure on so positively. We particularly congratulate students who did so well with limited assistance and once again thank Mrs Maslen, Mrs Miller, our friends at Glenvale and Mr Welch for providing much needed support for Business subjects in 2016.

Our 2016 Year 11 Students are also acknowledged for their excellent results and encouraged to strive to gain an ATAR in the top 5% or 10% in 2017. Some members of the Class of 2017 are already well on the way to gaining this achievement. Using Year 11 Students 'Best Two' Subject Scores, the following Year 11's have greater than 40 points:

Louis Kennard 42.5 (21.6 Accounting 3 & 20.9 Business Studies 3), Caitlin Cruickshank 41.8 (21.6 Accounting 3 & 20.2 Business Studies 3), Brittany Cunningham 41.3 (21.6 Accounting 3 & 19.7 Business Studies 3), Monique Colledge 40.3 (20.1 Accounting 3 & 20.2 Business Studies 3). Marcus Ingles at 39.8 is included as well for recognition because he gained 20.6 in Accounting 3 and 19.2 in Physical Sciences 3 (the latter subject being quite challenging).

## Outstanding achievements cont...

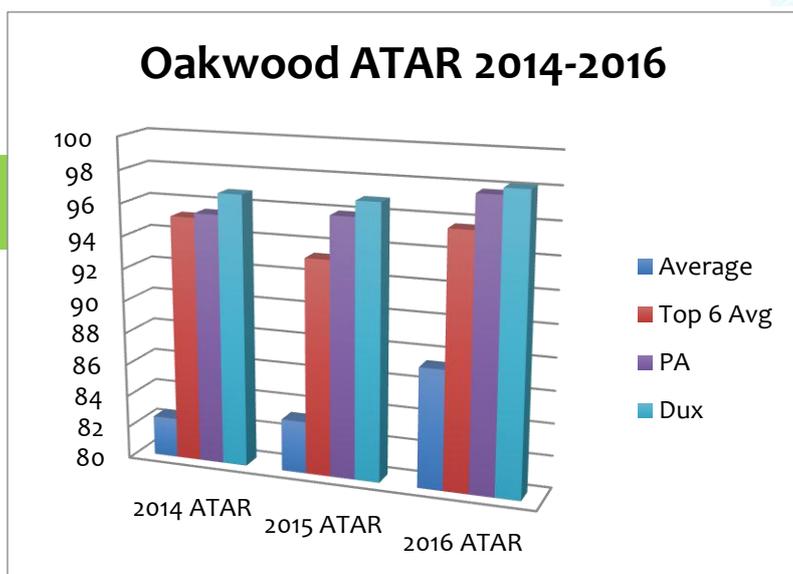
We would also like to thank parents and families for their support and encouragement throughout the year.

The top ATAR results are listed below:

<b>JOSEPH COWELL (Dux of School)</b>	Launceston	98.15
<b>THOMAS HARRIS (Proxime Accessit)</b>	Devonport	97.75
LORETTA CHRISTIAN	Launceston	97
BIANCA CHUGG	Hobart	96.1
EMMALENE SELBY	Devonport	94.15
BRADLEY BISSETT	Launceston	90.9

We congratulate each and every Year 12 student on the dedication they have displayed to each achieve their own personal best, the most important result of all, and wish them well in their Post Graduate Studies and future careers.

For those interested in statistics, the below chart shows a comparison of the ATAR results over the past three years. (Please note: PA = Proxime Accessit)



The top performing school in Tasmania in 2016 was once again The Friends School. Again, for those interested in such comparisons, we include a summary of their ATAR achievements (taken from their website) and ours:

- 11.4% achieved scores that convert to an ATAR of 98.5 or above; and
- 50% achieved an ATAR of 90 and above (top 10%).

Oakwood's ATAR summary of achievements is below:

- 21.05% of the total 19 students had an ATAR in the top 5%
- 31.58% were in the top 10%
- 52.63% were in the top 15% and
- 63.16% gained an ATAR over 80 (the top 20%)

## TCE 'Top of Subject' at Oakwood

### **Accounting Level 3**

All receiving EA – 21.6

Joseph Cowell, Thomas Harris, Loretta Christian, Emmalene Selby, Louis Kennard, Caitlin Cruickshank, Brittany Cunningham

### **Business Studies**

Both receiving EA – 20.9

Mindy Overton, Louis Kennard

### **Chemistry Level 4**

Joseph Cowell, HA – 23.5

### **Design & Production Level 2**

Kimball Knight, EA

### **Economics Level 3**

Thomas Harris, EA – 23.9

### **English Writing Level 3**

Sarah Unwin, EA – 18.3

### **Modern History Level 3**

Thomas Harris, HA – 19.8

### **General Mathematics Level 2**

Bradley Bissett, EA – 19.1

### **Mathematics Methods Foundation Level 2**

All receiving EA – 11

Joel Harris, Marcus Ingles, Louis Kennard, Caitlin Cruickshank, Brittany Cunningham

### **General Mathematics Foundation Level 2**

Both receiving EA

Monique Colledge, Carla Grace

### **Mathematics Methods Level 3**

Both receiving CA – 17.1

Bianca Chugg, Loretta Christian, Bradley Bissett

### **Physical Sciences**

Both receiving EA

Marcus Ingles, Caitlin Cruickshank

### **Student Directed Inquiry Level 3**

Bradley Bissett, EA – 17.1

### **Technical Graphics Level 3**

Kimball Knight, EA – 18.9



## *Dux of 2016 & OneSchool Awards Assembly*



Year Level	Gold	Silver
11/12	Louis Kennard	Thomas Harris
9/10	Indianna Steen	Alexia Humber
7/8	Florence Overton	Miranda Lewis
5/6	Arlen Selby	Danyon Saunders
3/4	Sam Harris	Fergus Shedden

## *OneSchool Award Criteria*

**AWARD CRITERIA 1**  
**ONESCHOOL STUDENT AWARD**  
**INVOLVEMENT IN SCHOOL ACTIVITIES**

- Adaptability
- Enthusiasm
- Encouragement
- Team Spirit

OneSchool

**AWARD CRITERIA 2**  
**ONESCHOOL STUDENT AWARD**  
**LEADERSHIP**

- Responsibility
- Respect
- Consistency
- Loyalty

OneSchool

**AWARD CRITERIA 3**  
**ONESCHOOL STUDENT AWARD**  
**ACADEMIC ACHIEVEMENT**

- Results
- Perseverance
- Accomplishments
- Versatility

OneSchool

**AWARD CRITERIA 4**  
**ONESCHOOL STUDENT AWARD**  
**FULFILLING POTENTIAL**

- Persistence
- Understanding
- Resilience
- Maturity

OneSchool

**AWARD CRITERIA 5**  
**ONESCHOOL STUDENT AWARD**  
**MANAGEMENT SKILLS**

- Initiative
- Organisation
- Cooperation
- Communication

OneSchool

As part of our commitment to further improving the culture of our school as stated at Presentation Day last year, we begin the year looking at some key definitions and resources we can all use to better understand bullying and cyber bullying and help all children to be as safe as possible. The information provided here is all taken from the “Bullying No Way” website developed by Australian Government Education Authorities. In addition to our State based efforts, OneSchool Australia is working on developing a cutting edge package of resources for all OneSchool Campuses to use to combat face to face and online (or cyber) bullying with the assistance of the Bravehearts group. I look forward to sharing those resources with the whole community when they become available and to keeping the conversation about how to keep young people safe open and ongoing.

The national definition of bullying for Australian schools says: *“Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert). Bullying of any form or for any reason can have long-term effects on those involved, including bystanders.”*

Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying. **Behaviours that do not constitute bullying** include:

- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

However, these conflicts still need to be addressed and resolved.

**Online bullying** is bullying carried out through the internet or mobile devices. Online bullying is also sometimes called cyberbullying. **It can happen to anyone, anytime, and can leave you feeling unsafe and distressed.** Online bullying can be offensive and upsetting. While online bullying involves similar behaviours to bullying in person, it also differs in the following ways:

- it can be invasive and difficult to escape — it can happen at all hours and while at home
- it can involve harmful material being widely and rapidly disseminated to a large audience, for example, rumours and images can be posted on public forums or sent to many people at once
- it can provide the person doing the bullying with a sense of distance from the other person, so there is a lack of immediate feedback or consequences.

**These important differences should not distract schools, parents and carers from the fact that online bullying is essentially the same as bullying in person.**

In fact, research suggests that many students who are bullied online are also bullied in person. If a student reports online bullying, it is important to investigate further to get the full picture.

Some **Facts and Figures** you may find of interest and value:

- Approximately one in four Year 4 to Year 9 Australian students (27%) reported being bullied every few weeks or more often (considered to be frequent) in a national study in 2009.
- Frequent school bullying was highest among Year 5 (32%) and Year 8 (29%) students.
- 83% of students who bully others online also bully others in person.
- 84% of students who were bullied online were also bullied in person.
- Peers are present as onlookers in 87% of bullying interactions, and play a central role in the bullying process.
- Hurtful teasing was the most prevalent of all bullying behaviours experienced by students, followed by having hurtful lies told about them.
- Online bullying appears to be related to age (or access to technology), with secondary students more likely to engage in bullying online than primary school students

- Young people over the age of 15 are less likely than students between 10 and 15 years of age to be involved in online bullying.
- Approximately one in five young people under 18 (20%) report experiencing online bullying in any one year. The figure of 20% has been extrapolated from a number of different studies which found rates varying from 6% to 44% of students.
- School staffs report an average of 2.1% reports per student of online bully, with 1.2 per 100 for primary schools and 9.1 per 100 students for high schools.
- The majority (72%) of schools reported managing at least one incident of online bullying in the previous year.

There are **six key steps for parents** if their child tells them they have been bullied:

1. listen calmly to what your child wants to say and make sure you get the full story
2. reassure your child that they are not to blame and ask open and empathetic questions to find out more details
3. ask your child what they want to do and what they want you to do
4. discuss with your child some sensible strategies to handle the bullying – starting a fight is not sensible
5. contact the school and stay in touch with them
6. check in regularly with your child.

Strategies **not recommended** for dealing with bullying include:

- fighting back
- bullying the person who has bullied them
- remaining silent about the problem.

Parents who are child-centred (focused on the child's experience), warm and authoritative (firm and reasonable about their authority over the child) have an overall positive influence in reducing both the likelihood of bullying happening and impact if it does happen.

Research quoted by the authors of the site shows that *“Cooperation between home and school to prevent bullying is essential. Efforts to address bullying by schools are unlikely to succeed if the school and home are treated as separate settings.”*

I hope that you have found the above valuable and clear. We look forward to sharing this journey toward a safer and more caring OneSchool Tasmania Campus and the best possible outcomes for each individual child.

You can access further helpful information and guides at: <https://bullyingnoway.gov.au/UnderstandingBullying> © Australian Education Authorities / The State of Queensland 2016. Accessed on 17/2/2017.

**Ann D. Moxham**  
**Head of Education & Deputy Principal**

## 'Genius Hour'

Devonport Primary students have been introduced to 'genius hour' this term. Genius hour is held for an hour on Friday mornings as part of the literacy program and involves students choosing their own area of interest to study. They choose a topic they would like to learn about and choose a leading question. The project can take anything from a few weeks to an entire year to finish depending on the depth of the topic. There are two main rules that govern the learning: first rule is the question(s) must be in depth and cannot have one simple answer; second rule is students must present what they have learned to their class. Friday 17<sup>th</sup> February was the students' first lesson and they brainstormed ideas and questions that would help them stay focussed on their chosen topic. For this lesson, spelling and grammar was not a priority, as the focus was on getting their ideas down on paper. We look forward to sharing our finished projects with you as they are completed.

Mrs Nikki Clark, Devonport Primary Teacher

