

At Smithfield we are fortunate to have a great support team.

GUIDANCE

Make an appointment to see
Ms Jenny Wilson

My hours at school are:
Monday - Friday
8:10 am to 2.30 pm

My contact details are
Phone: 4058 4301 or
Email: jwils312@eq.edu.au



CHAPLAIN

Mrs Carla Pappas

My days at school are:
Monday – Thursday
8:10 am to 2.30 pm

My contact details are
Phone: 4058 4343 or
Email: cpapp5@eq.edu.au



SENIOR SCHOOLING

Want a school based apprenticeship or
traineeship?

Check out Ms Seden's noticeboard outside
E Block for any positions available.

Make an appointment to see
Ms Seden.



YEAR CO-ORDINATORS

- Year 8: Deb Kerlin dkerl2@eq.edu.au
- Year 9: Riley Dwyer rdwye13@eq.edu.au
- Year 10: David Jarman djarm3@eq.edu.au
- Year 11: Sonja Metzlar smetz4@eq.edu.au
- Year 12: Jan Metzlar jmetz3@eq.edu.au

SCHOOL BASED POLICE OFFICER

Constable Sam O'CONNOR

My days at school are:
Monday to Friday
9.00 am to 2.30 pm.

My contact details are
Phone: 4058 4343 or
Email: socon91@eq.edu.au



SCHOOL BASED YOUTH HEALTH NURSE

Ms Alana Krzemien

My work days at Smithfield are every
Monday, Tuesday and Wednesdays.

Contact details are
Phone: 4058 4333 or
Email: akrze2@eq.edu.au



YOUTH WORKER

Martin Comonsoli

My day at school is: Friday

Phone: 4058 4345



CEC

Maureen Sweeney

My days at school are:
Monday to Friday

Phone: 4058 4346
Email: mswee8@eq.edu.au



"CREATING
OUR
FUTURE
BY
ACHIEVING
PERSONAL
BESTS"



PARENTING CORNER

Who's chatting to your kids?

The internet today contains many sites that are designed to encourage children and teenagers to communicate by messaging each other in real time. Many of these sites contain areas where children can post personal information about themselves including their name, age, location, photographs, and contact details. Please take some time to discuss these on-line safety tips with your children:

- ◆ Never give out personal information on the net, like your full name, address, phone number or school.
- ◆ Ensure your screen name does not reveal personal information about you.
- ◆ Review your online profile. Predators can use this personal information to find you.
- ◆ Only allow your friends to view your personal blog and profile.
- ◆ Never send your picture to someone you don't know.
- ◆ Don't accept invitations to view webcams from unknown internet users.
- ◆ Never arrange for face-2-face meetings with people met online.
- ◆ Understand predators ask personal questions and attempt to become friends quickly.
- ◆ Time chatting online to a person does not equal trust or knowing the person.
- ◆

Teach children the 5 R's :

REALISE – people you chat with may not be who they say they are.

REFUSE – requests for personal information and ensure your internet profile is private.

REVIEW – your contacts. Its not "kewl" to have contacts you don't know.

RESPOND – quickly if you ever feel uncomfortable while on-line. Close the program, tell your parents or a trusted friend.

REPORT – any suspicious or danger on-line contact to the police.

(Information provided by Queensland Police Service)

WHAT IS MENTAL HEALTH?

Mental Health is a positive state of wellbeing used to describe emotional and social wellness. It involves feeling positive about ourselves, the people and events in our lives, and being able to live life to our fullest capacity.

Our mental health influences everything we do:

- ◆ How we think, feel and behave
- ◆ The way we relate to other people
- ◆ The way we respond to the challenges of everyday life; and
- ◆ How we cope with events such as changing jobs, having a baby, retirement, loss and physical illness

Things to do to improve your mental health

- ◆ Exercise daily – at least for 30 minutes
- ◆ Eat healthy foods – avoid drinking too much coffee, eating too much fat, and sugars
- ◆ Visit your doctor regularly to ensure good health
- ◆ Build a community around yourself – having people to talk to makes life happier and more enjoyable
- ◆ Keep busy and involved – in family, school, work, leisure
- ◆ Drink plenty of water
- ◆ Have adequate sleep
- ◆ Seek help if you are feeling down, don't let the blues take you over
- ◆ Be kind to yourself – do things that you enjoy eg. a relaxing bath, watch a movie, go to dinner
- ◆ Do things for other people – not only will they benefit but it is a boost for you as well
- ◆ Practise thinking good thoughts, avoid bad thoughts
- ◆ Watch comedy shows, seek out humour, laugh loudly

Mental health is an essential part of our overall health and affects our physical health; as our physical health also affects our mental health. It is also strongly related to our behaviour, particularly our social behaviour and relationships with others. So put the effort in and work to be mentally healthy.

Adapted from: Austn Network for Promotion, Prevention and Early Intervention for Mental Health

Child Protection Week 6 – 12th September 2009

PERSONAL SAFETY AND PROTECTIVE BEHAVIOURS:

National Child Protection Week (6 – 12 September) provides an opportunity for adults to reinforce key messages about protective behaviours (feeling, acting and being safe) in an age-appropriate way all children. While schools have a key role to play in this regard, we also acknowledge that parents and caregivers have a shared responsibility to address this topic within the home setting. To assist with this educative process, outlined below are some suggestions which may be of assistance:

- ◆ Attempt to achieve a balance between being alarmist / over-emphasising the subject of “stranger danger” and avoiding the issue all together. A realistic balance is suggested. It should also be kept in mind that children are more likely to experience abuse from a person who is known to them (such as a relative, friend or family acquaintance). So although “stranger danger” is an important concept to address, the key messages adopted by the protective behaviours program covers harm which can occur from any source.
- ◆ Distinguish the difference between danger (feeling unsafe), “risk-taking” and fear (being afraid about something).
- ◆ Stress to children that everyone has the **right** to feel safe at and on the way to school, at home and within their community.
- ◆ Discuss with children how to recognise if they are feeling unsafe. Discuss the difference between safe and unsafe, and if possible use practical (real-life) examples to clarify children’s understanding.
- ◆ Highlight basic safety behaviours such as going straight home from school, walking in groups (safety in numbers), avoiding bushland and other isolated areas as much as possible. Recent research has found that younger children are not good at understanding this concept of risk and will often still approach and engage with strangers. Regular revisiting of this topic is important. The use of scenario activities may assist to clarify children’s comprehension of the risks associated with various situations and risks.
- ◆ Establish a personal action plan if approached by a stranger.
- ◆ Don’t engage in any conversation with them. Move away.

- ◆ If a stranger does approach you and you feel unsafe, what will you do? [Drop your school bag and run, scream for help (what words to use?), where to go?, identify people who you can trust (teachers, known neighbours and friends, the police)].
- ◆ Safe places you can go on the way home when you feel threatened or unsafe.
- ◆ What to do if they come across a friend or another child who is at risk (how to help the other person without becoming a potential victim themselves).
- ◆ Ensure that your child is able to recall up to date and accurate contact numbers for home and parents/caregivers workplaces to provide to a teacher or police officer if an incident does occur going to or from school.

Some other suggestions include:

- ◆ Try to let the school know if you will be late collecting children after school so that they can wait in a safe location within the school.
- ◆ If at all possible, arrange for younger students to travel to and from school with a trusted adult, or at least an older student.
- ◆ Be careful about displaying your child’s name prominently on the outside of school bags, on caps and school clothing. This information can easily be misused by a stranger to gain a child’s trust.
- ◆ Revisit the subject of personal safety and protective behaviours on a regular basis to stress the importance of always being vigilant around strangers.
- ◆ Support the “Safety House” program - it exists to keep your children safe.

For more information, visit the Queensland Police Service website at www.police.qld.gov.au . This site provides parents and caregivers with a useful introduction and overview of the Protective Behaviour program.

Your school Guidance Officer is also able offer further advice upon request.



• School of Education • PO Box 6811 • Cairns, QLD 4870 • (07) 4042 1722

Information Communication Technology (ICT) Career Pathways: The Middle School Years

James Cook University is investigating the declining participation rate of students in ICT subjects that lead to ICT professional careers. Previous research conducted by this research team into high school girls' participation and perceptions of ICT indicated that it was in the upper middle school years that they became 'turned off' to computers. This study especially looks at girls' perceptions about ICT but will also look at boys' perceptions.

In order to accomplish this current investigation, upper middle school students (students enrolled in Years 8, 9 and 10) will be asked to complete a short survey at school and during class time. If you have a child enrolled in Years 8, 9 or 10 an Information Letter, Information Sheet and Parent/Guardian Consent Form will be sent home with your child that explains the scope of this research. Your child may also be selected by his/her teacher to participate in a focus group discussion that takes about 30 to 40 minutes. If you agree to allow your child to participate in this important research, please complete the Consent Form that is the last page of the information package and have your child return it to their teacher right away.

We are also interested in parents' perceptions about ICT and their student's knowledge/use of ICT. If you are interested in participating in an interview or focus group session, please email Lyn.Courtney@jcu.edu.au

This research has received Human Ethics Approval and is approved and supported by Education Queensland.