From the Principal

Social Networks

At no time in human history have so many opportunities existed for people to stay connected with each other, regardless of physical distance. Facebook, Twitter, mobile phones, SMS and a range of online chat systems and blogs provide endless opportunity for the most garrulous, or the most emotionally deprived, to “stay connected” with others. I actually wonder at the quality and value of the connection that most of these media foster. It is possible to be “connected” with hundreds of people, and yet, feel very isolated, marginalised, ostracised and disempowered.

A sense of belonging is vital in forming one’s identity and feeling of well-being. Anthropologists tell us that forging links with one’s tribe and herd is pivotal to a person’s welfare, success and survival. This is especially pertinent for adolescents whose values, attitudes and sense of identity is not a fixed entity but in the process of being formed. Young people have a deep desire to be part of a group, to be accepted and respected and to possess a myriad of friends. This is perhaps one of the reasons for the phenomenal success of social networking mediums; but despite the advantages afforded by such media, it is important to question the types of friendship facilitated by such sites and to be cautious of how such sites can be best used.

Unfortunately, social network mediums, such as Facebook, are being used for anti-social behaviour and as a means of bullying others. It is so easy to be derogatory towards another and for this to gain momentum as others join in, particularly if the perpetrator feels they are doing this in a ‘faceless manner’ through a computer.

What has happened to respect and care for others? In all relationships, it is valuable not to speak or write without thinking first. We should think about how the other person will react, whether better words or timing need to be considered, and whether speaking face to face would be more appropriate to convey the message. This lies at the heart of empathy which is one of the School’s core values. We should all be careful not to say anything about anyone else that we wouldn’t like that person to hear.

Staying connected takes time. Students who spend lots of social time online have to steal the time from their homework and assignments, or their sleep time. It is now challenging for many students to be able to study in their own rooms because of the online temptations to waste time. What research around the nation is telling us is that hundreds of thousands of school students are lying in bed at all hours, texting, Facebooking and involving themselves in a plethora of such online activities. There is now a vast range of research that shows that student academic achievement is being affected adversely by time spent on-line on social networks. ‘Cyber’ life is taking so much time and emotional energy that it is costing them dearly in terms of their final results at Year 12. For some students it could mean the difference between an EA and an HA – a whole grade difference or more.

From the Principal continued.

It is interesting that the top 50 students in the Victorian Certificate of Education (VCE) last year partly attributed their success to the fact that they gave up Facebook in the weeks leading up to their final examinations.

Spending excessive hours on Facebook is not only a waste of huge amounts of time, it can also be a massive distraction, interrupt one’s train of thought and make students very tired for school the next day. There is now significant research to show that excessive social networking causes mood swings in teenagers as a result of what they are writing and reading. This can obviously affect the whole household. Younger children wonder why their brother or sister no longer is as much fun, or is more cutting or nasty in their comments and has no time for fun family activities.

Another serious issue is that while it is fun to chat with friends, it is inevitable that at some point young people will write something they regret or don’t really mean. It is so tempting to scribble something on a screen and press Send. Students tend to forget that they are writing in a public domain and that their digital footprint is permanent; what they write still exists, years later, even if they have deleted the original message from their home computer. It might have been passed onto someone else, or saved in some other setting. It can even reappear in the height of your career some 30 years later. Many corporations routinely check Facebook accounts for current employees, and also as part of their checking process when searching for new recruits.

I spoke to students at assembly this week, about the need to rise beyond the simple question, “Do you like this comment/article?”

This “Do you like…?” question is classic Facebook. But it contains lots of elements that are abhorrent in contemporary culture; it reduces complex issues to a simple Yes/No solution. It displaces deep thinking, removes emotions and feeling and obliterates complexity that is associated with any issue. Social networking media invites people to reply instantaneously instead of allowing them sufficient time to think about an issue; particularly its inherent value, context and complexity. Consequently such sites sideline people who do not necessarily agree with the prevailing mood. Students who are naturally thoughtful could come unstuck on Facebook. The masses of ignorance will isolate them, or worse, browbeat them into concealing their true ideas, attitudes and values and force them to follow the crowd.

It is this latter tendency that inspires the group mentality on Facebook that has been responsible for countless thousands of acts of anti-social behaviour and worse, cyber-bullying. It is like standing on the edge of a crowd that is calling out comments to a despised team or group. It is very hard not to join in with the mockers.

There is probably lots more to say, but this will suffice. I hope this article at least sparks some discussion around coffee and dinner tables. But probably not on Facebook pages because there is not enough space to have a decent discussion.

Mrs Robyn Kronenberg
Principal

Week 8 Term 1, 1 April 2011
Bullying - Don’t be a bystander!

Emma Brinkman (Leaver ‘07) spoke to our girls at assembly on Wednesday about a partnership between Collegiate and Bond University which involves an international anti-bullying initiative called ‘One Goal, One Community’. This commitment urges members of the Collegiate community to make a pledge to acknowledge the damage bullying behaviour causes and to actively engage in putting an end to bullying and collectively bettering our society. Ask your daughter about the commitment booklet given to all students in House time today.

In addition, Collegiate has released a Years 5 to 12 online survey on bullying to all students through their Collegiate email. We have already had a very strong response, but I urge all girls to take the time to complete this important activity.

Mr Michael Cross
Head of Senior School

Middle School Achievements

We wish to acknowledge and congratulate:

- Students who received their prizes for the 2010 Tasmanian Science Talent Search at the awards ceremony on Sunday 20 March – Sancia Bingham, Sophie Lienert, Neve Mitchell, Amy Wallace (Year 5), Elizabeth Paul (Year 6), Charlotte Disher, Lily Ford, Molly Garrett and Jacinta Mackay, (Year 7).
- Sarah (Year 8) and Sophie (Year 6) Webb and Jess Price (Year 8) who competed in the State Pony Club Dressage Championships.
- Maggie O’May, Emma Sander, Adeline Gabriel and Lauren Burrows-Cheng (Year 8) on selection in the state U14 Waterpolo team to compete in Canberra in April.

Please provide details of student achievements to Debbie Betts in the Middle School office on 6211 4930 or by email to debbie.betts@collegiate.tas.edu.au, for inclusion in future editions of Ancanthe. Please also let us know if we have inadvertently omitted someone from the list above.

Mr Charles Kemp
Head of Middle School

Larapinta Trail 2011: Parent Information Evening

The group taking on the challenge of walking the Larapinta Trail in the Northern Territory in May have organised an information evening for parents on Wednesday 20 April from 5:00pm to 6:00pm in L3 (Library). Girls will brief their parents on the proposed walking route, as well as discussing all aspects of expediting in this remote desert area.

Overland Track: Winter 2011

As part of the Year 9 Outdoor Education program, girls have been offered the challenge of walking the Overland Track; a unique journey within the beautiful and rugged Cradle Mountain National Park. The aim of the expedition is to explore and discover, as well as to complete a significant bushwalk of approximately 65 kilometres from Cradle Mountain to Narcissus Hut, taking the ferry across Lake St Clair to Cynthia Bay to complete the journey. In Winter, days are mostly fine and clear, although cool – excellent for bushwalking! This alpine area, however, is susceptible to extremes of weather – a challenge in itself and part of the reason that so many girls take up this offer. Mrs Robyn Kronenberg (Principal) successfully completed this walk with a Collegiate group last year. Girls carry all their gear in backpacks and walk approximately 3 to 6 hours from camp to camp, staying in comfortable Parks and Wildlife huts with options to also camp in tents or snow caves (quince shelters) in the snow. The group will stay in the ‘luxurious’ Baden Powell Scout Lodge on the first night and begin the walk proper early the following morning. There are opportunities for side trips, such as climbing up Cradle Mountain, Barn Bluff and Mount Ossa if the weather is appropriate, and visiting a number of spectacular waterfalls! Girls keen to undertake more challenging bushwalks in Tasmania, interstate and overseas should walk the Overland Track first. Deposits are due by Monday 18 April. Forms are available from the Outdoor Education notice board and the School’s Intranet (Communities → Students → Outdoor Education → Year 9 → Term 2). Please do not hesitate to contact Mr David Witcomb (Director of Outdoor Education) on 6211 4993 or david.witcomb@collegiate.tas.edu.au should you wish any further information.

Mr David Witcomb
Director of Outdoor Education

2012 Enrolments

We are currently confirming enrolments for 2012. I ask that current families who would like to enrol another child at Collegiate in 2012 please contact me as soon as possible. While we give priority to students with siblings already at the School we may not have a place available if late applications are received. If you have any friends or family who may be interested in enrolling their child in 2012 then please encourage them to contact me and come for a tour. There will be many opportunities for new students and their families to visit the School during the year and details of these events will be posted directly to families and advertised in Ancanthe each week.

If you have any further questions regarding enrolments in 2012 then please do not hesitate to contact me or our Assistant Registrar, Mrs Debbie Kelly, on 6211 4969 or email registrar@collegiate.tas.edu.au as we are always happy to help.

Mrs Katherine Harris
Registrar

Student ID Cards issued 31 March

The cards have a barcode and magnetic strip. From next week the card will be used to enable printing within the school and borrowing from the Library. If the card is lost a replacement will cost $5.00.
An Examination of conflict in Texts

I would urge all parents to read Mrs Kronenberg’s lead article this week because it will reiterate some important messages that Year 9 English will be examining as part of Unit 2 of their 2011 English Studies. Specifically they will be studying a number of diverse texts that portray the notion of conflict through their respective context. As part of this they will be examining two texts in detail, namely the Australian novel *Destroying Avalon* by Kate McCaffrey and the spirited film, *Mean Girls* which was based on the best-seller book *Queen Bees and Wannabes* by Rosalind Wiseman. *Destroying Avalon* concerns itself with cyber-bullying and ultimately imparts a positive message for your teenagers. It demonstrates how Cyber bullying, is such a big, 24/7, deal for the current always on iGeneration. The novel also shows that traditionally, bullying victims were safe once they reached home, but with technology the harassment is never ending, overwhelming and soul destroying. *Mean Girls* “underlines the teen crises that virtually everyone experiences with varying degrees of intensity”.

The representation of girls fighting and aggression in *Mean Girls* revolves around the formation, maintenance and/or destruction of relationships, and the dual-function of the body as a weapon/target in this compromise. In the film, Cady's journey up the social ladder of girl world is directly linked to her learning the rules of *competition among young women*— including severing ties with expendable friends to get ahead and understanding how to use her body to increase her popularity, which also means targeting her opponents' bodies. The film shows explicitly how in girl world all the fighting had to be invisible and, thankfully, how meanness is not a desirable trait in girls. Hopefully the film will be an accessible manner to discover what academics claim about girl behaviour: that is, by involving themselves in mean behaviour, girls accede to male control by finding or creating an other girl to gossip about, reject, or tease, because it becomes a way for girls to measure their own worth in comparison to others, to assuage their fears and anxieties about not matching up or fitting in somewhere. While the approval and acceptance of female peers is the focus of the film, the film suggests that the most important aspect in this girl world is male approval. By engaging in alternative aggression, girls not only hurt other girls and get hurt, but in the search for power and visibility, they also unwittingly participate in and maintain our society’s largely negative views of girls’ and women’s relationships as untrustworthy, deceitful and manipulative.

I hope this unit of work will help in teaching our students some very pertinent issues and reinforce the School’s core values.

*Mr William Simon*
*Head of English*
Tears of Gallipoli

Early last Thursday morning five students and two teachers from Collegiate and Hutchins arrived home after a wonderful eighteen days spent as the guests of Istanbul Lisesi. The Tears of Gallipoli program brought together not only our students, but ten students and two teachers from Auckland’s Rangitoto College. Students were “buddied” with a Turkish student and lived with families; teachers stayed in the Istanbul Lisesi boarding house.

The school is considered a German International School as it follows a German Curriculum and the students have their lessons delivered in the German language. Although we learned a lot about the Turkish educational system and the Istanbul Lisesi itself, we did not spend a great deal of time in school, but were taken to visit the many architectural and cultural wonders of Istanbul. The school is situated just a few minutes’ walk from attractions such as Hagia Sophia, the Blue Mosque and the Grand Bazaar. Other excursions included a ferry trip to the Princes’ Islands, morning tea at the Pierre Loti Gardens and three days spent at and around Cannakale. From here we were lucky enough to visit the site of Ancient Troy. On 18 March we attended the Turkish ceremony to commemorate World War 1 battles (18 March signifies the Turks’ win in the naval battle against Britain and France which preceded the Gallipoli campaign.) For us, the most interesting day was the day we spent touring Gallipoli and many of the sites and memorials associated with the Australian and New Zealand World War 1 effort. Some of the students knew they had relatives who had fought at Gallipoli, so for them it was especially moving. We were lucky to have an excellent and controversial Turkish author come to talk to us. She has written a book called The Long White Cloud – Gallipoli (which I will put in the school library) and her talk and our reading of the book provoked an interesting discussion on nationalism and politics, and inspired us to look forward to our visit to the World War 1 battlefields.

Leaving Istanbul was very hard as such strong friendships had been made and the famous Turkish hospitality had spoiled us, but we look forward to welcoming our Turkish friends to Hobart in April. The Tasmanian students all want to return; in fact some have been invited back for a holiday! We hope Tears of Gallipoli will become an annual event and that many Collegiate students will have the opportunity to experience this exchange.

Mrs Vicki Paterson
Head of SWE

Welcome to Mai-sensei!

We welcome Ms Mai Morishita to Collegiate as our assistant Japanese teacher for 2011. Mai-sensei is studying at Nagoya University of Foreign Languages and has deferred her final year of training to become a Japanese language teacher so that she can gain first hand experience in an Australian school. She will be assisting in every Japanese class from Kinder to Year 10. We are looking for host families for Mai-sensei in Terms 2 and 3, so if anyone is interested please contact either Dana Hutchinson or Susie Allan for further details.

Ms Dana Hutchinson
Teacher of Japanese
Cyber Safety Tips For Internet Use at Home
from Mrs Janene Crowle,
Middle School eLearning Facilitator

Facebook

New to Facebook: Anti-Bullying Tools

Facebook has taken steps to create a culture of respect amongst the members of the social networking site with the launch of new anti-bullying tools, including an upgraded Safety Centre and a reporting system that is policed by members.

The Facebook Safety Advisory board has been set up with five organisations, including Childnet International, Connect Safely, Family Online Safety Institute, National Network to End Domestic Violence and Wired Safety. These are the leading Internet Safety organisations of North America and Europe.

The Safety Centre has information to assist parents, educators and teens to manage their time on Facebook. It has specific Q & A type information, such as ‘How should I help my child use this site wisely?’ The parental section focuses on helping teens respond to: unwanted contact, objectionable content, privacy for minors, (including the privacy settings that would be suitable for those under 18), and a suggested media agreement to help parents build trust with their teens.

The new reporting system allows users to not only report content to Facebook, but also with someone in their support system.

“We encourage people on Facebook to use the report buttons located across our site to let us know if they find content that violates our terms of use so we can take it down. But taking down harassing online comments won’t necessarily help people solve the underlying problem in the offline world. Social reporting is a way for people to quickly and easily ask for help from someone they trust. Safety and child psychology experts tell us that online issues are frequently a reflection of what is happening offline. By encouraging people to seek help from friends, we hope that many of these situations can be resolved face to face.”

While Facebook is working to develop tools to help make their users’ experience a more positive one, simple things that parents can do include: being your daughters Facebook friend, restricting time on social networking sites and making sure computers are used in common areas of the home.

You will find further tips in Ancanthe each week.
**From the Anglesea Chaplain…**

We are mid-way through the season of Lent, the time Christians use for spiritual stocktaking. It is a time to reflect upon Jesus’ teachings and to make sure we are living what we say we believe. Jesus’ new commandment “Love one another as I have loved you”, is our main signpost as we journey through life. In Anglesea Chapel we have been thinking about one of the Fruits of the Spirit each week. In Alkira we have a beautiful wall sticker tree with the fruits displayed. If we live by the new commandment the fruits will grow in us. Last week a group of teachers met in Melbourne to learn more about teaching Christian Meditation to children. During the day we had three sessions of meditating together. Sitting with complete attention focused on the presence of our gracious, forgiving God, feeling surrounded by His love and being known and accepted for who we are in God’s sight lead to a sense of deep, inner peace. With the discipline of regular practice each day, peace begins to slowly soak into you and calm flows into your community and relationships. This is the peace of God which passes all understanding – beyond words, beyond thoughts.

Mrs Leonie Omond  
Junior School Chaplain

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**Whatever words we utter should be chosen with care, for people will hear them and be influenced by them for good or ill.**  
Buddha