

Exford Primary School Teams Newsletter



2023 Term 3 at Exford PS!

At the start of each term, our teaching teams prepare an outline of the term ahead, so that our families have insights into their child's classroom work to come.

As always, please contact your child's teacher to discuss your child's learning and for any queries or issues you may have.

Term 3 Key Dates:

- Monday 10 July – Term 3 begins for staff and students
- Monday 17, Tuesday 18, Monday 24 and Tuesday 24 July – AFL lessons for Year 3-4 classes
- Wednesday 26 July – Bunnings Activity Day for the kids
- Friday 4 August – Preps 100 Days of School Celebration
- Monday 7 August – Professional Practice Day – **no school** for our students
- Friday 11 August – Police in Schools – for our Year 3-6 kids
- Wednesday 16 and Thursday 17 August – MPSSA Year 3-6 Athletics Carnival
- Monday 21 August – Year 3-4 Melbourne Museum excursion (rescheduled)
- Monday 21 and Wednesday 23 and Monday 28 and Wednesday 30 August – Life Education Program (rescheduled)
- Thursday 24 August - Western Water Incursion for Year Preps
- Wednesday 30 August - MPSSA Year 5-6 Basketball Clinic
- Wednesday 30 and Thursday 31 August – 3:45 – 5:45 pm – Parent Student Teacher Conferences TBC
- Monday 4 and Tuesday 5 Sept – Year 2 Lady Northcote Camp
- Monday 4 Sept – Planning Week
- Tuesday 5 Sept - MPSSA Year 3-4 Basketball Clinic
- Monday 11 - Wednesday 13 Sept – Year 3-4 Phillip Island Camp
- Friday 15 Sept – Footy Colours Day
- Friday 23 June - End of Term 2 (2.30 pm dismissal)

Enjoy the read!

Ms Campo and Mr Wilson



PREP

newsletter

Term Three 2023

Meet the Prep Team

Ms Hannah Smyth
Prep Smyth & PLT Leader

Ms Christina Akamatis
Prep Akamatis

Ms Jaclyn Littlewood
Learning Specialist

Note Folders:

A reminder to return empty note folders back to school as soon as possible. This will allow further notes to be sent home.

Take Home Reading & Homework:

Students will take home 10 books to read for the week (two books per night). **Every Friday**, please send their Take Home Reader boxes, along with diaries and books to school so your child's teacher can send new books home and sign their diaries.

All Prep students are expected to read **every night** with an adult. We ask that you please sign your child's reading diary after they have read each night.

Homework will continue to be sent home on Wednesdays and is to be returned each Monday.

Library:

Please remember to send your child's Library bag to school with them on their designated day.

Prep Akamatis's Library day is **Tuesday**.

Prep Smyth's Library day is **Monday**.

Specialist Days:

Here is when **Prep Akamatis** has specialist classes:

French: Wednesday

Art: Wednesday

Science: Thursday

PE: Friday



Here is when **Prep Smyth** has specialist classes:

French: Wednesday

Art: Wednesday

Science: Thursday

PE: Friday



Specialist days are subject to change. Your classroom teacher will notify you via Seesaw.

Munch & Crunch:

All students are encouraged to bring some fruit or vegetables in their lunchbox to eat during Munch & Crunch each morning at 10 am.



100 Days of School:

Every day we have been counting how many days we have been at school and we are getting close to our 100th day! Miss Akamatis and Miss Smyth are looking forward to celebrating 100 Days of School later this term. Details about the day will come closer to the date.



Reading:

In Reading, students will continue to learn different strategies to support their reading, including word solving, monitoring and correcting their reading.

Students will continue to establish their reading skills and strategies such as one to one tracking with their finger, using picture clues, recognising and sounding out VC and CVC words and recognising some High Frequency Words within the text.

Students will continue to develop an understanding of the relationship between letters and sounds. There will be an explicit focus on the 'sh', 'th' and 'ch' sounds as well as identifying and generating rhyming words from common word families (e.g. map and tap & cat and hat).

We will also focus on **summarising** the texts we read, in order to support their comprehension of the text.



Writing:

In Writing, students will be continuing to develop their writing skills through a range of different formats, including **Information** and **Persuasive texts**.

They will continue to use the 'Think, Say, Sketch, Write' process, as well as:

- Using the strategy of 'say the word, listen for the sounds, write the sounds you hear'
- Develop correct letter formation
- Use High-Frequency Words in their writing
- Begin experimenting with capital letters and full stops
- Continue developing their ability to structure and write sentences and use finger spaces between words



Book Week 2023

Book Week will take place from the 19th - the 25th August. This year's theme is 'Read, Grow, Inspire'. Stay tuned for more details about the week.



Wellbeing:

The Resilience, Rights and Respectful Relationships learning uses a range of collaborative learning strategies, which in themselves, provide opportunities to develop social skills. Topic One is Emotional Literacy the activities will assist students to:

- Recognise and identify their own emotions
- Describe situations that may evoke these emotions

Topic Two is Personal Strengths the activities will assist students to:

- Identify and describe personal strengths
- Explain how these strengths help them to contribute to family and school life
- Identify ways to care for others, including ways of making and keeping friends



PBL:

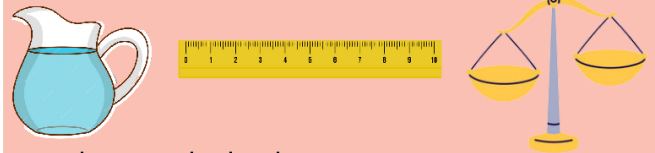
History will be taught this term with a focus on 'Personal Histories'. Students will investigate who the people in their family are, describe where they were born and raised and how they are related to each other and how their stories are communicated and shared. They will also explore differences in family structures of families and the role of family groups today, and what they have in common and how these have changed or remained the same over time.



Maths:

Measurement and Geometry

Students will engage in hands-on tasks, in which they will learn about length, mass and capacity. They will explore comparisons to decide which is longer, heavier or holds more and explain their reasoning in everyday language.



Number and Algebra

Students will continue to use a range of manipulatives to support the development of their number recognition and their counting.

They will look at and investigate place value by understanding that 10 ones equals 1 ten and build their knowledge of numbers between 11 and 20.

Students will look at and represent practical situations to model addition and subtraction using a range of practical strategies such as visual displays and concrete materials.



Seesaw:

Keep an eye out on Seesaw, as your child's teacher will regularly post photos and samples of work to showcase and celebrate achievements of the students.



Year 1-2 Overview Term 3 2023

Meet the Year 1-2 Team:

Teachers

Ms Jaclyn Littlewood	- Learning Specialist
Mrs Karen Ambrose	1-2A
Mrs Simone Roe	1-2R
Mrs Lisa Romanski	1-2L
Mrs Rebeka Blasis	1-2T

Education Support Staff

Ms Bernice Hudson	1-2A
Mrs Lisa Van Gemert	1-2T
Mrs Loren Ward	1-2R

Writing & Reading

Our Writing in Term 3 will focus on transactional, narrative and persuasive writing and poetry. The students will write to understand the structure of texts and the features of writing. Across all of our writing activities, we will have a focus on spelling, punctuation and building our writing stamina to write more sentences and use interesting words. Students will also practise their handwriting with a focus on the formation and size of their letters.



In Reading, we will focus on the reading comprehension strategies of visualising, inferring, analysing and critiquing texts to build our literal and inferred understanding of texts. Students will have a wide range of books to read in our classroom library. They will also have access to Reading Eggs on the iPad to further develop their reading skills.



We will develop our knowledge of consonant digraphs and blends to build our word solving skills. We will also focus on the students learning the Magic 100, Magic 200 and Magic 300 words. These high frequency words will support the students' reading and writing.

Maths

The students will learn all about numbers, with a focus on subtraction and multiplication. They will investigate strategies to solve subtraction problems efficiently; such as number facts, count back, partitioning into hundreds, tens and ones. They will continue learn to recognise, model, read, write and order numbers to at least 100 (Year 1) and to 1000 (Year 2). In Multiplication, they will solve problems by recognising and representing multiplication as repeated addition, groups and arrays.

In Measurement & Geometry, the students will focus on telling the time on clocks and using informal units to measure mass. We will also build upon our knowledge of Location and Mapping by interpreting simple maps and identifying positions of key features.

PBL-History

History will be taught through the topic 'Families -Then & Now'. The students will investigate how family life has changed over time.

Year 2 Camp



The Year 2 students will go to Lady Northcote Camp on Monday 4 September to Tuesday 5 September. They will join in lots of activities over the two days and enjoy the excitement of staying at camp for one night.

Year 1-2 Overview

Term 3 2023

Page 2

Take Home Reading

Take Home Reading will continue in Term 3. All Year 1-2 students are expected to read **every night** with an adult, building up to 15 minutes per night.



We ask all students to have their reading diaries **signed** by their parents and returned to school **every day** so they can be checked off by the teacher.

Premiers' Reading Challenge

All students have been signed up for the Premiers' Reading Challenge. The challenge for Year 1-2 students is to read 30 books with their parents by 8 September 2023. Parents log into the website and record the titles of the books. Happy Reading!



Book Week

In Term 3, we will celebrate Book Week with our Book Week Parade, where the students have the opportunity to dress up as their favourite character. Date TBC.

Munch & Crunch

All students are encouraged to bring some fruit or vegetables in their lunchbox to eat during Munch & Crunch time each morning at 10am.



*We look forward to a great Term 3 with lots of learning to be done.
From Mrs Ambrose, Mrs Roe, Mrs Romanski & Mrs Blasis.*

Homework

Homework will continue in Term 3. Tasks will be pasted in your child's Homework Book every Wednesday and will comprise of either a Reading, Writing or Maths activity.

Students should complete the task in their Homework Book and return their Homework Book by the following Monday.



Parents are asked to sign the Homework Overview sheet in the Homework Book each week to indicate they have seen their child's completed homework.

Reading Eggs

All Year 1-2 students will have access to Reading Eggs/ Reading Eggspress for the year. The program will be used in class and can be accessed at home to develop Reading skills.



Seesaw

Your child's teacher will regularly post photos and samples of student work to showcase and celebrate their achievements.



newsletter

TERM 3, 2023

WHAT'S HAPPENING IN READING

In Reading this term, students will continue to build their literal and inferential comprehension of a variety of texts through independently reading and more complex texts read by the teacher. Students will identify efficient strategies to solve challenging words. They will be introduced to synthesising as a reader. This means to be aware of how their thinking changes as they read.

WEEK	UNIT FOCUS
Weeks 1 - 3	Comprehension: Infering
Weeks 4 - 6	Comprehension: Synthesising & Word Solving
Weeks 7 - 10	Text Study: Evie and Rhino by Neridah McMullin

WHAT'S HAPPENING IN WRITING

In Writing this term, students will continue to build their understanding of text structures and features when writing to inform; writing procedures and explanations. Students will also explore the importance of using and understanding the conventions of writing when writing any type of text. This includes punctuation, spelling and grammar. Students will be taking inspiration from author Clair Saxby and exploring how she has written some of her texts, such as **Tasmanian Devil and Great White Shark** – exploring how to write narrative and non-fiction along side each other. Students will be analysing how she has done this and will attempt to write their own text showing both factual and narrative format.

WEEK	UNIT FOCUS
Week 1 - 2	Procedural Writing (Continued from Term 2)
Weeks 3 - 5	Hybrid Texts: Narrative & Informative texts.
Weeks 6 - 8	Explanation Writing & Conventions of Writing
Weeks 9 - 10	Transactional Writing & Conventions of Writing

WHAT'S HAPPENING IN MATHS

In Maths this term, students will explore metric units of measure when measuring length and area. Students will identify how multiplicative thinking is more efficient than using additive thinking. They will expand their knowledge on Multiplication & Division by using a range of written and mental strategies to solve problems. Students will create simple grid maps to show position, using scales and legends. Students will identify fractions, including multiples and equivalent fractions.

WEEK	UNIT FOCUS
Weeks 1 - 2	Measuring Length & Area
Weeks 3 - 6	Multiplicative Thinking: Multiplication & Division
Weeks 7 - 8	Location
Weeks 9 - 10	Fractions

Year 3-4 Team

newsletter



TERM 3, 2023

WHAT'S HAPPENING IN HUMANITIES



In Term 3, students will be engaging in two Humanities units – Geography and Civics & Citizenship.

Geography: What would it be like to live in one of Australia's neighbouring countries?

Students will be learning about Australia's neighbouring countries. They will explore the similarities and differences them, such as natural elements, cultures and food, and lifestyle. Students will use a map to locate and record neighbouring countries and the direction of each country from Australia.

Civics & Citizenship: Communities

Students will learning about how people participate in their community as active citizens, as well as how to be a good member of a community. They will also explore factors which shape a person's identity and sense of belonging, as well as develop their understanding of laws within communities.

WEEK	UNIT FOCUS
Weeks 1 - 5	Geography: Australia's Neighbouring Countries
Weeks 7 - 9	Civics & Citizenship: Communities



RESILIENCE. RIGHTS AND RESPECTFUL RELATIONSHIPS PROGRAM

In Term 3, the Resilience, Rights and Respectful Relationships Program will be implemented across all year levels. The Year 3-4 students will be exploring topics 1 & 2 this term – Emotional Literacy and Personal Strengths. More information about the program has been provided in previous newsletters.

RESILIENCE
RIGHTS &
RESPECTFUL
RELATIONSHIPS
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HOMEWORK & NIGHTLY READING

Homework will continue this term, beginning from Week 1 of Term 3. Homework is handed out on Wednesdays and is due the following Mondays. An overview has been stuck in their Homework Books.

A reminder to ensure that students are reading at home nightly and use their diary to record their reading. The reading diary is required to come to school on a daily basis. It is an excellent tool to help students take responsibility for their learning.

STAY TUNED...

The Year 3-4 students will have the opportunity to meet author Claire Saxby and to take part in a workshop, as well as having an author talk with her at school.

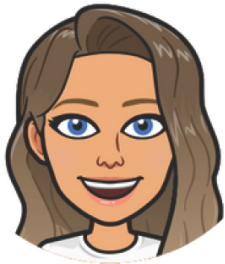


You will hear more from us through Seesaw

Thanks – Mrs Micallef, Ms Jones, Ms Monagle, Mr Jenner, Mrs Comer, Mrs Greenslade, Mrs Claire, Ms Schembri, Mrs Farrah and Ms Killeen.

Year 5-6 Team

TERM 3 NEWSLETTER



Mrs Higgins

CLASSROOM TEACHER

Mrs Kim Scalzo (ES)
Ms Seemab Javed (ES)



Mr Mounsey

YEAR 5-6 PLT LEADER

Ms Michelle Cassar (ES)
Ms Jagdeep Kaur (ES)
Ms Rachel Cooper (ES)



Mr Jenner

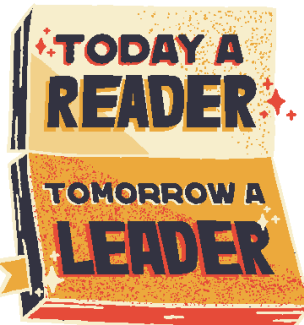
3-6 LEARNING SPECIALIST



Mrs Fyfe

CLASSROOM TEACHER

Ms Rachel Cooper (ES)
Ms Hayley Rundell (ES)



LITERACY

This term, students will be looking at the behaviours and strategies that help us to strengthen and deepen our reading and writing skills. We will continue to grow and develop a love of reading and passion for books!

In **Reading** this term, we will be learning to strengthen our use of comprehension strategies, explicitly focusing on summarising and synthesising throughout our class novel 'Land of Stories' and non-fiction texts. We will also strengthen our use of comprehension strategies including **inferring**, **critiquing** and **analysing**, a continuation from our learning in Term 2.

In **Writing**, we will explore how various devices, craft choices and text structures enhance our writing. Students will undertake an author study on Claire Saxby and focus on writing Hybrid texts: a mix of Narrative and Information genres. Students will also explore the genres of Poetry and Memoirs.

NUMERACY

In Maths, we will be learning about:

Number and Algebra

Fractions, Decimals and Percentages: Students will compare and order fractions and decimals using their knowledge of Place Value. Students will also focus on adding and subtracting fractions with same and related denominators, as well as adding decimals. Further, students will make connections between fractions, decimals and percentages and investigate how and where these may be present in everyday life.

Measurement and Geometry

Length, Area and Angles: Students will choose appropriate units of measurements for length and area, as well as compare and convert between metric units of measurement. Students will also estimate, measure and compare angles using degrees, and construct angles using protractors.

Statistics and Probability

Chance and Probability: Students will conduct chance experiments and describe probabilities using fractions, decimals and percentages.



WELLBEING

During Term 3, students in Year 5-6 will be taking a close look into their wellbeing and mindfulness using a range of different programs, including Respectful Relationships.

Mindfulness can benefit student wellbeing and engagement with learning by improving students' ability to regulate emotions, improving attention and improving memory, reasoning, planning, goal setting and self regulation: all of which are essential when focusing and learning new information.



P.B.L / HUMANITIES

In **P.B.L / Humanities** this year, students will explore the four areas of the Humanities curriculum: History, Geography, Civics and Citizenship, as well as Economics and Business.

In Term 3, throughout our Civics and Citizenship unit, students will be investigating the values which underpin Australian democracy. Students will describe the levels of government and explain what it means to be an Australian citizen, as well as how people can participate as global citizens.



HOMEWORK

Take Home Reading will start Wednesday 12 July and Homework will begin Wednesday 12 July. It will be handed out on Wednesday and is due on the following Monday. Please provide your child's teacher with a note if there is any reason why your child has not completed their Homework.

Weekly Homework will consist of alternating tasks relating to the learning concepts covered in the classroom. The focus of Homework tasks will rotate between Reading, Writing, Maths and Project Based Learning.

Reading & Student Diaries: Students use their student diary to record their nightly reading and key events. It is required that the diary comes to school on a daily basis. This is an excellent tool to help students take responsibility for their learning and to begin to develop their organisational skills.

Term 3,
2023

The Arts



What an exciting Term we have planned in the Art room!

Prep:

Prep Students will begin to experiment with watercolour paints and the different ways we can use brushes to create thin and thick brush strokes.

The Preps will also gain inspiration from Joan Miro to establish some knowledge of primary colours, this will help to create a class project which highlights places within our community.

Year 3-4:

Year 3-4 students will begin term 3 by learning about mixing tints and colours to create a range of shades we see on the colour wheel. We will explore artwork by Frida Kahlo and Diego Rivera, to help us in creating paintings using a range of tints.

The final project of the Term for the Year 3-4 students will be creating collages using a range of materials.



Year 1-2:

Year 1-2 students will begin to explore artist Alexei Jawlensky and his work, this will assist them when we begin to create our own portraits. With a heavy focus on portraits, we will also look at different artists and how they have created their own portraits.

Students in Years 1 and 2 will also explore textiles through completing a weaving project with paper.



Year 5-6:

Students in Year 5-6 will begin the term with creating collages, inspired by artist Elizabeth St Hilaire. We will then move on to creating drip art, focusing on our abilities to contrast between colours on the colour wheel.



P.E at Exford Primary in Term 3



Year Prep

In term 3, our year prep students will be working on their rhythmic movement and creating shapes with their body such as a star shape. They will also be working on their gymnastics rolls and balance before learning how to bounce, kick and punt in a range of different fun activities and task in small groups. The year Preps will also continue to develop our understanding of fair play, turn taking and explore how regular physical activity helps keep us healthy and well.



Year 1-2

The year 1-2 students will be introduced to the basic skills of soccer such as dribbling, passing and shooting for goal. The students will apply the different skills individually and in small groups, facing a few different obstacles and challenges along the way. To end the term, the students will be building on their ball striking skills focussing on the range of different striking methods used in tennis, cricket and Tee Ball.



Year 3-4

To begin the second half of the school year, the year 3-4 cohort will be developing on their Australian rules football skills, focussing on the basic skills of marking, kicking and handballing through different mini games and group activities. The students will then be given an opportunity to create their own Physical Education game with their peers, each week the students will be given a brief to follow to help create a game of their own, developing on their teamwork and collaboration skills to decide the rules for their activity, each game will be trialed by their peer.



Year 5-6

The year 5-6 students will be developing their game sense and frisbee throwing skills by engaging in a wide range of different activities involving their peers and a frisbee. Students will build on their throwing and catching skills, working through different movement challenges and build a deeper understanding of being a great teammate and fair opponent through multiple versions of Ultimate Frisbee. To end the term the students will build on their basketball skills in both offensive and defensive situations, as well as their passing, dribbling, and shooting skills.

Science at EPS in Term 3

Year Prep



This term in Science, the year Preps will be sorting and testing the observable properties of a variety of materials. This includes exploring water resistant materials, identifying transparent materials, the students will also be making predictions and explanations on whether materials are suitable for wearing in the sun or rain.



Year 1-2

This term, the year 1-2's will be exploring how to use twisting, scrunching, stretching, and bending to physically change the shape of everyday materials. The students will also observe how the properties of familiar materials might change under different conditions and why some of these physical changes may not last.

Year 3-4



In Science this term, the year 3-4's will be exploring how solids or liquids are influenced by different temperatures, as well as experience the way items from their everyday lives can change. The students will also complete an inquiry involving the heating, cooling, and freezing of selected materials and discuss and explain the difference between solids and liquids.



Year 5-6

In Science this term, the year 5-6's will be exploring the properties of liquids and investigate the viscosity (measure of a liquids resistance to flow) of each liquid. Students will also identify the properties of solids and apply their knowledge of whether an object is a liquid, solid or gas.

French



Bonjour Term 3

Term 3, we will celebrate le 14 juillet (Bastille Day) at EPS with multiple activities chosen by students, French fashion and food.

In Term 3, our French classes will focus on:

Year Preps will continue discovering French language and culture using "My Passport to languages Français". How old I am, 1-2-3 Soleil (Red light green light).

Year Preps will focus on learning and practising rhymes in French.

- We will learn classics for Preps with songs like 'Pomme de reinette' and J'aime les fruits and more.
- We will continue practising introducing ourselves in French saying my age and what I like.

Year 1-2 will progress by acting in a simple French play and what am I doing.

- We will play games, using the identified vocabulary: I play hide and seek, I sing, I like footy!
- **Y2:** Qu'est-ce qu'on fait? (What shall we do?) **Y1:** On joue au footy. (We are playing footy.)

Year 3-4 will explore French fashion, my outfit and description in French language. Interact and play.

- We will ask and answer questions, such as:
 - Qu'est-ce tu portes? (What are you wearing?)
 - Je porte une chemise. (I am wearing a shirt.)

Year 5-6 will improve the use of the language in daily routine via interactive games, plays and write a simple letter and presentation. We will learn expressions and useful vocabulary for this occasion.

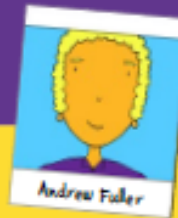
- Example:
 - Speaking about their hobbies, activities, passion and more.
 - French fashion research and play.

We speak, sing, converse using our French sentences and activities:

Our vocabulary and topics:

1. Visit, travels: All about Bastille Day celebration at Exford Primary School.
2. Food : la soupe à l'oignon (recipe posted to Seesaw) Délicieux ! (Delicious !)
3. To do/research on Bastille Day and its connection with Australia.
4. Culture: "French people and Fashion.
5. Easy everyday Q and A.

C'est parti Exford PS! (Let's go Exford PS!)



Netiquette

Online interactions are becoming as important as face-to-face ones. Learn how to manage your online relationships and develop good ‘netiquette’.

Why do we need ‘netiquette’?

Online friendships are so important to young people that many of them would endure pain rather than lose access to them. On average, young people have 56 online friends. As one young man commented:

“I’d rather lose a leg than access to Facebook.”

The strength of online relationships mirrors the best and at times, the worst, of face-to-face relationships. The only problem is that when things go badly online, they go really badly. And unlike the real world, there is no forgetting about it. As we know, things published online are difficult, if not impossible, to remove.

Almost two thirds of children have had a negative experience online and 20 percent feel badly about something they have done online. In fast-paced heated interactions in chat rooms, people who are usually friendly and positive can post nasty and hurtful comments with devastating consequences.

We need to develop ‘netiquette’—standards of behaviour for people online. Netiquette is about relationships and how people behave, rather than about particular websites or pieces of technology.

The following guidelines have been compiled from suggestions made by thousands of young people and may be useful to consider or use as a discussion point.

The ‘nana rule’

Online actions have real life consequences. If you wouldn’t do it in real life, don’t do it online. Use the ‘nana rule’—if you wouldn’t want your nana to know about it, don’t put it on the web!

Your future employers, friends and partners can and probably will, trace your cyber-trail.

Be a responsible user of technology

Be honest with yourself. Computer games and fast-paced online interactions reduce dopamine. This means it is hard to get motivated to do anything else once you have been online for a while.

Do your study before you go online.



Netiquette

Take a STAND against cyberbullying

Silence

Do not respond to abusive messages. The number one rule for dealing with cyberbullying is: don't respond, don't interact and don't engage.

Take a copy of all abusive messages

These may be useful legally later on. Create a new folder, called 'Abuse', and move hate mail and messages into this folder.

Accept that bullies don't think like you do

Trying to sort it out with them or asking them to stop won't work. Recognise that you are not dealing with a person who has the same mindset as yourself. Cyberbullies are cowards who often try to hide their identity and behave in nasty ways to build themselves up and to put other people down. Cyberbullying is a pathetic act.

Never deal with this problem alone

Get help! No one can cope with this alone.

Don't be provoked

Some cyberbullies 'troll' or play 'the baiting game'. A provocative comment is made and those who respond in irritation are encouraged to engage in conflict with those who respond assertively. The provoker watches, waits and stirs the pot.

Become an observer. Although you may be the target of the bully's anger, you can train yourself to act as an observer. This takes you out of the firing line and enables you to study the bully and collect evidence.

For parents: don't ban—plan

Parents should not threaten to ban access to the Internet if bullying occurs.

The main reason young people do not tell their parents when they are cyberbullied is because they fear they will lose access to the computer.

Parents should let their children know that they will help them to cope with upsetting events online but won't insist they stop using the computer.

Behavioural change is important to pay attention to. While it is tempting to take away the screens, this is not always such a great idea. It is better to ensure computers are in a shared space, and impose some limits, such as a turn off time. If parents are able to get interested in the games and use these in conversations you will be able to more clearly understand the appeal gaming has for their child. It is also good to help children maintain off screen interests and activities.

Some children retreat into an online world to deal with loneliness, distress and depression. Often these kids are very private and difficult to engage in conversations making it hard for parents to gauge how much to worry. It is important for parents to pay attention to other behavioural changes such as poor sleep, low energy, irritability beyond usual levels, and changes in appetite. Get help if needed.



Netiquette

Know that people take cyberbullying seriously and that you will be taken seriously

The Australian Government has committed \$125 million to improving online relationships. If you are bullied online, let your school know and let the police know. There are legal avenues that can be taken to stop cyberbullying.

Develop a code of netiquette

Some ideas include:

- Don't bully or be mean to others on-line.
- Let people know that cyberbullying is a weak and cowardly act of hatred online.
- Don't harass or stalk people online.
- Don't pass on embarrassing photos or posts about others.
- Parents should not allow kids to have webcams in bedrooms. Skype should only be allowed if the computer is in a shared family room. Chat roulette should be discouraged.
- Know that circulating some photos means that you risk being charged with child pornography.
- Only add friends that you know and do not add 'friends of friends'.
- If someone online wants to meet you in person, ask an adult to accompany you.

Students helping students

Adults will never know enough to completely protect young people when they are online. For this reason, some schools are setting up groups of students to mentor and assist younger students managing the online world.

These students, called for example 'ambassadors' or 'cyber doctors', develop the netiquette code or '**Acceptable Use Agreement**' for the school and gain input from other students.

They can help others when bad things happen online. Working with a teacher, they educate themselves about online relationships and then are available for anyone in the school who needs them. They collect information about the types of incidents that occur.

If someone has done something online that they regret or have experienced something negative they can request help to resolve the issue.

Often young people are in the most powerful position to help others cope and disentangle the complexities of cyberbullying.

