

# Exford Primary School Teams Newsletter



## 2023 Term 4 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.

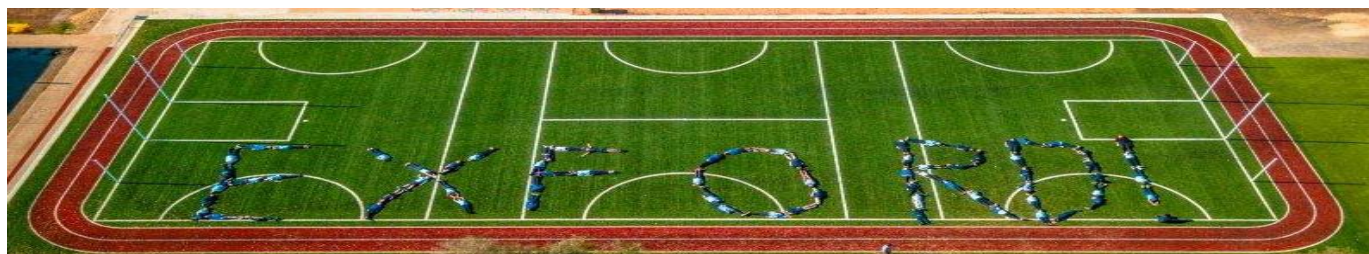
As always, please contact your child's teacher to discuss your child's learning and for any queries or issues you may have.

### Term 4 Key Dates:

- Monday 2 October – Term 4 begins for staff only (Pupil Free Day)
- Tuesday 3 October – Term 4 begins for students
- Friday 6 October – Year 1-2 Sovereign Hill excursion
- Wednesday 11 October – Year 3-4 MPSSA AFL 9's Day
- Friday 13 October – Year 3-6 EPS Athletics Day
- Thursday 19 October – Year 5-6 MPSSA Rugby Union Day
- Monday 23 – Tuesday 24 October – Student Support Group Meetings (invitation only)
- Wednesday 25 October - Year 3-4 MPSSA Rugby Union Day
- Friday 27 October – Year Prep – 2 Sports Day (Held at EPS)
- Thursday 2 November – Prep Camp
- Monday 6 November – Pupil Free Day No 4
- Tuesday 7 November – Melbourne Cup Public Holiday
- Wednesday 8 – Friday 17 November – Year 5-6 Swimming Program
- Thursday 9 November – Year 3-4 MPSSA T20 Cricket Day
- Thursday 9 November – Year 5-6 Human Development S1 (S2 & S3 to follow over the next 2 weeks)
- Monday 13 November – 2024 Prep Transition Visit No 1
- Tuesday 14 November – Year 3-4 MPSSA Soccer Day
- Monday 20 November – 2024 Prep Transition Visit No 2
- Monday 27 November – 2024 Prep Transition Visit No 3
- Wednesday 29 November – Year 1 Dinner and Show
- Monday 4 December – Year 6 Water Adventure Park - TBC
- Monday 11 December – 2024 Step Up Day
- Tuesday 12 December – 2024 Prep Transition Visit No 4
- Tuesday 12 December – Year 6-7 Transition Day
- Thursday 14 December – 2023 Semester 2 Reports sent home
- Tuesday 19 December – Christmas Concert
- Tuesday 19 December – Year 6 Graduation
- Wednesday 20 December - End of Term 2 (1.30 pm dismissal)

Enjoy the read!

Ms Campo and Mr Wilson



# PREP

newsletter

Term Four 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 books to read for the week. **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.



### 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.



### Prep Camp Day Experience

We are looking forward to having a fun day at school, which will include eating breakfast together and participating in a number of camp themed activities. More details about the day will be sent out soon.



## 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 unknown 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 adding suffixes to the end of words and generating rhyming words from common word families (e.g. snail and hail & day and hay).

We will also focus on inferring & questioning, in order to support their comprehension of the text.



## Writing:

In Writing, students will continue to develop their writing skills through a range of different formats, including recounts, narrative, poetry and letter writing.

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 and think about their handwriting presentation
- Use High Frequency Words in their writing
- Begin experimenting with capital letters and full stops
- Continue developing their ability to structure and write sentences, writing their letters on the line and using finger spaces between words



## Speaking & Listening:

Speaking and Listening in Term 4 will include an explicit focus on the following:

- Identifying sounds in spoken words
- Identifying rhymes in spoken words
- Pulling apart and putting together sounds in words
- Understanding that two letters can make one sound
- Listening, remembering and following simple instructions and classroom routines

## 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 Three is Positive Coping and the activities will assist students to:

- Reflect on their emotional responses
- Discuss ways in which they can take responsibility for their actions
- Describe ways to express emotions to show awareness of the feelings and needs of others
- Practise techniques to deal with feelings of fear and anger

Topic Five is Stress Management and the activities will assist students to:

- Recognise and identify their own emotions
- Describe situations that may evoke these emotions
- Recognise and identify how their emotions influence the way they feel and act
- Express their emotions constructively



## PBL:

Design Technologies will be taught this term. In this unit, the students will recognise that plants and animals can be used as food or materials for clothing and shelter. They will explore a range of foods from plants and animals and a range of foods from different cultures. The students will explore and investigate items that are designed and produced from fibres sourced from plants and animals. They will identify and design a solution involving the suitability of different fibres for a specific purpose.



## Maths:

### *Measurement and Geometry*

Students will continue to learn about Time with a focus on the days of the week and comparing and ordering the duration of events using the everyday language of time.

### *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 represent practical situations to model sharing, using a range of practical strategies for sharing small groups of numbers, such as visual displays and concrete materials.

### *Financial Maths*

Students will learn about using money in everyday financial situations and matching coins to two dimensional images. They will represent simple, everyday financial situations involving money, such as using toy money to pay for goods in play situations.



## 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.



**Seesaw**



# Year 1 - 2 Overview Term 4 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 4 will focus on information report writing, narratives, poetry, recounts and persuasive writing. 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. They will practise their handwriting to learn the correct formation and size of our letters on dotted thirds paper.

In Reading, we will focus on the reading comprehension strategy of summarising non fiction texts. They will also develop their understanding of how conjunctions are used in sentences to join together two simple sentences to form a compound sentence.

We will develop our knowledge of blends, consonant digraphs, trigraphs and high frequency words to build our word solving skills and focus on recognising the Magic 200 and 300 words with automaticity.

## **Maths**

The students will learn all about numbers, with a focus on division and fractions. They will learn how to recognise and represent division as grouping into equal sets and solve simple problems. The students will interpret common uses of halves, quarters and eighths of shapes and collections.

In Measurement & Geometry, the students will focus on telling the time on clocks, to the half hour and quarter hour, using the language of 'past' and 'to'. They will compare and order objects based on volume and capacity using appropriate uniform informal units.

In Statistics and Probability, the students will identify practical activities and everyday events that involve chance and describe the outcomes as 'likely' or 'unlikely' and identify some outcomes as 'certain' or 'impossible'.

## **PBL-Design & Technologies**

The students will develop their knowledge and skills through real-world projects relating to the design and technology theme of Building and Construction. They will use a design process to inquire, plan, create, evaluate and share practical and functional products.



# Year 1-2 Overview

Term 4 2023

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## Sovereign Hill Excursion

The students in Year 1-2 will visit Sovereign Hill on Friday 6 October as a follow up to the History Unit- 'Families: Then and Now'.

All the details for the excursion are available on XUND.



## Prep-2 Sports Day

The Prep-2 Sports Day will be held at school on Friday 27 October, from 9.30am -1.30pm. This is a great day with lots of fun activities. Mr Patty will provide more details closer to the event.



## Year 1 Dinner and Show

The Year 1 students will have an after school event on Wednesday 29 November, from 3.30 to 6.30pm. They will participate in a Magic Show and then have some dinner with their peers.

More details will follow in Term 4. It will be lots of fun!



## Exford PS School Concert

In Term 4, we will have our school concert on Tuesday 19 December at the Bacchus Marsh Community Hall. More details will be provided in Term 4.

## Homework

Homework will continue in Term 4. 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 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.



## Take Home Reading

Take Home Reading will continue in Term 4. 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.

*We look forward to a great Term 4 with lots of learning to be done.  
From Mrs Ambrose, Mrs Roe, Mrs Romanski & Mrs Blasis.*

Year 3-4 Team

# newsletter



TERM 4, 2023

## WHAT'S HAPPENING IN READING



WEEK		UNIT FOCUS
Weeks 1 - 3	Analysing Text Features	Students will analyse the effects of some language devices, and text features through the novel study of 'Evie and Rhino' by Neridah McMullin. (unit held back from Term 3).
Weeks 4 - 6	Critiquing	Students will think critically about the texts they read, expressing their tastes and preferences in reading. This involves thinking about the plot, themes, characters, style and language of texts. Students will also describe how illustrations add to a text.
Weeks 7 - 9	Predicting & Visualising	Students will build their literal and inferential understanding of texts by noticing the predictions they make as readers. Students will explore making predictions based on their knowledge genres of texts and text types, while using evidence from the text to justify their predictions. Students will also explore the importance of language to assist with visualising when reading and how we adjust our visualising when more information is added.

## WHAT'S HAPPENING IN WRITING



WEEK		UNIT FOCUS
Week 1 - 4	Biographies & Sentence Fluency	Students will gain an understanding that a biography is a text which is a true account of a person's life, telling important events and achievements. Students will focus on their sentence fluency, thinking about sentence length and sentence openers.
Weeks 5 - 6	Persuasive Writing	Students will focus on strengthening their use of using paragraphs to structure their writing, as well as using persuasive devices.
Weeks 7 - 8	Narrative & Conventions	Students are strengthening their understanding of how planning their ideas can assist their narrative structure. Students are exploring how punctuation marks can be used to show characters' emotions and dialogue.
Week 9	Recounts	Students will focus on strengthening their use of conventions and word choice while retelling or recounting an event or experience from the past in their writing.



Year 3-4 Team

# newsletter



TERM 4, 2023

## WHAT'S HAPPENING IN MATHS



WEEK		UNIT FOCUS
Weeks 1-2	Fractions	This unit is a continuation of our learning at the end of Term 3. Students will identify fractions, such as a half, a quarter, a third - including their multiples. Students will gain an understanding of the term equivalent fractions.
Weeks 3-4	Data & Statistics	Students will identify data sources and trial methods of data collection, such as survey questions and recording sheets. Students will explore ways to display data, such as tables, column graphs and picture graphs.
Weeks 5-6	Time	Students will explore reading clocks to tell the time to the nearest minute, while investigating the relationship between units of time.
Weeks 7-8	Mass, Capacity & Temperature	Students will explore using scaled instruments to read, interpret measurements when measuring the mass and capacity of objects and the temperature.
Week 9	Patterns & Algebra	Students will gain an understanding of algebra through the relationship between numbers, operations (+ - x) and variables (numbers that continually change).

## WHAT'S HAPPENING IN P.B.L




In Term 4, students will be exploring Design Technology through the areas of technology such as food and cooking, clothing and textiles, building and construction and Technological advancements. They will be using the design process of investigating, generating, producing, evaluating, planning and managing throughout the unit.

WEEK	UNIT FOCUS
Weeks 2-5	Design Technology

## RESILIENCE. RIGHTS AND RESPECTFUL RELATIONSHIPS PROGRAM

In Term 4, the Year 3-4 students will be exploring topics 1 & 2 from the Resilience, Rights & Respectful Relationships program— Positive Coping and Stress Management.



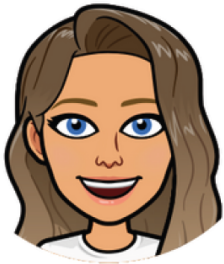
You will hear more from us through  **Seesaw**

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



# Year 5-6 Team

TERM 4 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



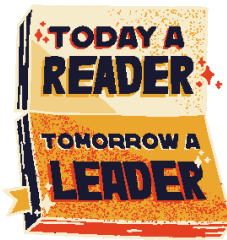
*Mrs Fyfe*

CLASSROOM TEACHER

Ms Hayley Rundell (ES)

## WHAT'S HAPPENING IN TERM 4

The term to end all terms. Term 4 is bound to our busiest and most exciting by far. Having already commenced our process and ordering of 2024 Year 6 garments, our Year 5 cohort can't wait to start Year 6. This term we finally get to hold our Year 3-6 Athletics Carnival (postponed from Term 2) and will also hold our MPSSA Rugby Union day. Commencing in Week 6 is our two week Year 5-6 swimming program (details to come), as well as our Health and Human Development Puberty lessons (XUNO note already sent out). Our wonderful Year 6s have their biggest, most exciting, and final term of primary school ahead of them. Ms Higgins, Ms Fyfe and I are so incredibly proud of everything our Year 6s have achieved this year... BUT we cannot wait to beat them in our annual Year 6s vs. Staff Sports Day! To celebrate all of their achievements, we will be holding our Year 6 Celebration Day on Monday 4 December, at Adventure Park Geelong (more details to come) and to cap off a fantastic seven years of primary school, we will hold our Graduation ceremony on Tuesday 19 December (more details to come).



## 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, we will be learning to strengthen our use of comprehension strategies, explicitly focusing on authors deliberate language and structural choices to convey a purpose. We will also strengthen our use of comprehension strategies including making connections, critiquing and analysing.

In Writing, we will explore how various devices, craft choices and text structures enhance our writing. Students will explore the genres of biographies, autobiographies and narratives through the topic of Fractured Fairy Tales.

## NUMERACY

In Maths, we will be learning about:

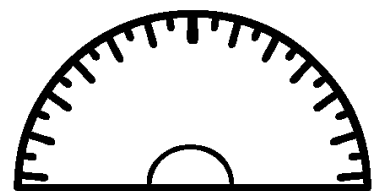
### Number and Algebra

**Additive and Multiplicative thinking:** Students will revisit and consolidate their understanding of basic Maths operations learnt in previous terms. Students will use their understanding to assist them in our algebra unit.

**Algebraic thinking:** Students will investigate the use of all mathematics operations to solve problems with unknown quantities. Students will explore the concept BIDMAS and its implications on problem solving.

### Measurement and Geometry

**Mass, Capacity and Volume:** Students will choose appropriate units of measurements for mass, capacity and volume, as well as compare and convert between metric units of measurement.





## WELLBEING

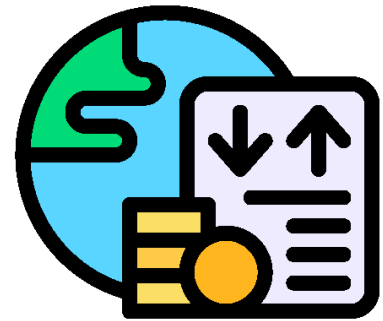
During Term 4, students in Year 5-6 will be taking a close look into their wellbeing and mindfulness using a range of different programs, including Respectful Relationships.

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 4 throughout our Economics and Business unit, students will recognise that consumer choices and financial decisions are influenced by a range of factors. Students will also identify strategies that assist in making informed consumer and financial decisions and explain the purpose of business, recognising different ways that businesses choose to provide goods and services.

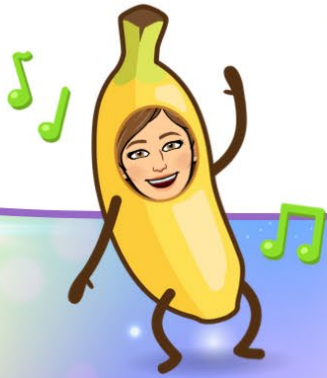


## HOMework

Both take Home Reading and Homework will begin on Wednesday 4 October. Homework will be handed out on Wednesdays 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 and Maths.

**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.



# Art Newsletter Term 4



## YEAR PREP

### Visual Arts

Year Prep students will continue to experiment with different materials and techniques to make artworks.

### Dance

Students will explore in response to words, stories, objects and images through dance. They will learn about stillness, moving, space and levels and using their body parts.

We will have lots of fun learning and sharing songs and dances that may be familiar.

## YEAR 3-4

### Visual Arts

Year 3-4 students will continue to explore visual conventions and use materials, techniques, technologies and processes

### Dance

We will learn about safe dance practice and structured dance sequence ideas and then create short choreographed dance sequences using choreographic devices and teamwork.



## YEAR 1-2

### Visual Arts

We will experiment with different materials and processes to make artworks in a range of art forms.

### Dance

Students will learn about safe dance practice, fundamental locomotor and non-locomotor movements, body parts, bases and zones to explore and improvise through dance.

We will learn and move through dances that may be familiar.



## YEAR 5-6

### Visual Arts

In Years 5-6 we will explore visual arts practices as inspiration to create artworks that express different ideas and beliefs.

### Dance

Students will develop technical and expressive skills through fundamental movements and body actions. We will use choreographic devices to create dance sequences.

We will perform our dance sequences with technical competence.



# **PE in Term 4 at Exford**

## **Prep**

In Term 4, the Year Prep students will be participating in their first ever Exford P5 Year Prep-2 Sports Day. In preparation, the students will learn how to do each of the activities that they will be participating in on the day. Students will finish the year continuing to consolidate the fundamental movement skills they have learnt throughout the year.

## **Year 1-2**

To start off Term 4, the Year 1-2 students will be building on their skills and teamwork in preparation for the Prep-2 Sports Day. To finish the year, the students will be learning the basic skills of Australian Rules Football.

## **Year 3-4**

To begin Term 4, the Year 3-4 students will be building on their learning of striking and fielding games, building on their understanding of how to hit and catch a ball. The students will also be learning how to become offensive and defensive superstars in our invasion games unit to cap the year off on a high!

## **Year 5-6**

At the beginning of Term 4, the Year 5-6 students will be learning how to play field hockey, building on their knowledge of the sport, and working in teams within their class. The students will finish the year off with the game sense unit, continuing to build on their ability to work co-operatively within teams and small groups.

# Science in Term 4 at EPS

## Prep

In Term 4, the Year Prep students will be learning about how animals and humans use their sensory organs to help them stay aware and alive! Whether that's having a sharp eye or how animals will use the sense of smell to identify danger in the distance.

## Year 1-2

In Term 4, the Year 1-2 students will be learning about the world all around them. Students will begin to explore how the sun rises and sets, students will observe the natural world around them and how it is constantly changing. Students will understand the environment around them through outdoor observations.

## Year 3-4

In Science this term, the Year 3-4 students will be learning about living things and how to group them based on their observable features. Students will learn about the diversity of life and how species are related through history.

## Year 5-6

This term in Science, the Year 5-6 students will be delving into Biology to study and explore the physical and behavioural features of desert plants and animals. Students will make comparisons about how plants and animals in other environments live.

# French 2023 - Term 4



## Bonjour tout le monde !

Term 4, we will taste madeleine, crêpe, croissant or pain au chocolat for our French breakfast (picnic) then give our opinion and reflect. We will also explore the importance of 'Breakfast and healthy diet' and how to easily try it.

Here are some of the exciting activities we have planned in our French classes:

### Year Prep

- Discovering French language and culture, including classroom instructions, record a French song and enjoy outdoor bilingual activities.
- Using 'My Passport to languages Français'.

### Year 1-2

- Acting in a simple French play and what I do at home in French.
- Playing games to practise vocabulary and expressions like 'Dans ma chambre', 'j'ai un lit'. (In my room, I have a bed).

### Year 3-4

- Exploring places and transports in French.
- Asking and answering questions about how to get around, such as 'Tu y vas comment, a la plage?' (How do you go to the beach?) 'J'y vais à vélo'. (I go by bike.).

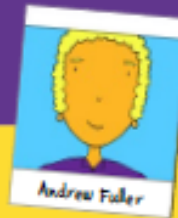
### Year 5-6

Developing the use of the French language in daily routine.  
Interactive games talking about helping at home, holidays, and popular outdoor places.  
'Tu vas où?' (Where are you going?) 'Je vais au marché'. (I am going to the market.)

We can't wait to speak, sing, and converse using our French sentences and activities!

Our vocabulary and topics will include:

- All about me.
- French food: la mousse au chocolat (recipe posted to Seesaw).
- Explore what you would like to eat in French or in France.
- Culture: la pâtisserie (pastry).
- Easy everyday Q and A.



# 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.

