

Strathaird Primary School News

15/10/2025

Edition 15



Strathaird



Primary School

School Values

Respect

Honesty

Responsibility

Compassion

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Principal Page

Literacy at Strathaird Primary School

Strengthening early literacy through phonics

Over the past year, there has been significant discussion from both the government and the media regarding the importance of phonics in early literacy development. Long before these recent mandates, Strathaird Primary School had already recognised the value of phonics, having implemented a systematic synthetic phonics program with our Prep and Year 1 students to support their learning.

To further strengthen this foundation, and to meet the updated government guidelines, we have continued to refine our approach. This year has included changes to our Literacy Program to ensure all Prep to Year 2 students have a daily dedicated phonics session, as well as making significant investments in decodable texts, supporting resources, and ongoing teacher professional development.

Our teachers are committed to delivering instruction that is clear, direct, and purposeful. Through our phonics approach new sounds and spellings are taught. Skills are introduced in small, manageable steps and presented in a highly structured sequence, ensuring that each component builds upon the last, allowing students to make meaningful connections in their learning.

Every morning, students engage in revising learnt skills, explicitly learning new sounds, decoding (reading) and encoding (spelling), ensuring each student has ongoing practice and immediate feedback from their teachers. They also have the daily opportunity through phonics to continue to develop their fluency, vocabulary and comprehension. This consistency across all junior classrooms reinforces understanding and builds student confidence, allowing students to feel instant success.

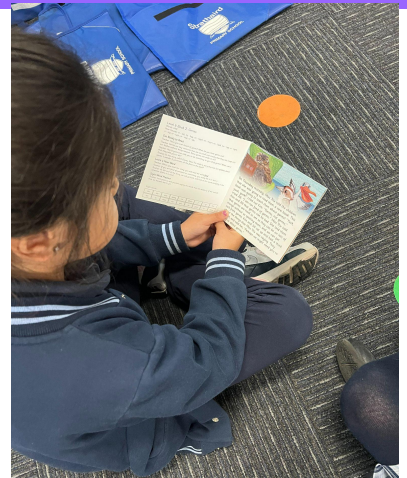
As part of this commitment, our Prep to Year 2 students also bring home weekly take-home books. These decodable readers are carefully aligned with the phonics skills being taught in class, helping to consolidate learning and develop independent reading skills.

We are so proud of our teachers and students for taking on our changes and showing wonderful progress this year. We really appreciate the continued support of parents at home as we work to build a strong and lasting foundation in literacy for every student at Strathaird Primary School.

A big thank you to Literacy Leader, Annabelle Ericksen, and all the Prep, Year 1 and Year 2 teachers for the way they have embraced the changes and worked so hard every day to improve our students learning.

The importance of also maintaining a broad explicit approach to reading

Research and experience shows that children learn best when teachers adopt an explicit approach to reading, one that systematically teaches the six essential components of literacy: *Oral Language, Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension*. In light of this research, in addition to phonics, we also continue to implement a strong wider reading program at all levels where students are exposed to reading a range of books, other than decodable texts, to broaden their understandings of our world, to build their vocabulary, to develop deep language and comprehension skills and very importantly, to cultivate a lifelong love of reading. This reading occurs using approaches such as shared and modelled reading, guided reading and independent reading experiences. We know that decodable books are excellent and necessary for practicing phonics, but also reading and understanding content rich, diverse literature is crucial for overall literacy and personal development of our students.



TRANSITION PROGRAM FOR 2026 PREPS

Our Transition Program has started today from 9.30—10.30 a.m.

It was fantastic to welcome our 2026 Preps to our classrooms and it was wonderful to see many new families to Strathaird.

The program continues each Wednesday at 9.30 on 22 October, 29th November and 5th December. All students attend all sessions. There are parents sessions as well. Details are available at the Office if you don't already have them.

Statewide Orientation Day is Tuesday 9th December and all 2026 Preps will attend school on that morning, commencing at 9.15 a.m.

Any current families who have children starting Prep next year, can you please ensure you have completed the enrolment process at the Office and that your child attends the Transition program.

Students attending other PRIMARY schools in 2026

At the start of each year, sadly, some of our current students, for various reasons, move house or move to different schools. Please let us know if your family may/will be leaving our school for 2026. This is very useful information that assists us in planning for the coming year. If you think you may be in this situation, please let us know asap. Remember, if you change your mind and stay, that's no problem, there is always the option to stay.

CLASSES FOR 2026

Each year in Term 4, the teachers organise students into their future class groupings for the next school year. Over the years, we have had requests from parents that their child not be placed with specific people.

Given strong and valid reasons, we can sometimes take these requests into consideration, **not always**. Information that we receive this year will be considered, **we cannot guarantee that requests made in previous years can be applied.**

Teachers will start to organise grades from November.

Students will not know their class teacher or peers until the final week of school.

Once grades have been set they are not to be changed.

All requests from parents must be emailed to the Principal before Friday 31st of October.

Term 4 2025

OCTOBER

NOVEMBER

Monday	Tuesday	Wednesday	Thursday	Friday
13th	14th 2nd Hand Uniform Stall	15th Prep Transition Day	16th Prep Myuna Farm Excursion	17th JNR Assembly Gr 6 Photos
20th	21st	22nd Prep Transition Day Regional Athletics	23rd Bookclub Due today	24th SNR Assembly \$ Due Gr 2 Bike Safety \$ Due Gr 5 Puffing Billy Excursion
27th	28th School Council 6.30pm	29th Prep Transition Day	30th	31st JNR Assembly Gr 2 Bike safety excursion 2C & 2D
3rd	4th Melbourne Cup Public Holiday - No School	5th Prep Transition Day	6th Gr 5 Puffing Billy Excursion	7th SNR Assembly Gr 2 Bike safety excursion 2A & 2B
10th	11th	12th	13th	14th JNR Assembly
17th	18th	19th	20th	21st SNR Assembly

100% Attendance Award

Term 3

Hunter	00A	Ellexia	1B	Nate	2A	Mahnaz	3C
Selen	00A	Virat	1B	Omid	2A	Adeli	3C
Aayan	00B	Arman	1B	Brooklyn	2A	Melika	3C
Farhad	00B	Hoyaar	1B	Fernando	2A	Subhan	3C
Lida	00C	Max	1B	Packo	2A	Rozbeh	3C
Fahad	00C	Sophia	1C	Kainat	2B	Ali	3C
Keaton	00C	Max	1C	Jayda-Tay	2B	Selena	3D
Sarah	00D	Emma	1C	Yahya	2B	Andy	3D
Ava	00D	Mia	1C	Ava	2B	Johanna	3D
Brock	00D	Levi	1D	Dariosh	2B	Shahd	3D
Raven	00E	Byron	1D	Rylee	2B	Fariha	3D
Nihaal	00E	Harfateh	1D	Naveed	2C	Emerald	3E
Rabaab	00E	Sarena	1D	Agam	2C	Liam	3E
Nora	00F	Josie	1D	Ebrahim	2C	Atrina	3E
Daniyal	00F	Poung Wah	1D	Samera	2C	Yunus	3E
Ava	00F	Eliya	1D	Tina	2C	Huma	3F
Josh	00F	Richie	1E	Emi	2C	Omid	3F
Sana	00F	Liam	1E	Elias	2D	Willow	3F
Aurora	1A	Elias	1E	Sachi	2D	Lina	3F
Saleena	1A	Paige	1E	William	3A	Liam	3F
Atif	1A	Amber	1E	Ramin	3A	Seth	4A
Flynn	1A	Willow	1E	Ava	3A	Faraz	4A
Armin	1A	Zeeshan	1E	Oliver	3A	Tobias	4A
Ramin	1A	Iraj	1E	Zoe	3B	Kawsar	4B
Shaveen	1A	Naweed	2A	Raahim	3B	Diva	4B
Rayol	1A	Summer	2A	Oliver	3B	Roy	4B
		Shayan	2A	Rohan	3C	Hosam	4B



100% Attendance Award

Term 3

Claire	4B	Taha	5B	Ebony	6C
Riley	4C	Phoebe	5B	Phenix	6C
Abolfazl	4C	Lina	5C	Heather	6C
Arsalan Ali	4C	Aiman	5C	Abbas	6C
Shahzad	4D	Jay	5C	Maria	6C
Haniya	4D	Maryam	5C	Yutong	6C
Nova	4D	Julie	5C	Ray	6D
Arman	4D	Isabella	5C	Sahar	6D
Aaliyah	4D	Dominic	5C	Wyatt	6D
Amer	4D	Georgia	5C	Asad	6D
Kayleigh	4D	Jerry	5C	Matilda	6D
Shikeb	4D	Samira	5D	Ryan	6D
Simrat	4E	Zoey	5D	Declan	6D
Mahan	4E	Sammi	5D		
Imie	5A	Tania	5D		
Noreen	5A	Reza	5D		
Haider	5A	Rana	5D		
Sibtain	5A	Charlene	5D		
Ramin	5A	Wrigh	6A		
Ali Sina	5A	Farhanaz	6A		
Christopher	5A	Mia	6A		
Summer	5A	Zohair	6A		
Aliyah	5B	Murtaza	6A		
Mursal	5B	Samir	6B		
Jason	5B	Mahdi	6B		
Azeta	5B	Ali	6B		
Hanasa	5B	Mujtaba	6C		

CONGRATULATIONS!

Wellbeing Page

Is FAFO the End of Gentle Parenting or Just the Start of Bigger Problems?



Dr Justin Coulson
August 30, 2025

0 Comments

If you've spent time on TikTok or read the *Wall Street Journal* lately, you might have come across a new parenting buzzword: **FAFO parenting**. It stands for "*Fuss Around and Find Out*" (a cleaner version of the original phrase, where the first "F" is a somewhat stronger word).

The idea is simple: for every action, there is an equal and opposite reaction. Don't step in when your child makes a mistake — let life teach them. Forget their raincoat? Let them get drenched. Refuse to eat dinner? Let them go hungry until breakfast. Spray Mum with a water gun after being told not to? Into the pool you go.

Supporters claim this "tough love" approach prepares kids for the real world, sets firm boundaries, and builds resilience. But as tempting as it sounds (especially when we're tired of endless negotiating), there's a darker side parents should understand.

Why FAFO Parenting Backfires

1. **It damages the relationship.** When kids know you'll let them suffer to "teach a lesson," they stop seeing you as a safe place to turn. They may go elsewhere for comfort — sometimes to people you wouldn't choose.
2. **It confuses punishment with learning.** Being left hungry doesn't teach meal planning. Walking home in a thunderstorm doesn't build weather awareness. Kids learn that *parents let bad things happen* and they feel unworthy of their parents' help. What they don't learn is how to solve problems.
3. **It creates compliance, not character.** Children may obey out of fear, but that doesn't build integrity, empathy, or good judgment. True resilience comes from feeling supported, not punished.

A Better Way Forward

Discipline isn't about dishing out pain to prove a point. It's about **problem-solving together**.

That statement needs to be on repeat. Too many of us feel like it's our job to make our kids pay a price when they are challenging. That's the opposite of what good discipline looks like. The best discipline recognises that children aren't *the* problem. They're having a problem. And if we can support them in solving that problem, the challenging behaviour goes away.

So, if FAFO isn't the answer, what is?

Wellbeing Page

Here are three approaches that truly help kids learn and grow:

1. Connection First

Children behave best when they feel seen, heard, and valued. Before stepping in with correction, start with connection. That might mean kneeling to their level, making eye contact, and saying, “I can see you’re really frustrated right now.” Or, “It’s a pretty tricky situation huh?” When kids know you’re on their side, their defences come down. They feel safe enough to listen and safe enough to learn.

Connection doesn’t excuse the behaviour — it creates the conditions where change becomes possible. Think of it like building a bridge: without connection, there’s no path across. With it, you can walk your child to better choices.

2. Collaborate on Solutions

Rather than letting “life” teach hard lessons, we can teach problem-solving. Instead of, “You didn’t bring your raincoat, now you’re soaked — bet you won’t forget next time,” try, “Looks like you’re wet and cold. What can we do differently tomorrow so this doesn’t happen again?”

These small conversations build responsibility without shame. Children learn that mistakes aren’t fatal; they’re stepping stones. And they learn that you’re willing to help them think through better strategies — which is exactly the skill they’ll need when you’re not around to rescue them.

3. Coach, Don’t Control

Our role isn’t to coerce compliance but to coach competence. Coaching means guiding with patience, encouragement, and high expectations. It’s sitting beside your child at the homework table and asking, “What’s your plan to get started?” rather than standing over them with threats.

Force creates resistance. Coaching opens up the possibility of growth. It allows kids to build the inner compass they’ll need long after childhood.

This isn’t about bubble-wrapping our children. We aren’t trying to protect them from hard things. Life will bring plenty of natural challenges. But home should be their safe base — the place where they know someone always has their back.

Trends like FAFO parenting may grab attention online, but they miss the heart of what our children need most: **connection before correction**. When kids know they’re loved, supported, and guided through challenges, they don’t just become obedient — they become **resilient**, kind, and capable human beings.

Student Attendance



8:29

Too Early



8:50

On Time



9:01

Too Late



Thank you for **arriving** at school on time!

با تشکر از شما برای ورود به مدرسه در زمان!	شکرا لك على وصولك إلى المدرسة في الوقت المحدد!
समय पर स्कूल पहुंचने के लिए धन्यवाद!	時間通りに学校に到着していただきありがとうございます!
感謝您準時到達學校!	از اینکه به موقع به مدرسه رسیدید متشکریم!

Arriving late to school **interrupts the learning and teaching** for everyone.

دیر رسیدن به مدرسه، یادگیری و تدریس را برای همه قطع می کند.	یؤدي الوصول متأخرا إلى المدرسة إلى مقاطعة التعلم والتعليم للجميع.
स्कूल देर से पहुंचने से सभी के लिए सीखने और पढ़ाने में बाधा आती है।	学校に遅れて到着すると、全員の学習と教育が中断されます。
返學遲到會打斷每個人嘅學習同教學。	دیر رسیدن به مدرسه یادگیری و آموزش را برای همه مختل می کند.

Be at School **Every Day**. All Day. All the way!

Being On time to school really does matter

If your child is late everyday...	Learning time lost approximately...
5 Minutes	3 Days from school
10 minutes	5 Days from school
15 Minutes	8 Days from school

2025 Chess Tournament

Term 3 brought excitement for all of Strathaird's chess enthusiasts with our annual Chess Tournament! This year, 64 of our most passionate young players competed, showcasing their skills and strategic thinking over several weeks.

As the tournament progressed, the competition grew fiercer, with intense matches narrowing the field down to the final players in the last weeks of Term 3. The semi-finals were especially thrilling, keeping everyone on the edge of their seats as the finalists were decided.

In the grand final, Patrick from 6D faced off against his best friend James from 6A. Patrick triumphed, improving on his 2nd place finish last year to become the 2025 Chess Champion!

Congratulations to Patrick and all the students who participated this year. We look forward to seeing everyone back next year for another exciting tournament.

For those eager to keep their chess skills sharp, our Thursday recess chess club is open to all students 3- 6 this term—come along and join the fun!



Athletics Success

DIVISIONAL ATHLETICS COMPETITION

Last term 50 of our students represented Strathaird Primary School at the District Athletics Interschool competition. We competed against 7 other schools at Casey Fields Athletics Track. We had many students from SPS achieve fantastic results, achieving many 1st, 2nd and 3rd ribbons across a variety of events. Those that didn't get a ribbon competed to the best of their ability showing pride and dedication towards achieving their best. Overall we had 19 students place 1st and 2nd which advanced them to the next Divisional level. **As a school we were also very successful placing 2ND overall. The points are calculated on the placings of all our students. It has been a few years since we have achieved such a high placing so we were very proud to receive the second pennant flag for our gym wall.**



Triple Jump



Hurdles & 200m



Shot put & discus



Discus and Shot Put



Triple Jump



200m



200m & Discus



200m



Relay under 11



Relay under 11

Athletics Success cont.....

DIVISIONAL ATHLETICS COMPETITION

Last Wednesday 19 students attended the Casey Fields Athletics track and competed at the Divisional level in their Athletics event. The competition gets stronger each level with this competition being for the children who placed 1st or second across 8 districts. Once again our students competed with pride and dedication to achieve their best. We had 5 children advance to the Regional finals which are held next Wednesday at Casey Fields and we wish these children the best of luck.



Ali won his shot put in the Under 12 age group.

Ashlea, A'Vah-Leigh, Peyton and Charlene competed in the Under 11 4* 100m relay and placed 2nd.

We look forward to hearing and celebrating their achievements in our next newsletter and at our senior assembly in a few weeks after they have competed.

2026 Prep Enrolment

The poster features a vibrant blue background adorned with several stylized, multi-colored rainbows in shades of yellow, orange, pink, and teal. These rainbows are positioned around the central text, creating a cheerful and inviting border.

DO YOU HAVE A
CHILD STARTING PREP
AT STRATHAIRD
PRIMARY IN 2026

We are offering our 2026 Prep places in week
1 next term (From 25th July)

if you have not enrolled and would
like be enrol at our School, Please
contact the office asap.

Would you like a tour?
Do you have any questions?
Do you have any concerns?

Please contact Sharon McMahon at the
office on 9705 3800 or email
enrolments@strathairdps.vic.gov.au

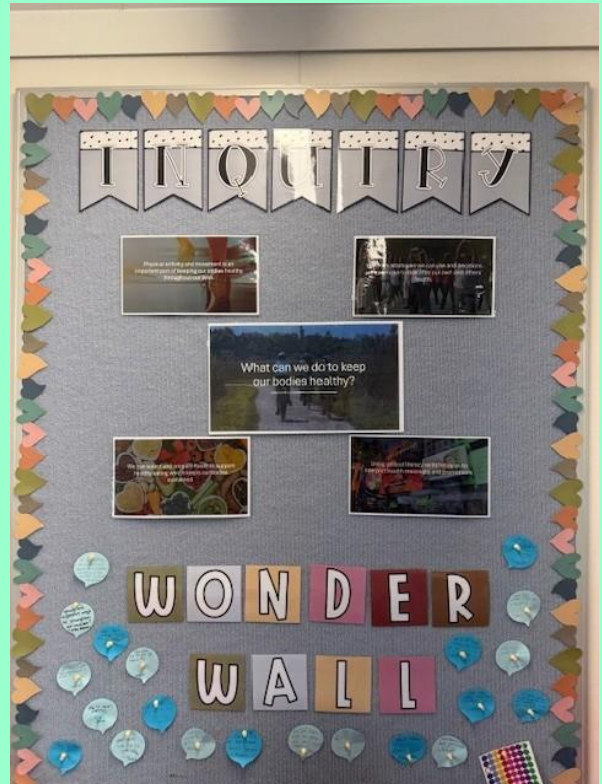
Grade 3

This term in Inquiry, Grade 3 students are exploring the question:

"What can we do to keep our bodies healthy?"

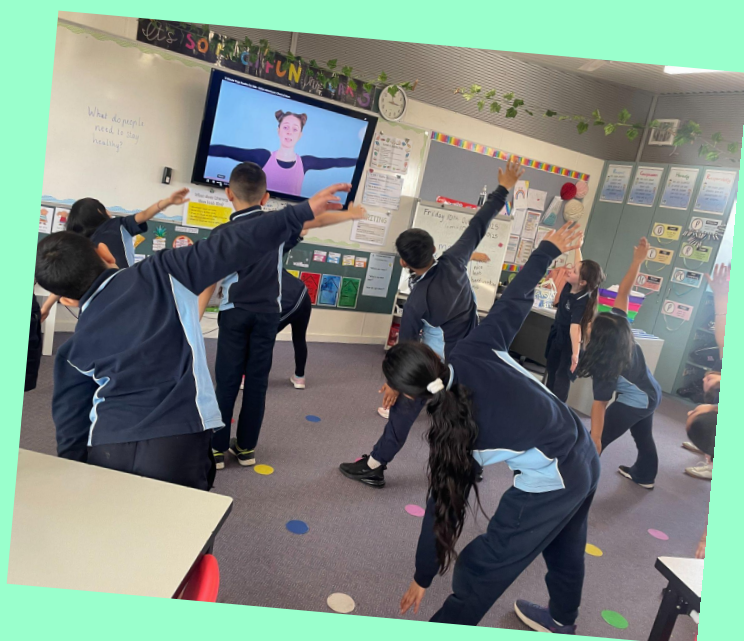
They are investigating...

- Different strategies and choices that support both their own health and the wellbeing of others.
- Physical activity and movement play a vital role in maintaining a healthy body throughout our lives.
- Healthy eating habits, including selecting and preparing nutritious foods, help to sustain our bodies.
- Critical literacy skills enable students to better understand and evaluate health messages and promotions they encounter.





To begin their learning journey, students ‘tuned in’ by exploring the concept of *movement* and how it relates to health. They participated in various outdoor games and activities that encouraged physical movement and positive peer interaction.





SUSTAINABILITY NEWS



ResourceSmart
Schools

Strathaird Primary is a rubbish free school and therefore we encourage rubbish free lunches. Packing a rubbish free lunch does take a bit more time, but they are healthier for the students and the environment. They are cheaper too!



Rubbish Free Lunch Ideas

- | | |
|---|--|
| <ul style="list-style-type: none">■ Fruit – there is a wide variety in season now■ Vegetables- Cucumber, carrot, tomato, snow peas■ Dried fruit – apricots, sultanas, mango, pear■ Sweet potato or potato homemade chips■ Burger, fish, chicken, vege■ Sandwiches with no wrapper■ Homemade food -cupcakes, muffins, biscuits, slices, granola bars■ Boiled eggs■ Cheese cubes | <ul style="list-style-type: none">■ Bento boxes with lots of compartments■ Options for chips and packaged food –buy a big sized packet or box and bring a few each day.■ Alternative to cling wrap (if really needed) – use foil (recycle), use containers, kitchen paper wrap, beeswax wrap■ Alternative to yogurt tubes – buy a big tub of yogurt and put in a reusable container. Spoon – metal or bamboo■ Leftovers from dinner in a thermos flask |
|---|--|



KEEP PLATYPUS SAFE FROM LOOPY LITTER



Litter continues to be a huge issue for our wildlife. Click on the link below to read about how loopy litter is affecting Melbourne's platypus and what you can do to help.

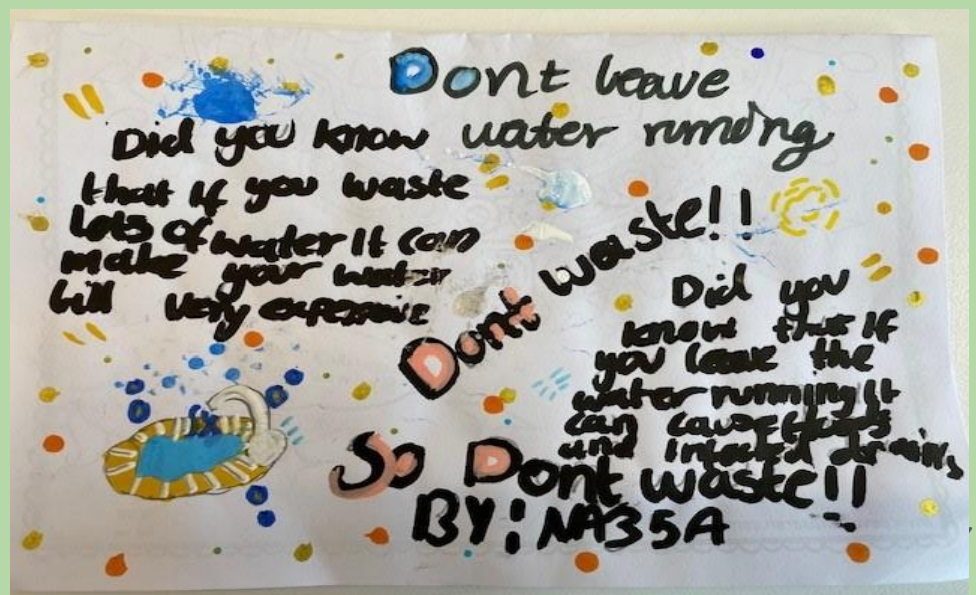
<https://www.facebook.com/share/p/1LVWZ9Uhw/?mibextid=wwXlfr>

Bottle Cap recycling

Thanks to those who continue to drop off bottle caps to the office or Cubby for recycling. Just a reminder that bottle caps need to be clean and dry.



A message from the Green Team to help you **SAVE WATER** at home, school and when out and about.



Sentral for Parents App

The **Sentral for Parents** app allows families to:

- view academic reports
- explain past and upcoming student absences
- view calendar events
- book parent/teacher interviews
- receive sick bay notifications
- view school newsletters

as well as receive real-time notifications and messages from the school



Instructions for accessing the Sentral for Parent App

1. **Download** the 'Sentral for Parents' app. Depending on your device, visit either the Apple App Store, or the Google Play Store.
2. **Search** for Strathaird Primary School. Tap Next.
3. **Sign in** using your Sentral username (your registered email address) and password (that you created when Registering). Tap Log In.
4. You are now ready to start using the app.

If you have never registered on Sentral:

1. Click register here to register a new account. It will ask you to create a user name and password. Enter your email address as your username and create your own password. You will receive a verification email which **MUST** be verified in order to continue.
2. Once verified, log back into the app and use the access key provided by the school to link to your child's details. *The access key will be created for you once your child is attending.*

For a quick overview on how to access the Parent Portal, please watch this short video.

<https://vimeo.com/sentraleducation/review/431752138/968dcb15a8>

If you have questions about using the app, or need some extra help then please browse the list of FAQs at

<https://info.sentral.com.au/new-app-getting-started> or contact us for assistance.



Important Parent Resources

PROTECT

Everyone has the right to be safe and be protected from abuse.

No one should behave in a way that makes you feel unsafe or afraid, including anyone in your family, anyone at school or anywhere else in the community.

Tell a teacher or any adult at your school if you feel unsafe.



It's everyone's responsibility.

Adults at school must listen and respond to concerns about child abuse.

If you suspect abuse of any child or young person, you have a responsibility to report it, even if you are not sure.

Further information & resources
www.education.vic.gov.au/protect



Attendance

Please ensure your children are at school on time. Students should be at their class by 8.50am ready to begin class by 9am.

If your child is absent, please notify the school through the Parent Portal on Sentral or call the admin on 9705 3800.

Every Minute Counts

Minutes late each school day	5 minutes	• 3 days lost
	10 minutes	• 6.5 days lost
	15 minutes	• 10 days lost
	20 minutes	• 13 days lost
	30 minutes	• 19 days lost

In a school Year



Top 5 online safety tips for kids

1

Set up your device to protect your information.

2

Explore safely & tell an adult if you see anything online that makes you feel yuck.

3

Limit who can contact you when you're playing games.

4

Stop all contact with anyone online who asks you to do anything you don't want to do. Report and block them.

5

Ask for help if anything online is bothering you.



How to report cyberbullying material

1

Report the cyberbullying material to the social media service



2

Collect evidence
copy URLs or take screenshots of the material



If the content is not removed within 48 hours apply steps 3 and 4

3

Report it
esafety.gov.au/report



4

Block the person and talk to someone you trust



If you are in immediate danger, call 000 (triple zero)
If you need to talk to someone, visit kidshelpline.com.au or call them on 1800 55 1800, 24 hours a day 7 days a week

Make good choices



Why do you like it?



Use devices near a grown-up



Time's up



Make good choices

Help children to think about the content they watch and how to manage their time on screens.

Message 1: Why do you like it?

Choosing to say kind things when connecting online is a life-long skill that can help prevent cyberbullying later on. The screen image can be a stimulus to discuss the types of things you should do when video calling, like saying hello with a smile.

Message 2: Use devices near a grown-up

Children need to be aware that digital technologies should be used with a grown-up nearby and in a shared space. Children should get used to the idea, from an early age, that devices should not be used in bedrooms.

Message 3: Time's up.

It is important to discuss with children how they will know when it's time to turn devices off and how they will transition to another activity.

Key questions when discussing this poster could include:

- What do you like to play on devices? What makes you like it?
- Where are these people using devices? Where are you allowed to use them?
- Have you ever been told you have been playing on a device for too long? How do you feel when that happens? What do you usually do?

Be safe



Play with the games and apps that are yours



Only talk with people you know



Some things should be kept private



Be safe

Help children understand personal information and how it can be protected.

Message 1: Play with the games and apps that are yours.

Devices should be set up so children know which content is for them and that other games, programs or apps may not be suitable for them. The screen image shows the folder where the little girl can find the games and apps just for her use.

Message 2: Only talk with people you know.

This picture reminds children that they should only video call when a grown-up is helping them, and only speak to people they know.

Message 3 - Some things should be kept private.

In this picture the boys are creating an avatar with their Grandad. Avatars can be a practical way of showing children how they can keep their real name and identity private by creating a character to represent themselves in games.

Key questions when discussing this poster could include:

- Do you play on your Mum or Dad's phone, tablet or computer? Do you have a special place for your games and apps? How do you know what is yours?
- Do you talk on the computer to your friends and family? Who helps you?
- Why do you think the boy in the last picture looks confused? If you were going to create an avatar for yourself what would it look like? Why?

Be kind



Say kind things



Take turns



Ask before you take a photo



Be kind

Teach children to be kind and respectful in digital contexts.

Message 1: Say kind things

Choosing to say kind things when connecting online is a life-long skill that can help prevent cyberbullying later on. The screen image can be a stimulus to discuss the types of things you should do when video calling, like saying hello with a smile.

Message 2: Take turns

Taking turns is a good way of managing time on screens and building self-regulation skills. The child in the background of this picture is sad because they have been left out of the game.

Message 3: Ask before you take a photo.

The little boy in is taking a photo of himself with his family. The screen image depicts another time when he is asking his family if they would like to be in the photo.

Key questions when discussing this poster could include:

- Have you ever called your family or friends on a computer or tablet like the people in the first photo? What do you think they are saying? How do you know?
- Why do you think the boy in the middle photo looks sad? What could they do to stop him feeling sad?
- Do you always ask someone if it is OK to take their photo before you take it? Why?

Ask for help



Tell a grown-up



Check before you tap



You won't get in trouble



Ask for help

Teach children to ask a trusted grown-up for help with any issue using digital technologies.

Message 1: Tell a grown-up.

It is really important for children to know that if something makes them feel worried, scared or sad when they are using a device they should tell a grown-up.

Message 2: Check before you tap.

Before children use a device, they should ask a grown-up. The picture shows the little boy asking if he can play a new video he has not seen before.

Message 3: You won't get in trouble.

When children are playing with digital technology often things happen that they didn't expect. It can be the same for grown-ups too! Children need to know that if something unexpected happens, they should tell a grown-up. They should be assured that the grown-up will know it was important for the child to share the problem even if it happened because they made a mistake.

Key questions when discussing this poster could include:

- Have you ever seen something that made you feel worried, scared or sad when you were playing on a tablet? Who would you tell? What do you think they would say?
- Who do you ask before you play, watch or tap on something new on a device?

Our Vision Statement and Mission

VISION STATEMENT AND MISSION

To empower students to strive for personal achievement, embrace challenges and develop the skills and values that enable them to become lifelong learners and engaged responsible citizens in an ever changing global society.



Honesty

We are truthful in what we say and do, people can rely on us and trust us .



Strathaird



Primary School

Responsibility

We make good choices and are accountable for our actions .



**School
Values**
PROGRAM



Respect

We value people's worth and qualities and treat them in a polite and friendly manner.



Compassion

We care about others, we treat them with kindness and we help people when they are in need .