



20 July 2022

THE PRINCIPAL

COVID update

As you would be aware COVID cases have been rising rapidly throughout Victoria in recent weeks. In addition to that, there is influenza and other illnesses circulating through communities.

It is vitally important that we all work together to try to limit the impact of illness on our students and staff so that school can be as normal as possible and we can maximize learning opportunities.

Masks

Face masks are one important way of protecting each other by reducing transmission and they are now strongly recommended by the Victorian Department of Health to be worn indoors at school.

It is an *expectation* that staff and students aged 8 and over wear masks from now until the end of winter. Most of our staff have been wearing masks since returning to school last week. Students will not be sanctioned if they don't wear a mask but we **are asking parents to please work with us to ensure their children wear masks indoors at school (unless they have an exemption).** ***This collective effort from the School Community will provide protection every day for our staff to continue working and our students to continue their learning.***

Wearing masks is a simple step we can all take this winter to reduce the number of COVID-19 cases and ensure our schools are as safe as possible.



If your child is showing COVID or flu like symptoms they must not come to school. Anyone in your household with cold and flu symptoms should get RAT tested for COVID-19 and remain at home until their symptoms have resolved.

RATS distribution

Parents should be using RAT tests to test their children whenever they have symptoms or if they are coming to school as 'household contacts'. Parents can collect a supply of RAT tests from school for their children **this Friday 22 July from 8.15 a.m.**

What to do if your child tests positive on a RAT/PCR:

*If a family member, including children, receives a positive test at any time, you must report this through the Department of Health system <https://www.coronavirus.vic.gov.au/rapid-antigen-tests> or via the coronavirus hotline at 1800 675 398.

*Students who are positive cases must isolate and not come to school until the 7 day isolation period is completed.

*Parents must report a positive result to the School Office.

What to do if your child is a household contact:

If your child is a household contact, they can come to school but are required to test negative using a Rapid Antigen test on at least 5 out of 7 days. Your child must wear a mask at school and you need to notify the Office that your child is a household contact.



Chocolate Drive

A big thank you to all families who participated in the Chocolate Drive and contributed to a successful fundraising event. A huge thank you to the members of the Parents and Friends who did an incredible amount of work to run this event. Congratulations to Emerald Cini and Bentley Kemp who both received a \$50 gift card and certificate for selling 7 boxes each. Congratulations to Millie and Archer Marion for being drawn to win the 10kg block of chocolate (WOW!).

School Production—Caught Between the Pages

Strathaird Primary School and IRock Music School are presenting the Years 3-6 Musical—Caught Between the Pages on 10 August, 2022 at Bunjil Place Theatre. We are very excited to announce that tickets for are now on sale through the Bunjil Place Theatre website.

Please visit: <https://www.bunjilplace.com.au/strathaird-primary-school-caught-between-pages> to purchase your tickets.

Years 3-6 students in the production DO NOT require a ticket, as they will be backstage for the entire show.

Curriculum Day

There will be a Curriculum Day on **Friday 12 August** and therefore there will be no school for students on that day.

Community Reading

Later this term we are hoping to re-introduce Community Reading for Prep-2. Community Reading is a valuable program where parents who have undertaken a training session can come to their child's class at 8.50 a.m. in the mornings and read with individual children in the class. Children enjoy being able to read with an adult every morning and this also helps them to further practice their reading skills. Having parents come in to the class is also great support for Class Teachers. All parents who would like to participate in Community Reading will need to complete the training session being run by Mr Inturrisi, whether they have completed it in the past or not. In the next newsletter we will advise you of the training date.

PREP ENROLMENTS ARE NOW OPEN FOR 2023

Please enrol your children early! Enrolment of Prep students for 2023 has commenced. Enrolment is dependent on the provision of proof of age such as a Birth Certificate and an Immunisation Certificate from the Australian Immunisation Register. Prep students must turn 5 by the 30th April 2023. Enrolment forms are available from the office. If you are aware of families intending to enrol students at Strathaird Primary School for 2023 can you please pass this information on.



Child safety and wellbeing at Strathaird Primary School information for families and the school community

The Victorian Government has announced new [Child Safe Standards](#) to further strengthen child safety across organisations, including schools. The new standards recognise the critical importance of families and the broader school community in maintaining and promoting child safety and wellbeing.

Strathaird Primary school has reviewed and updated our child safety policies and procedures to ensure they meet the requirements of the new standards. These are available to view on the school website on: www.strathairdps.vic.edu.au.

We are committed to continuous improvement in our approach to child safety and wellbeing and welcome feedback from families and members of our school community on ways we can further strengthen our child safety policies, procedures and practices.

If you have any suggestions, comments or questions, please contact

Julie Kennedy
Strathaird Primary School Principal

July/August 2022

Monday 18th Gr 1 Author Incursion 2nd Hand Uniform Stall @ 8.45am	Tuesday 19th Canteen Gr 2 Rockpool Incursion	Wednesday 20th Gr 5 Camp Due to be paid in full	Thursday 21st Canteen	Friday 22nd Canteen No Assembly due to production rehearsal P-2 Electives	Sat 23rd & Sun 24th
Monday 25th Gr 4 Hooptime— Cancelled Parent and Friends meeting 9am	Tuesday 26th Canteen	Wednesday 27th Bookclub due today	Thursday 28th Canteen	Friday 29th Canteen P-2 Assembly 3-6 Electives	Sat 30th & Sun 31st
Monday 1st August Grade 4 Camp \$ Due P-2 Swimming	Tuesday 2nd Canteen Grade 4 Camp Gr 5 Camp Info Night 5pm	Wednesday 3rd Grade 4 Camp	Thursday 4th Canteen	Friday 5th Canteen No Assembly due to production rehearsal P-2 Electives 3-6 Dress rehearsal in Gym	Sat 6th & Sun 7th
Monday 8th	Tuesday 9th Canteen School Council 7pm	Wednesday 10th School production Rehearsal Day School Production	Thursday 11th Canteen	Friday 12th Curriculum Day—No students at school	Sat 13th & Sun 14th



Student OF THE WEEK

Congratulations to the following students who have been awarded
student of the week

Junior School

Prep A
Minh-Anh
Prep B
Aron
Prep C
Liarna
Prep D
Michael
Prep E
Heavenly-Rose
Prep F
Andre
Prep G
Lina

Grade 1A
Mia
Grade 1B
-
Grade 1C
Zahra Z
Grade 1D
Ismail
Grade 1E
Hammad
Grade 1F
William

Grade 2A
-
Grade 2B
Colin
Grade 2C
Samim
Grade 2D
Tarquin
Grade 2E
Cleo



Specialist

Auslan
4C, 6C, 2E
5D and 6D
Senior PE
5D & 6D
Performing Arts
1B

Senior School

Grade 3A
Jethro
Grade 3B
-
Grade 3C
Josephine
Grade 3D
Sara A

Grade 4A
-
Grade 4B
Riaan
Grade 4C
Lincoln
Grade 4D
Mehdi
Grade 4E
Sahas

Grade 5A
Mitchell
Grade 5B
-
Grade 5C
Mia G
Grade 5D
Roya

Grade 6A
Keziah
Grade 6B
Ruel
Grade 6C
Josef M
Grade 6D
-
Grade 6E
-



Wisdom



Respect



Self Esteem



Happiness

VICTORIAN HIGH ABILITIES PROGRAM (VHAP) - SEMESTER 1 2022

The Victorian High Abilities Program (VHAP) was introduced into schools by the Victorian Education Department during the 2020 school year. Since its inception, Strathaird Primary School has provided the opportunity for 58 students to access this wonderful program, with 33 students already completing VHAP English and a further 20 having participated in VHAP Maths. This special program recognises students who are achieving at advanced levels and provides experiences aimed towards challenging and extending their thinking. Strathaird Primary School students have had worked alongside other like-minded students both from within our school and those attending several other local schools. Weekly classes have been facilitated online by specialist high abilities teachers throughout each term.

Congratulations to Parth, who completed the VHAP Maths course during Term 1. He certainly proved himself to be a highly independent worker who chose to make the most of every session he attended and worked hard to complete each of the assigned homework tasks. Annalise, Oliver and Riza then completed the Primary Maths course throughout Term 2, working hard to gain maximum benefit from each lesson.

All of the students studied and refined conjectures, learned about the rules of divisibility and used ancient number systems such as Roman and Egyptian numerals. They identified and applied patterns, compared base-10 number systems and investigated place value in different numeral systems, including binary. The program explored the use of ciphers and encryption, and by the conclusion of the course students created their own secret message to share, testing whether others in the group could manage to break their code!

Primary Maths; Parth (6C), Oliver (6C), Riza (6C) & Annalise (5A)



VICTORIAN HIGH ABILITIES PROGRAM (VHAP) - SEMESTER 1 2022

Another 8 students participated in the Primary English program throughout Term 2. The group learnt about the power of writing, monomyth structure, character archetypes and how to create shadow characters. They studied the impact of genre mash-up and metaphors, worked with different types of narration, pathetic fallacy and discovered the purpose of comedy. They worked over several lessons to create a wonderful writing piece, using great detail and applying what they had learnt during the course, before sharing their work with the group. Congratulations to these students for being selected to participate in the VHAP English sessions.

Primary English; Gayathri (6C), Harper (6C), Wyatt (6E), Sammie (5B), Izabela (5C), Marcelino (5D), Lexy (5A) & Neda (5A)



I would like to take this opportunity to congratulate these amazing students for their commitment to participating in the program and working to achieve as much from the experience as possible. Hopefully, the time spent working within the program has inspired you to continue trying new things and to regularly find ways to challenge yourself. You should all be VERY proud of your achievements!

I look forward to working with the current group of 15 high abilities students who are just beginning their VHAP journey for Term 3.

Michelle Stott

High Abilities Practice Leader

Sustainability News

ResourceSmart
Schools



Marine Ambassadors Report—Teaching Preps about the Ocean.

By Lyra and Azariah Marine Ambassadors for the Great Southern Reef.

Hi! We're the Marine Ambassadors. We are writing to tell you about the lessons we have been doing with the Preps. To start we have been doing 3 different activities with the Preps. One activity is about different sea creatures and we have been teaching the preps about the cool way a sea star eats and how a decorator crab decorates itself with sea weed to camouflage. We always make sure the Preps are involved in the activities by picking volunteers and getting them to do actions.

We make sure each student has at least one go each.



Our second activity is beach combing and the children pick up and talk about different things found on the beach such as shells, sea sponges and plastic bottles. We teach them how kelp forests grow up to 40m in length!

The third activity is when 2 Marine Ambassadors pretend to be dolphins looking for food in a sea of rubbish. We use this to teach children how rubbish gets into the ocean and some things they can do about it.



Some feedback the Preps gave the Marine Ambassadors.....

“I wonder what a fish egg looks like?” Evie Prep D

Cooper Prep D “I liked learning about sharks”

“Leave what you see on the beach at the beach” Cooper Prep D

Mehria Prep D “Balloons and plastic are bad for earth”

Hugo Prep D “You can use bubbles instead of balloons”

Andrew Prep D “You can use paper decorations.”

Plastic straws are not good for our earth so we should not have them. Instead we can use metal straws, paper straws or take no straw at all.

“A bottle dropped at our school can get in the ocean by being blown into the drains and then going into the pipes and it gets into the ocean.” By Layla Prep D

Well done Ambassadors for amazing work teaching 7 lessons!

Amazing learning from the Preps, great listening, participating and reflecting on their learning.

Kites on a windy Day Prep G Sustainability

On a very windy last day of Term 2 Prep G made some kites using re-used plastic shopping bags, string and streamers. We then had a terrific time flying our kites in the wind. Some cheeky kites even decided to take off across the school but we wouldn't let them go! Fun had by all!



CELEBRATING NAIDOC WEEK

On the 17th of June, Strathaird Primary School celebrated NAIDOC week. Students learnt about the history and culture of Indigenous and Torres Strait Island people. As part of our celebrations Grade 3 students learnt about the different symbols used in their story telling. We viewed interviews of artists who have designed sporting jerseys and listened to the reasons on why specific symbols were chosen. Here are some of our designs.



GRADE 3 AMAZING AUTHORS

Micro Stories Writing Competition

Students had to write a 100 word story that began with the word 'suddenly'. Here are some of the short stories from our students who entered this competition.

The Mystery Day

Suddenly it was raining cats and dogs out of the sky. Spaceships circling all around the building. Zombies floating up in the sky while everyone is running in circles ten times every minute. Aliens putting signs all around the building. Caution all around the zombies werewolves eating everything in sight. The sun is shining so lightly that everyone is getting blind. Know one could survive the building was destroyed to tiny pieces whoever was left would be gone in one second. Oh no trees fell on the last peron on earth earth even exploded it went up and disappered forever. - Ella 3A

Suddenly, the black door of a limousine opened, revealing a man in a black suit. Everybody bounded to escape his sight, however one man was caught in the fuss and thrown backwards. The man in the suit stepped towards the man. He put his hand on his holster, preparing to slip out his weapon any second. "You have no business here!" The man screeched while he dusted himself off. "Are you sure?" The man in the suit asked evilly. "Yes," the man snapped, turning to leave. In one quick movement he pulled out his gun, raised it and then fired.

- Gabriel 3A

a strange kaboom! - Ryan 3A

Suddenly KABOOM! The factory exploded! Every one was shocked and curios the kaboom has been hapaning every were lately no one knows why? A few days later the city was destroyed because of the kabooms. Every one was dead no one lived, only one person lived wich was named jonathan. And every person that was dead was a . . . ZOMBIE! He grabed all he could wich was supplies and weapons. He fought as hard as he could but . . . in the end he dead to! the world was like a baron waste land and their was not much life left. The end.

Suddenly a spaceship landed in the middle of strathairds discovery garden. Aliens surrounding the whole school only two kids left that arent DEAD! Their names were Lilyann and Jacob they were two fearful friends. Jacob was trying to lock the door while Lilyann was looking out the window. Lilyann I don't think thats working " yelled Jacob. The aliens were coming no escape left they kept saying come come come. They thought they couldn't survive it but somthing happend. The aliens turned around they look at there master then they said. Hello master hello master over again then they attacked us!!! - Harper 3A



Explanation Texts:

An explanation text is a piece of non-fiction writing that explains a process or event in a detailed but simple way. Students chose a selected topic, researched some information and followed the writing process to publish their text.

How Do Water Cycles Work?

A water cycle is made from water. A water **cycle** keeps on repeating like other cycles. Now let me tell you how water cycles work and how they create rain.

When a cloud is over a river, lake, ocean or a sea then the water will **evaporate**. After the water evaporates it will go into the cloud. The tiny droplets from the water connect with other **water droplets** to get bigger. This is called **condensation**. After the **water droplets** are too heavy and are big **enough** it will make rain. This is called **precipitation**.

Glossary

Evaporation: A cloud sucking a bit of water to its self which is invisible.

Condensation: Condensation is tiny droplets that connect to get bigger.

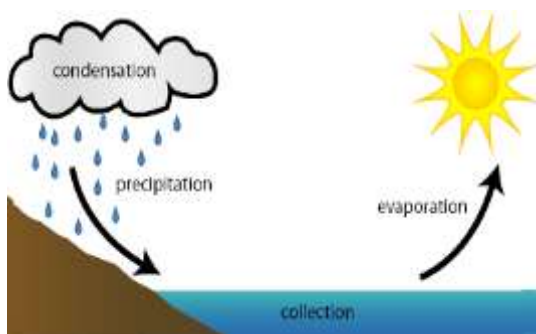
Precipitation: Water that falls to the ground as rain, snow, sleet, or hail

Water droplets: Small droplets that connect to create rain.

Enough: To stop doing something.

Cycle: Something that keeps repeating.

- Zainab, 3D



How Animals Adapt

Adaption is an interesting characteristic that animals use to survive in the wild so that they can be safe. Animals like frogs adapt because they use camouflage so that they can protect themselves.

Camouflage is an example of adapting because animals blend in with their environment to avoid getting eaten. Adaption is the physical way animals change to adapt to their environment. Animals use their surroundings to help them survive.

Another example of adaption is like how a polar bear survives in the cold. They survive because of their layers of skin to keep them warm. Orcas use their oil to survive in the cold water and stay warm and dry.



Adaption is basically how animals use their environment to keep them safe. Some use it to camouflage, some use it to hunt and most use it to find food and shelter.

This Photo by Unknown

Animals or amphibians need to adapt. Even rats and insects need to adapt to their environment. Insects need places like abandoned tunnels, old houses, old tyres and old pieces of a shed to shelter from the weather. Rats need places to hide from their predators.



RITCHIES IGA + LIQUOR

We have some exciting news to share, we have a new Look Ritchies card and App with new features & exciting offers.

Please note from 20th July

All members will be required to log into their account at

<https://loyalty.ritchies.com.au>

to update their account. Please then pick our school as the nominated club to receive the ritchies benefits.

Ritchies App users will receive an update notification – simply update your app and complete the required fields.

FREE KIDS DENTAL

(Medicare Bulk Bill for eligible children under the Child Dental Benefits Scheme)



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LATE FOR SCHOOL?

CHILDREN LEARN BEST AT THE START OF THE DAY

If your child misses....	That Equals...	Which is...	Over 13 years of schooling that is.....
10 minutes a Day	50 minutes a Week	1.5 Weeks per Year	Nearly <u>1/2 Year</u> of lost learning
20 minutes a Day	1 hour 40 minutes a Week	2.5 Weeks per year	Nearly <u>1 Year</u> of lost learning
30 minutes a day	1/2 a Day a Week	4 Weeks per year	Nearly <u>1.5 Years</u> of lost learning
1 hour a Day	1 day a Week	8 Weeks per year	Nearly <u>2.5 Years</u> of lost learning

Support your child's success. Make sure they attend school, all day, every day!

EVERY MINUTE COUNTS!



Strathaird Parents Friends



Save the date -

- 25th July - SPF Meeting @ 9am
- 29th August - Fathers Day Stalls
- 30th August - Fathers Day Stalls

Uniform Donations

Just a reminder, if you have any uniforms to donate for our second hand stall, please drop them to the office. We have blue donation bins for you to put them in.



Chocolate Drive Winners

Thank you to everyone who had opted in to sell a box of chocolates for our school. We sold 150 boxes which is amazing. We had two families who sold 7 boxes. They both have won a \$50 voucher and give a certificate. Congratulations and thank you to Emerald Cini Prep A and Bentley Kemp Prep E for an amazing job selling so many boxes of chocolates.

All families who sold a box and had the money back by the due date went in the draw to win a 10kg block of chocolate. the winner of this was the Marion family. Archer and Millie will be eating chocolate for many weeks to come.



Next Meeting

Our next meeting will be held in the Before & After School Care Room on Monday 25th July at 9am- Everyone Welcome



**SOMETHING
EXCITING IS
COMING....**

**BOOK WEEK PARADE
WEDNESDAY 17TH
AUGUST**

MORE DETAILS COMING HOME SOON!





Zooper Doooper Days!

Only \$1

**STARTING FROM THE 9TH OF MAY.
AVAILABLE ON MONDAYS AND WEDNESDAYS
FROM OUTSIDE THE BER ROOM.
ALL FUNDS GO TO GRADE
6 GRADUATION**



Help kids tap into their inner resources

by Michael Grose



Maurice Balson, author of *Becoming Better Parents* constantly reminded parents, “If you want your child to be resourceful you need to put them in positions to develop their resources.” Balson’s resourcefulness message is just as apt today. Coping with change, dealing with small losses, handling rejection and overcoming disappointment are the types of experiences that build a child’s or young person’s inner resources. Developing resourcefulness is the appropriate approach to take when considering the disruptive impact that coronavirus is having on kids’ lives. A child who is struggling to come to grips with the changes brought about by the pandemic initially needs an emphatic, supportive approach. They also need encouragement to tap into their inner resources to help them manage the hard times.

The following examples will help you to understand how to develop your child or young person’s inner resources.

Give them a chance to be resourceful

Harry, age 10 often leaves his lunch at home. His father, who works from home, won’t take forgotten items to school. Harry either misses lunch or persuades his friends to share their lunches with him. Either way, when Harry leaves his lunch at home he’s forced to rely on his emotional or physical resourcefulness to get by. And he does.

Catch them being resourceful

A child’s behaviours that gain a parent’s attention generally expand. Highlight a child’s good manners, acts of kindness or honesty and you’re more likely to get a repeat of those behaviours. Positive parental recognition is a high motivator for most kids. To encourage your child’s resourcefulness, focus your attention and positive comments on acts of resourcefulness and resilience they exhibit.

Encourage creativity

Sylvia, age 13 walked to school each day, saving her bus fare to spend on clothes that were out of reach of her parents’ budget. Sylvia found a way to overcome her money problem in her own way. Children and young people usually come up with very creative solutions when they’re allowed to own their problems.

Develop coping skills

Kids rely on their coping skills to help them manage their emotional states when life throws them curve balls. Build your child’s set of coping skills through direct teaching, modelling and discussion. Humour, distraction, relaxation, exercise, play and thought-distancing are some of the more common coping skills kids can use to help them tolerate their difficult feelings.

The resourcefulness a child develops when they experience adversity doesn’t desert them when life returns to normal. It waits in the background, ready to be drawn upon again when hardships, frustrations and difficulties come their way.



In primary school, some students **miss** on average **3 weeks** of school per year. That's **half a year** of school by the end of **year 6.**



EVERY DAY COUNTS

Primary school attendance

Going to school every day is the single most important part of your child's education. Students learn new things at school every day – missing school puts them behind.

Why it's important

We all want our students to get a great education, and the building blocks for a great education begin with students coming to school each and every day.

If students miss school regularly, they miss out on learning the fundamental skills that will set them up for success in the later years of school.

There is no safe number of days for missing school – each day a student misses puts them behind, and can affect their educational outcomes.

Each missed day is associated with progressively lower achievement in numeracy, writing and reading.

Getting in early

Attendance patterns are established early – a child regularly missing days in kindergarten or in the early years of school will often continue to miss classes in the later years, and receive lower test scores than their classmates. It's vital that students go to school every day – even in the early years of primary school.

What we can do

The main reasons for absence are:

Sickness – There are always times when students need to miss school, such as when they're ill. It's vital that they're only away on the days they are genuinely sick, and setting good sleep patterns, eating well and exercising regularly can make a big difference.

It's vital that holidays are planned during school holidays where possible, and not during the term if it can be avoided.

"Day off" – Think twice before letting your child have a "day off" as they could fall behind their classmates – every day counts.

Truancy – This is when students choose not to go to school without their parent's permission. There can be many reasons for truancy. The best way to address this is for schools and parents to work together.

If for any reason your child must miss school, there are things you can do with your school to ensure they don't fall behind:

- Speak with your classroom teacher and find out what work your child needs to do to keep up.

- Develop an absence learning plan with your teacher and ensure your child completes the plan.

Remember, every day counts. If your child must miss school, speak with your classroom teacher as early as possible.

Openly communicating with your child's school about all absences is a good way to prevent attendance issues being escalated to a School Attendance Officer. A School Attendance Officer is a Department of Education and Early Childhood Development Regional Director who has authority to follow up attendance issues. Attendance issues that are escalated can lead to an Infringement Notice.

If you're having attendance issues with your child, please let your classroom teacher know so we can work together to get your child to school every day.

For more information and resources to help address attendance issues, visit: www.education.vic.gov.au/school/parents/behaviour/Pages/studentattendance.aspx

CASEY CATCHMENT WORKSHOP ON SITE AT LAST!

We were all so excited to be able to attend our first Casey Catchment Workshop in over two years! The rain did not dampen the enthusiasm of our Ambassadors, and they began the day with City of Casey staff at an Endeavour Hills Litter Trap to view the litter that flows down the storm drains. The Ambassadors were amazed to learn about the costs involved and the extensive work councils must undertake to trap and recycle the litter discarded in our parks and streets!

After lunch the Ambassadors had a fantastic time at Frog Hollow helping the Friends of Frog Hollow plant native trees. We finished off with a hands-on Healthy Waterways Workshop where Ambassadors took part in a water pollution testing lesson, followed by a hunt for macroinvertebrate species that help to determine the levels of pollution in the Frog Hollow watershed. Many of the Ambassadors commented that they didn't realise helping the environment could be so much fun! Thank you so much to Jen and the staff from the City of Casey for so generously giving up your time today and as always to the fabulous ISIC teachers and parent/carers for transporting the Ambassadors to this brilliant workshop, without all of you these sessions would not be possible!



CLIMATE CHANGE 2022 *We shouldn't think about this year being the hottest in the last 100 years, but the coolest year in the next 100. Climate Change isn't a cliff we fall off, but a slope we slide down. The window for action is closing fast.*

PHILLIP ISLAND WHALE FESTIVAL 1-3 JULY

Come and join us at the fabulous Phillip Island Whale Festival on the second week of the holidays (1-3 July) as we join whale mascots Wanda and Laena to celebrate the annual arrival of some of the ocean's most majestic creatures! Phillip Island's coastal waters play host to Humpback and Southern Right whales and even the occasional Orca! DRI staff will be running some great dolphin and whale ID activities, and you also can learn how to spot whales, meet our researchers, chat to the DRI team at our stall, and this year we are bringing back our 19m inflatable whale for our 'Whale out of Water' program so you can step inside our giant beast! For information head to www.dolphinresearch.org.au or phone on (03) 5979 7100 or on Facebook, and for other online and on-site events head to www.islandwhales.com.au or follow Island Whales on Facebook and Instagram. We can't wait to see you all there!



Make good choices



We are Swoosh and Glide. Here are some tips to keep you safe online.



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 kind

We are Swoosh and Glide. Here are some tips to keep you safe online.



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?

Be safe



We are Swoosh and Glide. Here are some tips to keep you safe online.



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?

Ask for help



We are Swoosh and Glide. Here are some tips to keep you safe online.



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?

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

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



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.

OUR VALUES

We value Wisdom, Respect, Self Esteem and Happiness.

Wisdom – Growth through the acquisition of knowledge skills and experiences. It encompasses the qualities of independence, responsibility and goal setting.

Respect – The valuing of people’s worth and qualities and treating everyone in the school community in a polite and friendly manner. It encompasses the qualities of friendship, cooperation, courtesy, honesty, trustworthiness, compassion and consideration.

Self Esteem – A feeling of self worth and confidence. It encompasses the qualities of confidence, achievement, enthusiasm, patience, and positive attitude.

Happiness – Appreciation of life and ability to see the positives in most situations. It encompasses the qualities of fairness, forgiveness, safety, and kindness.

Our school motto is: Success, Pride, Self Esteem, chosen by school council as fitting attributes that reflect our underlying values.

HOW WE ENACT OUR VISION STATEMENT AND MISSION

School Council provide Governance and direction through School Policies, the school’s Strategic Plan and the implementation of that plan through the Annual Implementation Plans.

The philosophy of our curriculum delivery is based on our vision statement and mission. We promote our values across the school and include specific presentations on values through whole school assemblies.

Extra curricula activities during lunch times include: library time, gardening, music/choir, Years 2 sports fun, chess for grades 3, 4 and grade 5 and 6 camps, are all aimed at developing this philosophy.

