



Newsletter

Term 3 Edition 5

Wednesday 15th September

Message from the principal

Caring / Respecting / Learning



Wow! What a term it has been. To think that on our first day of term we would only have 11 days of face-to-face learning seems incredulous.

To each and every parent/carers, student and staff member of Hastings Primary School, I sincerely thank you for everything you have done during this time. Please enjoy your holidays, time away from screens and focussed on yourself and your wellbeing along with that of your loved ones.

I wish you all a safe holiday and look forward to seeing everyone back onsite in Term 4. I will keep you updated with any information received from DET (Department of Education and Training) during the holidays.

The staff at Hastings Primary School have been very proud of the efforts all students have put in and we hope to see students returning onsite as soon as possible.

Last Day of Term 3

This Friday is the last day of Term 3. We will be finishing off the term with an assembly at 1pm.

Roadmap for Term 4

The first day of Term 4 is **Monday 4th October**. We are still waiting to hear announcements regarding school returning for Term 4.

Please make sure you have the Flexischools application downloaded on your device. Click on the QR code to download Flexischools.



We will continue to communicate with the school community through this platforms during the school holidays.

Keep an eye out on our website and Facebook for any further updates as well.

Term 4 Curriculum Day

Next term we will be having a curriculum day. Students will not need to attend on the following days.

Monday 1st November



Enrolments and Planning for 2022

We have received a number of enrolments over the past few weeks for 2022 students.

Thank you to everyone who has taken the time to fill out their forms and drop off or send in electronic versions. This is very helpful to have an early indication of number for 2022.

We are starting to commence planning for 2022 class structures. If you have a changes in your circumstances that may effect your enrolment next year please advise the school.

You can find the enrolment form on our website next to the information regarding enrolling your student at Hastings Primary School.

Enrolments can be accepted via email along with a copy of birth certificate and immunisation records to hastings.ps@education.vic.gov.au.

Reading For Life

Hastings primary School has teamed up with Learning Links who are offering Online Learning for Parents/Carers so that you can support your Year 1 to 4 students with their reading. Look out for the flyer in today's newsletter.

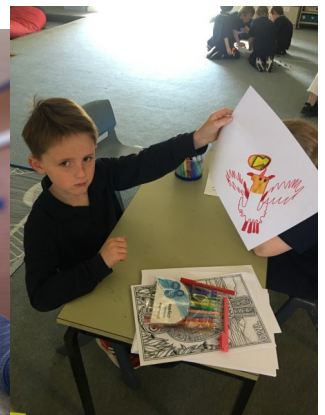
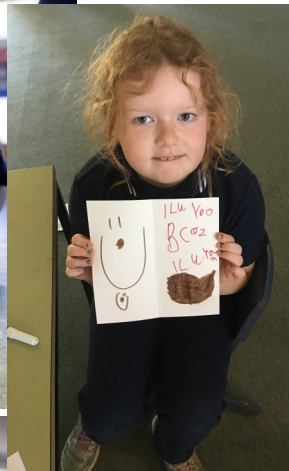
Tu Toa, Kia Kaha –

Stand Strong, Have Strength

Regards, **Simone McDonald Principal**



Onsite Students Pictures





Reading for Life HOME PROGRAMME

The Learning Links Reading for Life Home Program is an initiative where we support parents and carers to deliver a reading program to their child in Years 1 to 4 at home over 15 sessions. Reading for Life is an evidence-based one-on-one literacy support program developed by a team of psychologists, teachers and speech pathologists from Learning Links.

What does each session look like?

- Building a relationship (5 minutes)
- Sight Words (5 minutes)
- Knowledge of Sounds (5 minutes)
- Reading (15 minutes)
- Applying all Skills (10 minutes)
- Celebrating the Effort by completing Communication Book (5 minutes)

What's involved? - Firstly, parents are asked to provide some information about their child prior to the commencement of the program and will be sent a program kit directly to their home. Parents then attend a 3 hour training session conducted via Zoom on various dates through September.

Parents are asked to deliver fifteen 45 minute Reading for Life sessions to their child at home. Throughout the program parents will receive 5 scheduled telephone calls from a Learning Links Provisional Psychologist to discuss any questions about the program, as well as any issues in relation to coping with challenges related to the COVID-19 situation. At the end of the program parents will be invited to complete a survey, so we can continue to make improvements. Learning Links will prepare on-going reports on the program - all reports will use fictitious names. Online Assessment conducted by a Provisional Psychologist before and after the program is available to check the children's progress.

Participation is FREE for families! Please choose a training session and register your interest at: <https://www.learninglinks.org.au/services/parents-carers-families/parent-and-child-programs/reading-programs/> or contact our team via phone or email.

Participant Checklist:

- ✓ Undertake a three hour training session with a Learning Links psychologist where you will learn how to work at home with your child/ren with literacy issues and other learning difficulties
- ✓ Participate in the evaluation of Reading for Life
- ✓ Have a desire to help permanently improve the educational future of your child/ren!



For enquiries call 0452 249 665

www.readingforlife.org.au



From the Acting Assistant Principal

Respectful Relationships

Social and emotional development is a continual focus at HPS, with respect being a key focus for staff, students and our community. This term the topic focus in classrooms is 'Help Seeking' skills.

Help seeking

As we wrap up Term Three and begin our break, practicing giving and seeking help over the holidays can be a daily occurrence.

Practice at home.

Goal: To practice asking for help and helping others.

Activity:

Help out a family member by doing these tasks together:

- ◆ Gardening
- ◆ Washing the dishes
- ◆ Making the beds
- ◆ Cooking a meal or a treat
- ◆ Holding a door open for someone

Ask for help with new tasks:

- ◆ Learning to tie your shoelaces
- ◆ Folding your washing
- ◆ Trying out some origami or craft challenges.

I hope you all find some creative ways to have fun together over the break, and look forward to that refreshed feeling at the beginning of Term Four.

We are a Respectful Relationships school,

Michelle Aldridge

Acting Assistant Principal.

Keeping our students safe online

With holidays upon us, it is a great time to get off the screen. However, we know that while we are in lockdown our screens help us feel connected to others. Wherever possible it is recommended that primary school children voice call each other, as there is no such thing as a safe social media platform. If your child is using social media to communicate and keep connected it is a great opportunity to teach them about 'netiquette' (online manners).

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. 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.

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.

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.

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. Video chats should only be allowed if the computer is in a shared family room.
- ◆ 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.



What Parents & Carers Need to Know about SNAPCHAT

Age Rating
13+

Snapchat is a photo- and video-sharing app which also allows users to chat with friends via text or audio. Users can share images and videos with specific friends, or through a 'story' (documenting the previous 24 hours) visible to their entire friend list. Snapchat usage rose during the pandemic, with many young people utilising it to connect with their peers. The app continues to develop features to engage an even larger audience and emulate current trends, rivaling platforms such as TikTok and Instagram.



Connecting with Strangers

Even if your child only connects on the app with people they know, they may still receive friend requests from strangers. Snapchat's links with apps such as Wink and Hoop have increased this possibility. Accepting a request means that children are then disclosing personal information through the Story, SnapMap and Spotlight features. This could allow strangers to gain their trust for sinister purposes.

Inappropriate Content

Some videos and posts on Snapchat are not suitable for children. The hashtags used to organise content are determined by the poster, so an innocent search term could still yield age-inappropriate results. The app's Discover function lets users swipe through snippets of news stories and trending articles that often include adult content. There is currently no way to turn off this feature.

Damage to Confidence

Snapchat's signature filters and lenses are a popular way for users to enhance their 'selfie game'. Although many are designed to entertain or amuse, the 'beautify' filters on photos can set unrealistic body-image expectations and create feelings of inadequacy. Continually comparing themselves unfavourably against other Snapchat users could threaten a child's confidence or sense of self-worth.

Compulsion and Excessive Use

Many users spend vast amounts of time trying to become a Snap Star. Snapchat is offering a share of \$1 million, and the chance of online fame, to users who create and share the best videos. Children are therefore becoming obsessed with producing appealing content. The Spotlight feature's endless scroll of videos makes it easy for children to pass hours watching content, slowly getting addicted to the app.

Sexting

Sexting continues to be a risk associated with Snapchat. The app's 'disappearing messages' feature makes it easy for young people (teens in particular) to share explicit images on impulse. While these pictures do disappear – and the sender is notified if it has been screenshot first – users have found alternative methods to save images, such as taking pictures with a separate device.



Advice for Parents & Carers

Turn off Quick Add

The Quick Add feature helps people find each other on the app. This function works based on mutual friends or whether someone's number is in your child's contacts list. Explain to your child that this feature could potentially make their profile visible to strangers. We recommend that your child turns off Quick Add, which can be done in the settings (accessed via the cog icon).

Choose Good Connections

Snapchat has recently announced that it is rolling out a new safety feature: users will receive notifications reminding them of the importance of maintaining connections with people they actually know well, as opposed to strangers. This Friend Check up encourages users to delete connections with users they rarely communicate with to maintain their online safety and privacy.

Talk about Sexting

It may feel like an awkward conversation (and one that young people can be reluctant to have) but it is important to talk openly and non-judgementally about sexting. Discuss the legal implications of sending, receiving or sharing explicit images, as well as the possible emotional impact. Emphasise that your child should never feel pressured into sexting – and that if they receive unwanted explicit images, they should tell a trusted adult straight away.

Keep Profiles Private

Profiles are private by default, but children may want to make them public to gain more followers. You may wish to customise the settings so that your child's Stories can only be viewed by people they know well in real life. In SnapMaps, enabling 'Ghost Mode' (again via settings) prevents your child's location being seen; it also nullifies SnapMap 'status', which visibly displays a user's exact location for as long as they stay there.

Be Ready to Block and Report

If a stranger does connect with your child on Snapchat and begins to make them feel uncomfortable through bullying, pressure to send explicit images or by sending explicit images to them, your child can select the three dots on that person's profile and choose report or block. There are options to state why they are reporting that user (annoying or malicious messages, spam, or masquerading as someone else, for example).

Chat about Content

Talk to your child about what is and isn't wise to share on Snapchat (e.g. don't post explicit images or videos, or display identifiable details like their school uniform). Remind them that once something is online, the creator loses control over where it might end up, and who with. Additionally, Snapchat's 'Spotlight' feature has a #challenge like TikTok's: it's vital that your child understands the potentially harmful consequences of taking part in these challenges.

Meet Our Expert

Dr Claire Sutherland is an online safety consultant, educator and researcher who has developed and implemented anti-bullying and cyber safety policies for schools. She has written various academic papers and carried out research for the Australian government comparing internet use and sexting behaviour of young people in the UK, USA and Australia.



National Online Safety

#WakeUpWednesday



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Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 14.04.2021

Student of The Week

Class	Week Ending	Friday 10th September
PT	Blake Sedgman	Way to go Blake! It has been wonderful to see you joining in with our class check-ins and work this week. You readily share your ideas with the group and I know your friends have been excited to see you in the mornings. Keep it up!
P1M	Alice Clifford	Thank you Alice for your awesome efforts with our 2D shape lessons this week. You found a way to complete and upload your work including being able to handwrite the names of the shapes on the screen. You showed a great understanding of your maths, as well as some sweet tech skills and great persistence. Well done Alice!
1/2B	Mason Waddington	It has been wonderful to observe the increasing confidence you have in yourself and your reading abilities. You have been working hard at listening out for the different phonemes in words, practicing your golden words as well as committing to your home reading. Your reading level continues to improve because of this. You should be so proud of yourself. Well done Mason!
1/2D	Kye Auty	Well done Kye for participating so well in our small reading groups at school. It is always difficult when other students join in your group, however, you always welcome them and try to show them what we do in 1/2D's reading groups. Keep up the awesome attitude towards reading
1/2J	Amelia Cacek	Congratulations Amelia! This week your enthusiasm has stood out and caught my attention. Not only have you enthusiastically engaged in our digital story telling project, I know— as do you— that you have even posted items to the class padlet on the weekend on your own time. Amelia, I am glad you're enjoying this particular project and look forward to seeing you finish the project. Keep up the good work Amelia!
3/4K	Jayden Colman	Jayden, I have been so impressed with your commitment to your maths this week. Your responses to our fluency tasks- 'brain teasers' and your persistence with the activities to get them right has been admirable. Great work Jayden!
3/4R	Everlee Weston	Everlee, you have brightened our screens this term with your wit, insight and delightful resilience. A conscientious and diligent student, you have shone this term.
5/6A	Hayden Jack	You have been an active participant in our online classes, and we have appreciated you sharing your learning discoveries. There was especially impressed with your commitment to the school garden, working alongside her to keep it healthy. Well done!
5/6B	Myniah Grooby	Myniah, you are doing an amazing job at home. We can all see, your hard work and efforts in a time when it is very tricky to keep a positive momentum. Take a moment to congratulate yourself. Keep on keeping on Myniah, you are nailing it!
5/6C	Steele Fry	Steele, it is great to see you reconnecting with your classmates and learning. You enjoy sharing your strategies in math sessions and you are developing an interest in aspects of Australian history through our shared novel. Keep up the great work!

Important Dates Term 3 2021

Friday 17th September

Last Day of Term 2:30pm finish

Important Dates Term 4 2021

Monday 4th October	First Day of Term 4
Wednesday 13th October	Foundation Transition Session 3
Monday 1st November	Curriculum Day No students to attend school
Tuesday 9th November	Foundation Enrolment Evening
Wednesday 10th November	School Photos
Wednesday 17th November	Foundation Transition Session 4
Tuesday 7th December	State Wide Transition Day
Friday 17th December	Last Day Term 4

Happy Birthday

