

*'At Spotswood Primary School we create an environment where everyone feels worthwhile, respected, confident and inspired to do their best'.*

### **Term 3 Week 3: Friday 31<sup>st</sup> July, 2009**

#### ***Principal's Report***

Dear Parents,

The end of Week 3 already! It's been a busy one again and ends today with the Round Robin Sports day where all of our Years 3 to 6 children are involved in a variety of sports at different locations. Thank goodness for parents with football expertise as I have inherited the role of "Footy coach". Although once a PE teacher, I have to admit I'm a little rusty on the rules. Thank you to the parents who have also offered to assist us today.

In this newsletter, you'll see some excerpts from an article on "Cyberbullying." It is important that we recognise that for our children, this form of intimidation is a very real issue. As a school community, we will be revisiting all our policies on student wellbeing and addressing this issue at that time.

*Food for thought: "One of our greatest illusions is that there will be more time tomorrow, to do the things we really want to do, than there is today."*

Have a fantastic weekend everyone!

Cheers!

***Annia Dear  
Principal***

#### **• Spotty Calendar •**

##### **Friday 21<sup>st</sup> August**

- 'Jungle Bungle' Whole School Performance for Book Week \*

##### **Saturday 22<sup>nd</sup> August – Friday 28<sup>th</sup> August**

- Book Week 2009  
'Book Safari' Theme \*

##### **Friday 28<sup>th</sup> August**

- YDPSSA Athletics Carnival \*

##### **Tuesday 1<sup>st</sup> September – Friday 4<sup>th</sup> September**

- Grade 5/6 Camp to Swan Hill \*

##### **Tuesday 15<sup>th</sup> September**

- Primary Music Institute's Keyboard Lessons Open Day \*

##### **Friday 18<sup>th</sup> September**

- Last Day of Term 3

##### **Monday 5<sup>th</sup> October**

- First Day of Term 4

##### **Sunday 18<sup>th</sup> October**

- Spotswood Primary School's Annual Fete

*\* More details coming soon!*

#### **Tree Planting Day**

Yesterday the students in Grade 3/4J took part in a Tree Planting Day. Our thanks go to Bunnings for their donation of 40 native trees, trowels, buckets, stakes and fertilizer and to Angela and Steve from Bunnings, Altona North for their great organisation of this activity. The students really enjoyed planting the trees along the back of the oval. Some of the trees

will grow to over 20 metres tall. Look for an article and photo in next week's Mail newspaper.

#### **Premier's Reading Challenge**

Congratulations to Emily Morassi from 3/4J, Ava Hamilton from 1/2N and the entire class of Prep K – Ethan Areskog, Eloise Boquest, Jasmine Briggs, Ashley Brockton, Will Buck, Lucas Edmonds, Dominic Etchells, Joshua Jedretich, Kelly Joyner, Yasmin Kottek Kean, Bekam Laming, Zak Nasser, James Pearce, Angus Perkins, Nicholas Petkov-Gration and Connor Schibeci - for completing the Premier's Reading Challenge!! As you know, Sarah Brady, Bailey Tupper, Emma Greilach and Liam Greilach from Prep K finished the Challenge last term. Congratulations everyone!

Some of our student's favourite books are:

- 'New Moon' by Stephenie Meyer
- 'The Curse of the Cheese Pyramid' by Geronimo Stilton
- 'Sorcerer in the North' by John Flanagan
- 'Fantastic Mr Fox' by Roald Dahl

So far 36 students have completed the Reading Challenge and many students are still busy reading their way through it. Keep going everyone!!

### An Important Note to Parents

All children who have completed the Challenge by 31<sup>st</sup> August 2009 will receive a Certificate from Premier John Brumby and will have their name printed in the 'Premier's Reading Challenge Honour Roll' in The Age. **If you do not wish your child's name to be printed in The Age, please contact Sharon in the office as soon as possible.**

### Buttons Wanted



The Prep grade would like donations of buttons for their activities in the room. Please send along buttons of any colour, shape and size to Ms Keena's room (Room 1) or drop them in at the office.

Thank you.

## Happy Birthday!!



### Happy Birthday To:

Emma Greilach  
Liam Greilach  
Chris Perkins

Chris Gioftsidis  
Bekam Laming  
Haissam Zahraman

### Congratulations!



Congratulations to the following students who received *Merit Certificates* at assembly this week:

Whole Class .....Prep K  
Zakaria Nasser .....Prep K  
Kelly Joyner .....Prep K  
Whole Class ..... 1/2N  
Ryan Tong ..... 1/2N  
Ellouise Dobinson..... 1/2N  
Jeanie Kane ..... 1/2N  
Whole Class ..... 1/2M  
Samantha Owen ..... 5/6V  
Cade Wroblewski..... 5/6V  
Jordan Boyd ..... 5/6H  
Riley Cairns ..... 5/6H  
Max Buck..... 3/4J  
Jack Blackstock ..... 3/4J

### Can Collectors of the Week



Bradley Blakemore  
Skye Window

### Cork Collectors of the Week

Angus Raiskums  
Bradley Blakemore



Radio  
3659



### Readers Radio

Thank you to this week's readers:

Monday – **Eliza Diffey (5/6H)** read *'Squeak'*.

Tuesday – **Andreas Mavridis (5/6H)**

Wednesday – **Jasmine Briggs (Prep K)** read *'Maisie Tidies Up'* and **Sarah Brady (Prep K)** read *'Mother Hippopotomas Goes Shopping'*

Friday – **Bradley Blakemore (1/2M)** read *'Rascal Goes Fishing'*

**Shea Rutzou**  
**D.J. Announcer Radio 3659**

### Cyber Bullying in Schools

Cyber bullying is when one student is targeted by another through the use of digital technology, mobile communication devices or through the internet. The aim of this targeting may be harassment, stalking, threats or other forms of harmful behaviour.

Cyber bullying takes many forms and may involve the use of websites, mobile phones, chat rooms, email, SMS and the uploading of pictures or video. It could involve the sending of threatening messages, communicating false pretences, forwarding of other students

private communication, establishment of websites designed to humiliate or the posting of humiliating messages or pictures.

Like the traditional definition, cyber bullying usually involves systematic communication over a period of time. A one-off communication would not usually be considered cyber bullying; an exception would be messages containing death threats or an indication of serious intended harm.

The unseen consequences of cyber bullying is that because the intimidation or bullying action is delivered via the written word then the target can read and therefore be affected by the same words again and again.

### **Out-of-school incidents**

One of the most difficult areas for schools to deal with is the cyber bullying incidents or inappropriate use of technology that occurs out of school. In the United States there have been a number of cases whereby schools have tried to intervene in out-of-school incidents that have involved students in a private capacity. This intervention has, in these cases, resulted in lawsuits against the school by the disciplined student. The courts to date have ruled that the schools have exceeded their authority.

While schools generally have no right to intervene in off-campus conversations it could be recommended that the school discuss with students an inclusion in the usage policy that students can be disciplined for cyber incidents off-campus if they intended to have an effect on a student (in their role as a student) or they adversely

affect the safety and wellbeing of student(s) while in school.

### **Demonising the technology**

Often borne out of frustration a common response to either specific cyber bullying incidents or the whole issue is for teachers and parents to blame or 'demonise' the technology. Facebook, MySpace and MSN are no more to blame for cyber bullying incidents than the car is for road fatalities. It is usually the irresponsibility of the driver or, in the case of cyber bullying, the misuse of the technology that causes the harm. Constant or strident criticism can alienate students or fail to address the real issue of lack of peer support or a breakdown in student culture.

### **Trivialisation of incidents**

The harm that bullying can inflict is well documented and cyber bullying is no exception. To trivialise the incidents or not take the target seriously can compound the harm. To tell the young person who is targeted to 'ignore it', 'get over it', 'don't worry', or 'it happens to everyone' does not in any way help them to deal with the resulting impact on their confidence or self-esteem.

### **Lack of empathy and inhibition**

The anonymity of communication in the online world often creates a perception of invisibility. This invisibility removes the normal feedback one derives from in-person communication, provides an environment where empathy for others is reduced and increases the misconception that no harm is occurring. Any educative strategy should include the development of an increased

level of empathy for others and should involve the encouragement of 'bystander involvement' and the development of effective peer support strategies.

### **Digital footprints**

As discussed there is an assumption by many young people that the use of digital technology provides anonymity and protection for those who misuse it. A National Cyber-safety Symposium held in Melbourne in 2007 concluded that making students aware that their online activities can be traced was one of the key components of a cyber bullying strategy (NCAB, 2007).

### **Legal penalties**

Assumed anonymity and the perceived lack of penalties have created the image that the internet is a lawless world which provides great freedom to the user. What is often lacking is awareness by students of the potentially serious legal ramifications of their behaviour.

Young people need to be made aware that the misuse of telecommunication devices is considered a breach of the law in Australia and is a Federal offence. Interviews with cyber bullies have often revealed they considered their online harassing behaviour as pranking or joking around.

Social programs, including buddy, peer support, and transition programs have traditionally been proven to reduce the incidence of bullying. These peer based programs are built around the premise that students are more likely to talk to other students before teachers and parents. The key underlying concern at all

times in the development of any strategy must be the welfare of the young people in the school community.

*Excerpts from a media release from the STRIDE foundation.*

## Fete News!!

### Fete Collections

Congratulations to Grade 1/2M for collecting the most Lucky Dip prizes for last week's Fete Collection.

The next collection will be for groceries. This will be held in the week ending August 14<sup>th</sup>.

### Photography Competition

This year's fete will have a photography competition open to all students. Details of the competition will be in upcoming newsletters.

## Recipe of the Week



This week's recipe is from Joyce Fraser. These little shortbread cakes have been produced for many an information night or morning tea.

If you have a recipe to share, email it to [pj.jm.fraser@optusnet.com.au](mailto:pj.jm.fraser@optusnet.com.au) or leave a copy at the office. If there is a recipe you would like to know, something delicious you have tasted at one of the school functions, please just ask and I will make some enquiries. We will include cakes, slices, mains, soups, side dishes, lunchbox ideas, any yummy treat. Enjoy.

Please, please, please send some recipes.

### Lemon Shortbread Cakes

½ cup icing sugar  
1 ½ cups plain flour  
½ cup cornflour  
½ cup almond meal  
250g butter  
Few drops vanilla essence  
Extra, 1 tbsp icing sugar, sifted  
½ cup lemon spread (from supermarket), or use strawberry jam.

Preheat oven to 180°C.  
Place icing sugar, flour, cornflour and almond meal into a food processor. Process for 10 seconds. Add chopped butter and vanilla essence and process for 30 seconds or until the mixture forms a ball. Remove mix from the processor and wrap in gladwrap for 30 minutes. Meanwhile grease a mini-muffin pan. Put small balls of the mix into the mini-muffin pans, no higher than the

pan's top edge.  
Bake in preheated oven for 10-12 minutes or until lightly golden. Remove from oven and, using the end of a round wooden spoon, make a small indentation in the top of each cakes. Cool in the tins for five minutes then carefully turn out. Place ½ -1 teaspoonful of lemon spread or jam into the top of each shortbread cake. Leave to cool completely, then dust the cakes with the extra sifted icing sugar.

Mount St Joseph  
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**OPEN MORNING**  
**6<sup>TH</sup> AUGUST**

Parents and Guardians are invited to attend our OPEN MORNING on 6<sup>th</sup> AUGUST from 9am to 10.30am. come and meet the Principal and see the College in action. For further information please contact Jenny Hendricks (School Registrar) on 8398 2000 or [jhendricks@msj.melb.catholic.edu.au](mailto:jhendricks@msj.melb.catholic.edu.au)



