

Bakewell St.

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NEWSLINK

www.cranbourne-ps.vic.edu.au

The teaching and learning pedagogy at Cranbourne Primary School is developed on a

RECIPE (Relevant Engaging Challenging Innovative Personalized Enjoyable)

based curriculum that supports the members of the school community to develop intrinsic

PRIDE (Persistence Responsibility Independence Discipline Enthusiasm) *in their learning.*

Issue 16

30th May 2018

CALENDAR

UPCOMING EVENTS



Month of May

Thursday, 31st May

Division Cross Country

Month of June

Monday, 4th June

CHIPS excursion

Sempa Dental form due

Friday, 8th June

Curriculum Day

No students at school

Monday, 11th June

Queen's Birthday

Public Holiday

No students at school

PRINCIPAL'S NEWS

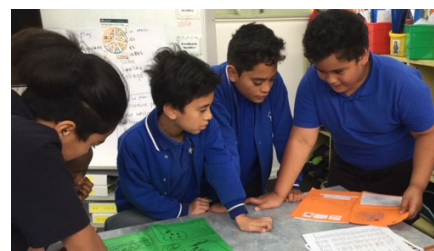
The Foundation students participated in an excursion last week—they walked to the local Traffic School to learn about Road Rules and the elements of safe passage when travelling on roads, either in a vehicle or as a pedestrian. Our students were all very excited on Monday to participate in a 'Learning Walk'. Students were timetabled to move around the school in their House groups, between the learning



communities, to engage in presentations and explanations that were led by students about their own learning.

They were able to

question their peers about their work and provide feedback to each other.



This was a great opportunity for students to see what learning is happening around the school beyond their own learning community spaces.

Cheryl Van Deursen
Principal

BREAKFAST CLUB

TUESDAYS & THURSDAYS

8:10 AM BER KITCHEN

Quote of the Week

'We learn from each other and the experiences we share'

**HAPPY BIRTHDAY
TO OUR JUNE
BABIES!**

**RANA A
KYNAN G**

*Happy Birthday to
those students who
are celebrating
their special day!*



CPS BANK DETAILS

BSB 013 593

Account Number
499102494

*Please put your
child's name in the
subject line.*

Stars of the Week

These students have demonstrated intrinsic **PRIDE** (**P**ersistence, **R**esponsibility, **I**ndependence, **D**iscipline, **E**nthusiasm)

Learning Community	Home Group	Student
FOUNDATION	FA	Jacob E
	FB	Nehaal S
JUNIOR	JA	Jack M
	JB	Riley S
	JC	Nazanin R
	JD	Annet S
MIDDLE	MA	Buthmi C
	MB	Leah M
	MC	Zuhair N
	MD	Mudabir
SENIOR	SA	Aiyanna
	SB	Tayla F
	SC	Vicky D
	SD	Taleah
ICT	MD	Charlee W
MUSIC	SD	Erica S
ART	FB	Eric T
PE	SD	Nelith L
Assistant Prin Mrs C	MB	Vidhau
Assistant Prin Mrs F	MA	Behroz
Principal	MD	Lauren

FROM THE OFFICE

If your child has been given spare clothes from the office, please wash and return them ASAP!

*

Please do not send your child to school if they are unwell. They need to rest and get better before coming back to school.

*

You will receive a statement next week which will show how much CSEF you have (for Healthcare Card holders who have applied) or how much is owing on Wombat Corner Camp (Grade 3-6's attending). If you have CSEF and have an outstanding amount owing on Camp, your CSEF will be allocated to Camp.

Community News

Congratulations and Thank you!

We held our Scholastic Book Fair last week, and thanks to your support, there was over \$1900.00 in sales, which equates to approximately \$500.00 worth of product for the school. This will be used to update books in the library.

During the week we held our 'Breakfast and a Book' mornings, which were a great success, with many students bringing their parents and siblings along to Breakfast Club, and then visiting the Book Fair to buy a book.

Clifford the big red dog visited our school this year, helping to encourage our students to read!

Congratulations to the winners of the Book Fair raffle (Beau, Ruby and Annette) and Clifford colouring competition (Jax, Irushi, Makayla and Zachary). We hope to have another Book Fair towards the end of the year.



Dí Fernand - Assistant Principal



Persistence Responsibility Individuality Discipline Enthusiasm

My Child is Being Cyberbullied - What Should I Do?

Cyberbullying is using information and communication technologies to deliberately and repeatedly behave in a manner intended to harass, threaten, humiliate or harm others. Research suggests that between 20 - 30% of students will experience cyberbullying and between 10 - 20% of students will be a cyberbully at some point.

Victims of cyberbullying are in a vulnerable state, so how you respond to your child, and how you proceed with any actions is critically important. Your first task is to listen to your child without judgment, blame, or attempting to jump in and 'solve' it. Gently ask questions to discover how long the cyberbullying has been going on, the names of those involved (if known), and the forms of cyberbullying used. If there is evidence of the cyberbullying - saved text messages, posts, websites, etc. - have your child show these to you and save these for documentation should it be needed. If the cyberbullying included a realistic physical threat of harm report it to your local law enforcement office immediately.

If your child did not come to you right away, do not place blame, just let them know you are grateful they have come to you now. There are many reasons that youth suffer silently, they may be afraid you'll react by restricting their online access, they may be embarrassed that they can't take care of the bullying themselves, they may be afraid that you'll handle things in a way that escalates the bullying, or that you won't understand and minimize the problem.

You may also learn about the cyberbullying from another source, or suspect that cyberbullying is behind behavioural changes you see in your child. In either of these cases, find time when you can be alone and unrushed with your child to bring up the topic.

Acknowledge your child's pain. Recognizing your child's pain and hearing you affirm that what happened wasn't fair or right is important validation. Being cyberbullied is alienating enough; do nothing that makes your child feel any more isolated. Bullying hurts and that hurt is exhibited in many forms — anger, embarrassment, betrayal, frustration, confusion, fear, and reprisal.

Your child's or teen's reactions may also differ depending on who is doing the bullying, how pervasive it is, who witnessed it, what the nature of the bullying was, if bystanders lent support or not, and so on. Help them see that bullies' actions are not a result of a fault within your child, but a fault within the bully.

You also need to ask your child to be entirely honest with you about any forms of retaliation they make have taken. Hopefully they have done nothing to retaliate, but often kids and teens lash out and this significantly complicates matters. Let them know that the truth will come out when their cyberbully is confronted, and they will be in far worse shape if they haven't been transparent about their own behaviour. If there is evidence of their actions, document these as well.

If your child or teen retaliated with their own cyberbullying, it's time for a full discussion about the inappropriateness of their behaviour and what the consequences will be. The claim that "the other kid started it" is irrelevant. Your child cannot blame their choices and behaviour on anyone else, and must be held accountable. If they want justice for what was done to them, they need to expect the same yardstick to be applied to any cyberbullying they committed.

Once you understand the scope of the problem, what role if any your child played in it, and how your child feels you're ready for the next step. Assess what support your child needs and the best way to achieve this support, and then take immediate steps to address the issue. Don't wait to see if the cyberbullying goes away. Your child needs to know that you can and will support them with this problem.

Help your child take preventative measures online to block cyberbullies from contacting them, and report cyberbullies to the service providers where the cyberbullying occurred. Responsible sites should take immediate action against cyberbullying incidents. Blocking the bullying is a first step in regaining your child's own power, and it will help reduce (if not eliminate) one aspect of cyberbullying that makes it so damaging; the ability for an abuser to attack at any hour of the day, in any place, and to attack very publicly.

Depending on the severity of the cyberbullying and the needs of your child or teen you have several options:

If you know the cyberbully and their parents, and believe you can have a meaningful conversation that will resolve the issue without further involvement, consider this course of action. Do not take this route if you are likely to get upset or act out in some manner, or you suspect the cyberbully's parents are likely to get upset or act out in some manner.

If your son or daughter is of school age, chances are high that the negative fallout has spilled over into their school experience - whether or not the cyberbullying actually occurred while your child or the cyberbully were on school grounds. Check the school's cyberbullying policy or contact the school for more information.

Discuss what you learned from the school with your child or teen and chart out the best course of action. Cyberbullying robs victims of their sense of control; by including your child in the process of resolving the issue you help them take another step towards regaining that control.

If reporting the incident to the school is the best course of action, report and document the incident(s) following the guidelines you received.

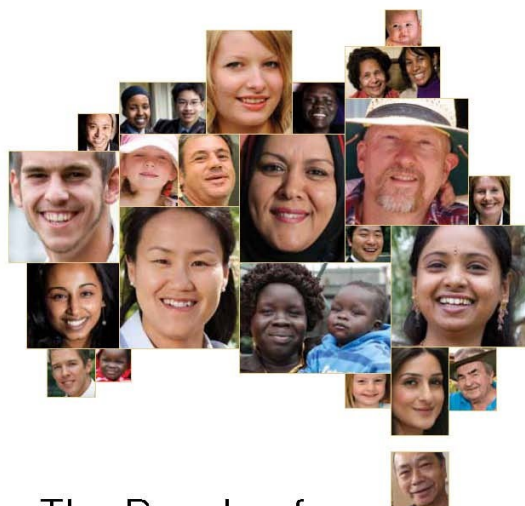
Simultaneously, you may want to help your child or teen increase the strength of their friendships to reduce the feeling of isolation victims often experience.

Depending on how deeply the cyberbullying has impacted your child, you may also choose to set up appointments with a counsellor who has expertise in working through the effects of the cyberbullying.

Multicultural Day

On Friday the 27th July, Cranbourne Primary School will hold a Multicultural Day – celebrating the many different cultures of our students. This day will include African Drumming Workshops for the whole school as well as culturally based workshops.

We are seeking parent volunteers who would like to run a session based on their culture (you will be supported by teachers). This could be: art, cooking, dancing, dress, music or sport to name a few.



The People of
AUSTRALIA

If you are interested in participating, please contact your child's Home Group Teacher or fill in the slip below.

Child: _____

Home Group: _____

Parent Name: _____

Culture/Country: _____

Activity: _____

Contact Phone Number: _____



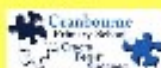
As part of our commitment to providing a safe environment for our students, we would like to remind parents of the following:

- ♦ The playground is monitored by yard duty staff from 8.45am. No student should be at school prior to this time, unless they are attending Breakfast Club or Soccer Club.
- ♦ Breakfast Club is open on Tuesday and Thursday morning from 8.15 to 8.45am. Upon arrival students should be escorted to the Breakfast Club by a parent or older sibling. Breakfast Club is located at the oval end of the BER Building. Miss Collier and Ms Martin are the supervising adults for the Breakfast Club.
- ♦ **Any students found in the yard before 8.30am on Tuesday or Thursday will be directed to the Breakfast Club.**
- ♦ Soccer Club is provided on Wednesday and Friday morning from 8.15 to 8.45am. This club is supervised by Mr Baker.
- ♦ **Any students found in the yard before 8.30am on Wednesday or Friday will be directed to the Soccer Club.**
- ♦ There are no school activities provided on Monday morning. However, we invite all our parents and community members to attend our weekly school assembly in the gym at 9.00am each Monday morning.
- ♦ If you have any questions regarding the above information, please see your child's home group teacher.



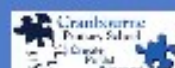
CAMERON

Cameron Cameron
we're not wrong
We're bold and brave
and very strong
We try our best
until we win
Inspiring every kid to
sing
Gooooo Cameron!



CHILDERS

Extra Extra
read all about it
Childers gonna win
no doubt about it!
We're rough,
we're tough,
we're hard to beat
So c'mon childers
do your stuff!



BAKEWELL

Turn on the radio
what do you hear?
Bakewell Bakewell
that's our cheer
shout to the east,
shout to the west
come on Bakewell
we're the best!



RUSSELL

Russell is hot to go
H-O-T-T-O-G-O
AahhOOOOO
hot to go
AahhOOOOO
hot to go
H-O-T-T-O-G-O

