

Issue 6 – 17th May 2019

From our Principal....

In my last newsletter article, I shared some resources from authors who also have a great online presence with some very good (and short) articles on parenting.

One of those was Maggie Dent. This week I'd like to share one particular post from Maggie about kindness and empathy. The full post can be found here:

<https://www.maggiedent.com/blog/the-world-needs-more-kindness-warriors/>

I encourage you to read it when you have a little more time, but the last section has some really practical tips on some practical ways that we actually raise kind and caring children. Teaching our students to be empathetic caring young people is what we do together and Maggie provides some great tips on this.

From Maggies post

How do we raise caring, kind kids?

- Model unconditional loving care and kindness.
- Prioritise sharing [true stories of kindness](#).
- Be truthful and honest as often as possible.
- Ensure your children play frequently and often with other children.
- Volunteer locally in your community.
- Create a safe place for your kids and teens to share all their emotions.
- Be a positive dreamer of hope about making the world a better place.
- Hold doors open, give up your seat and offer to help others in supermarkets.
- Be joyful and laugh often.
- Model personal health and wellbeing.
- Be connected to and nurture your own spirit.
- Have relationships that you value and nurture.
- Express gratitude openly to your kids and others.
- Have inspirational posters and images around the house especially the toilet.
- Practise calmness as it helps us find deeper meaning about ourselves and life.
- Choose to do some random acts of kindness. Check out Dr Justin Coulson's FB [story of his family doing a kindness task together](#).

Luke Schoff
Principal

Upcoming events

21st May
Hervey Bay District
Cross Country

21st -23rd May
Year 6 Camp

22nd May
Under 8's Day

24th May
**Fraser Coast Show
Holiday**

28th May
YR 11 2020 ATAR
Parent Information
Session

31st May
Hervey Bay District
Athletics

1st Jun
Kokoda Challenge

From the Deputy Principal....

The Future is upon us...

Last week, I was lucky enough to take some staff along to an Agile Learning Tour coordinated by Mr Derek Bartels of Lutheran Education Queensland. Educators from all over Australia join this tour as we explored and learnt about the research that underpins agile learning environments, how they complement the pedagogical practices in the classroom, and more importantly, visiting corporate offices that demonstrate the reality of workplaces and the future direction in which they will be moving. Some key points to share with you are:

Skills Demands in the Workforce by 2022 (Taken from the “Future of Jobs Report”):

(<https://www.weforum.org/reports/the-future-of-jobs-report-2018>)

- Analytical thinking and Innovation
- Active learning strategies
- Creativity, Originality and Initiative
- Technology design and Programming
- Critical thinking complex problem-solving
- Leadership and social influence
- Emotional intelligence and Resilience
- Reasoning and Ideation
- Systems analysis and Evaluation

This report is key to the research behind why schools are needing to move to more agile learning environments and developing such power skills in our students through their learning experiences. A focus on the skills of Communication, Collaboration, Critical Thinking and Creativity are central to the **Inquiry learning approach** we have adopted at St James to ensure that we are working to empower our students for the future. This approach to learning will help our students be more creative in their questioning, develop their problem-solving and collaborative communication skills and to think critically and analyse their world. Building on our approach to Inquiry, we also identify the need to develop our students' Emotional Intelligence and we achieve that through our restorative approach to behaviour development, a strong pastoral focus on **student wellbeing** and in the adoption of the **“You Can Do It!”** keys and the **Zones of Regulation**.

As we all know, it is the mission of our college to **deliver a high quality education in a caring Christ-centred environment, empowering our students to shape a better world**. I believe that in our approach to Inquiry learning skills, and through our pastoral care structures, we are able to work with all our students and their families to achieve this. Being able to visit other schools that also value a similar approach to learning and to see what real workplaces look like in terms of agility and building relationships, allows our staff authentic learning opportunities that we can bring back to our school and implement to create a greater service to our students.

God bless.

Kelly Stirling
Deputy Principal



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Digital parenting

Do you know what your children are looking at and who they are talking to when they go online? How young should they start on social media? How much is too much time using a device?

Frequently I am asked by parents for advice around the use of social media and electronic devices by our Junior School students. It is a daunting task to monitor the attitudes of behaviours of children in relation to social media. They see it as a necessity for social acceptance and yet there are hidden dangers that we need to be aware of.

The Office of the eSafety Commissioner has commissioned a national survey of 3,520 Australian parents to better understand their attitudes and behaviours towards keeping their children safe online and digital technology usage.

- **Digital families—connected homes and technology usage:** 99% of parents with children aged 2 to 17 have an internet connection in the home. These homes use a range of technologies including; wi-fi (88%), smart TVs (62%), smart speakers (17%) and internet-enabled home security (17%).
- **Digital parenting—supervising pre-schoolers online:** 81% of parents with pre-schoolers aged 2 to 5 say their children use the internet. Of these parents, 94% report their child was already using the internet by the age of 4.
- **Digital parenting—managing screen time:** 52% of parents with kids (aged 6 to 12) and 68% of parents with teens (aged 13 to 17) believe their children spend too much time online. Parents reported this was most apparent for children when playing online games, using social media and streaming TV shows. Most parents use a range of strategies to supervise their children's online activities including talking to them about the amount of time they spend online.

Young people aged 8–17

The internet is an integral part of the digital lives of young people in Australia, with most going online regularly to learn, keep in touch with friends and have fun. Born into an already web-connected world, kids and teens have been using the internet for the majority of their lives and, for them, not being online is simply unthinkable and unavoidable. However, engaging online can be confronting in terms of having to deal with the behaviours of others who may not necessarily value or relate to the need for respect online.

The upside and downside of social media

Research shows that young people have what can be described as a 'love-hate' relationship with social media and, as Table 1 shows, recognise its upside and downside.

Table 1: Young people's perspectives on the upside and downside of social media

Upside (+)	Downside (-)
○ Keeping connected to friends and family—76%	○ Nasty comments—45%
○ Entertainment—69%	○ Inappropriate or hurtful content—36%
○ Keeping up to date—45%	○ Nothing—30%
○ Planning social life—30%	○ Feeling they have to keep checking it—23%
○ Self-expression—26%	○ Fear of missing out—18%

Base=Social media users aged 8–17. Source: *Research insights: Young and social online*, Office of the eSafety Commissioner, 2016. (Office of the eSafety Commissioner, 2016)



There is evidence that social media has:

- helped young people broaden their friendship groups by allowing them to connect with peers regardless of their physical location or time of day (Davis, 2012)
- allowed lonely students to feel less shy and more comfortable about chatting online rather than face-to-face and feel that they belonged to a group (Bonetti, Campbell, & Gilmore, 2010)
- satisfied young people's social identity needs and fed their efforts to develop healthy and positive self-images (Gajaria, Yeung, Goodale, & Charach, 2011) (Barker, 2012).

However, there is also recognition that social media has contributed toward a range of negative consequences. A number of media reports have reflected on the 'compulsive' relationship people can develop with social media and its platform features (Lewis, 2017) (Hern, 2018). While not yet recognised as a disorder, recent reviews of social network addiction studies have found that between 2% and 10% of those surveyed were problematic users of social media (Marino, Gini, Vieno, & Spada, 2018). It was also the case that within this group, there was a positive correlation with psychological distress, including anxiety and depression as well as a small negative correlation between social media use and psychological well-being (Marino et al., 2018).

Adverse consequences of social media use have also been observed in some studies that have measured the academic performance of users. These have found a correlation between increased social media use and procrastination leading to poorer academic performance (Jacobsen & Forste, 2011) (Junco, 2012) (Panek, 2013) (Meier, Reinecke, & Meltzer, 2016).

Beyond the compulsive tendencies of social media and its effects on academic performance, the fact that young people are still mastering tasks such as impulse control, emotional regulation and the assessment of consequences and risks (Steinberg, 2008) also means that they face a number of other issues stemming from having access to social media and being online e.g. sexting, negative online experiences, handling personal data and online safety. Further risks reported include grooming; social isolation; access and exposure to inappropriate content; identity theft and exposure to online marketing.

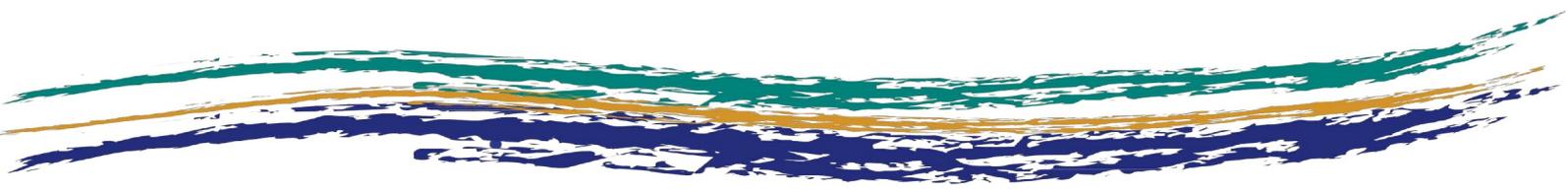
Take up of social media services

YouTube was used by consistently high numbers of both kids and teens. In an Australian context, our findings reflect this too, with girls more likely to use sites like Instagram (52% vs 42% for boys), Snapchat (53% vs 39% for boys) and Pinterest (23% vs 8% for boys). Other popular social media sites among girls include Musical.ly (18% vs 6% for boys) and Tumblr (12% vs 4% for boys). Boys on the other hand were more likely to use sites such as YouTube (85% vs 81% of girls) and Reddit (8% vs 4% for girls).

Managing social media privacy

When people update their social media profiles, they are producing online repositories of accessible self-representations (De Wolf, Willaert, & Pierson, 2014). They do so despite being aware of the potential hazardous consequences linked to social comparison, jealousy and conflict (Osatuyi, Passerini, Ravarini, & Grandhi, 2018).

Action	Total
Blocked people (including 'unfriending')	46%
Increased my privacy settings	43%
Set up my account so that it does not automatically include my location on my posts	36%
Deleted comments that I have made	22%
Changed my filter preferences	21%
Deleted comments that others have made on my profile	21%
Removed my name from photos that I have been tagged in	16%
Reported someone to the social media company or another organisation	13%
Reported someone to my school or my parents	12%
None of these	31%



While a large majority of young people actively manage their online digital presence, research shows that there are many who don't have any idea about the risks involved in going online

In June, we have Michelle Mitchell coming to talk to our students about Cyber Safety. Come along and attend our Parent Information Evening with Michelle (Monday June 17) – it is informative, alarming but also reassuring as you hear strategies to use to help your child navigate the net safely.

Food for thought for all parents – check in with your children and see what they are doing online and do they fully understand the consequences.

Jane Campion
Head of Junior School

From the Resource Centre...

Readers Cup

Some students in Year 5-8 are busy reading selected books before competing in Readers Cup. Readers Cup is a team competition where they attend a quiz day, answering questions about the 5 books they have read. They are fortunate to have an author of one of their books be quiz master on the day, and they all receive a free book to take home. We wish our teams the best of luck in their reading!

Online Safety

Over the coming weeks through the newsletter, we will be sharing some helpful hints and tips that parents can follow to help keep their children safe online. This week's information is about screen time. For more helpful information the [Office of e-Safety Commissioner](#) has a lot of helpful resources. **PDF attached at the end of the newsletter**

Michelle Mitchell – Parent Information Evening



We have a wonderful opportunity to host Michelle Mitchell founder of Youth Excel, author, award-winning speaker and teenage expert, to work with us in supporting the social and emotional needs of not just our students but our families. Michelle will be working with the Years 5 and 6 students on a variety of health topics.

On **Monday 17th June at 6pm in OL1.1** (adjacent to the COLA) Michelle offers an opportunity for parents and carers to attend an informative session relating to topics such as puberty, cyber safety and where do babies come from.

Michelle's parent nights are known for being 'authentic' and are always well received. They are warm, practical and full of common sense take home strategies that parents can implement immediately.

Everything Michelle does aims to empower families.

“You are your child’s GREATEST advantage. Parenting WELL is all about perspective.”

We encourage all **junior school parents and carers** to attend what I can promise will be an informative and engaging presentation. We ask that students do not attend this session as it is targeted specifically at an adult audience.



Screen time for your child – 7 tips

There is a lot of conflicting advice and emerging research around screen time. But, the right amount of screen time can depend on a range of factors like your child's age and maturity, the kind of content they are consuming, their learning needs and your family routine. It can be easy to focus only on the clock and how long your child is spending in front of the screen, but the quality and nature of what they are doing online, and your involvement are just as important.

Consider your child's screen use in the context of their overall health and wellbeing – for example, is online time getting in the way of their sleep and exercise? Is it impacting on their face-to-face connections with family and friends? The answers to these questions will guide you and help strike the right balance of online and offline activities for your child.



1. Be involved

Sharing screen time and online activities like gaming with your child helps you gauge the appropriateness of what they are doing and manage potential risks. It's also a great way to start conversations with your child about their online experiences.

2. Work with your child to set boundaries for screen use

If you decide that setting screen time limits is right for you and your child, discuss these new rules with your child. Older children are more likely to cooperate if they have been part of the decision-making process. Colourful pictures or charts of daily limits and other important activities is a fun way to get younger children on board.

3. Be clear about the consequences of not switching off

Part of our role as parents is to set clear limitations and boundaries. The same applies to technology limitations so, being clear and consistent about the consequences for your child if they do not stick to these rules is paramount. The [Raising Children Network](#) provides some useful tools and advice.

4. Set device-free zones and times at home

Device-free zones can help you manage your family's digital use. Here are some ideas for setting digital boundaries within your home:

- no devices in the bedroom for younger children
- all screens off in bedrooms after a certain time for older children
- all screens off at least one hour before planned bedtime
- all family members switch off at dinner time
- charge devices overnight in a place your child cannot access

5. Ask your child to explain their screen use

Get your child in the habit of explaining why they want to be in front of a screen or online. It's a great way to get them thinking about their own digital habits and balancing screen time with other activities.

6. Use tech tools to help manage access

There are robust products and device functions which allow you to see which apps are being used in your home and for how long. But try not to use these tools to secretly monitor your child. Instead, be open about the process and check the whole family's usage, including your own. Start with [Google Family Link](#) for Android devices or [parental controls](#) and [Screen Time](#) for iPhone/iPad.

7. Lead by example

Your behaviour is one of the most effective ways to help your child develop a positive digital mindset. Show your child you can put down your device too.

