



Principal's Report

Welcome back to school for Term 2. We look forward to a fun and productive term of learning at Shelley, enhanced by successful partnerships between students, staff and parents.

Welcome to Shelley Public School

This term we warmly welcome four new families to the Shelley community. Welcome to the families of Mathias (Year 1), Isaac and Hania (Year 2), Annabelle (Year 3), Pania (Year 4) and Samuel (Year 5). We also have three more families joining us next week. We hope you enjoy your time at Shelley PS and we look forward to working in partnership with you in the education of your children.

Staff Development Day

Our staff returned to school on Monday this week, and were involved in an extremely productive day of professional development. There were a number of sessions on the day including Futures Focused Learning (Project Based Learning Theory), Quality Literacy and Numeracy (The Writing Process) and the third professional learning session for the Got It program.

This Staff Development Day supported the key areas of our Shelley PS Strategic Plan for 2019.

The first two sessions focused on our **Strategic Direction 2: Evidence Based Teaching**, which aims to extend quality-teaching practice through professional development, reflection and feedback that supports our commitment to improving student learning outcomes for all. The Got It program supports Social and Emotional Development for our students and falls within **Strategic Direction 1: Visible Learning**, which aims to create dynamic learning environments, where students are supported to take ownership of their learning and achieve high expectations through integrated experiences.



KidsMatter

ANZAC Ceremony

During the last week of Term 2 we held our Shelley PS ANZAC Service in the school hall. The students of Shelley PS were extremely respectful throughout the service and I was very proud of their acknowledgement of the importance of this event. It was a great pleasure to have a small number of parents and grandparents join us on this occasion.

We thank Mrs Pain, Mrs Gibbeson, Mrs Joyce and Mr Parsonage for their organisation of the ANZAC service. We were privileged to have some special guests and we thank them sincerely for giving up their time to support the Shelley students in recognising this significant event.



Meeting with Teachers

If you have a concern or query about your child's learning or any aspect of school life, the staff at Shelley PS encourages all parents to let us know. The first "port of call" should always be the class teacher as they will have the best knowledge of your child's learning.

If you would like to make an appointment to speak to your child's teacher please send a note, contact the office or use the Teacher Meetings Form on the Shelley PS app.

Important Reminder:

Often parents will call in at the classroom to see if they can have a quick chat with the teacher. Whilst every effort is made to accommodate, particularly in urgent situations – it is not always possible to meet with the teacher straight away. Please be mindful that the teachers are often very busy both before and after school, with preparation.

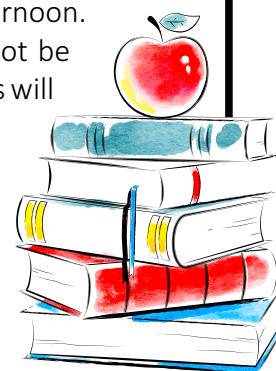
Please also be aware staff are unavailable to meet with parents at certain times during the week due to staff meetings. ALL STAFF are required to attend a meeting each Wednesday afternoon. Staff also have Stage and Committee meetings on other afternoons. Please do not be offended if a teacher tells you they cannot meet with you due to a meeting. Teachers will always be happy to organise an alternative, mutually suitable time.

PLEASE DO NOT request to speak to the teacher once the morning bell has rung.

It is important that teachers give their full attention to the students once class time has commenced.

If it is urgent that you speak to someone – please come to the office and ask to speak to either Mrs Williams or myself.

Please be assured that we value open communication with parents, and our teachers will be happy to make an appointment to discuss your concerns at any time during the year.



National Walk Safely to School Day – Friday 17th May

Now in its 20th year, National Walk Safely to School Day (WSTSD) is an annual event when all Primary School children are encouraged to walk and commute safely to school. It is a Community Event seeking to promote Road Safety, Health, Public Transport and the Environment.

The Shelley community is invited to join this initiative. Plan ahead – if you normally drive to school perhaps you could leave earlier and walk!

The purpose of Walk Safely to School Day includes:

- To encourage parents and carers to walk to school with primary school age children and reinforce safe pedestrian behaviour.
- To promote the health benefits of walking and help create regular walking habits at an early age.
- **To ensure that children up to 10 years old hold an adult's hand when crossing the road.**
- To help children develop the vital road-crossing skills they will need as they become mature pedestrians.
- To reduce the car dependency habits that are being created at an early age and which will be difficult to change as children become adults.
- To promote the use of Public Transport.
- To reduce the level of air pollution created by motor vehicles.
- To reduce the level of traffic congestion.



Is your child getting enough sleep? How much sleep is enough?

We all know that getting a good night's sleep is important in ensuring we are working at full capacity!

Some of our teachers spoke to me late last term about the number of children who are coming to school extremely tired, with some K-2 students even falling asleep in class. Getting enough sleep is particularly important for our students, as insufficient sleep can have a negative impact on their learning.



This week I have included in the newsletter an Insights article entitled **“Reduce Our National Sleep Debt”**, with some interesting thoughts on the importance of regular routines and about what's required to get a good night's sleep.

Lost Property Reminder

We frequently remind students about the importance of labelling all items of clothing and checking lost property for missing items. Occasionally I hear of jumpers that have gone missing for weeks at a time – only to turn up later and be returned to the owner because it is clearly labelled. It is common for students to inadvertently pick up items of clothing, particularly hats, jumpers and jackets, which do not belong to them. It is helpful if parents can check their children's school uniforms as they are going through the wash. If you notice an item that does not belong to your child, please return it to the school as soon as possible – as its prompt return may save another parent the expense of replacing the missing item unnecessarily.

The Lost Property cupboard near the hall is frequently overflowing with lost jumpers and jackets. Although the teachers endeavour to keep this area tidy – and return labelled items, last term there seemed to have been an inundation of lost property. Please check the cupboard if your child has lost an item of clothing.

NAPLAN Reminder

NAPLAN (National Assessment Program –Literacy and Numeracy) will take place in Term 2 for all students in Years 3 and 5. Our students will be taking part in NAPLAN ONLINE for the first time this year (with the exception of Year 3 Writing, which will be completed in the traditional paper format).

The dates for the NAPLAN assessments are:

Tuesday 14th May – Writing

Wednesday 15th May- Reading

Thursday 16th May – Conventions of Language

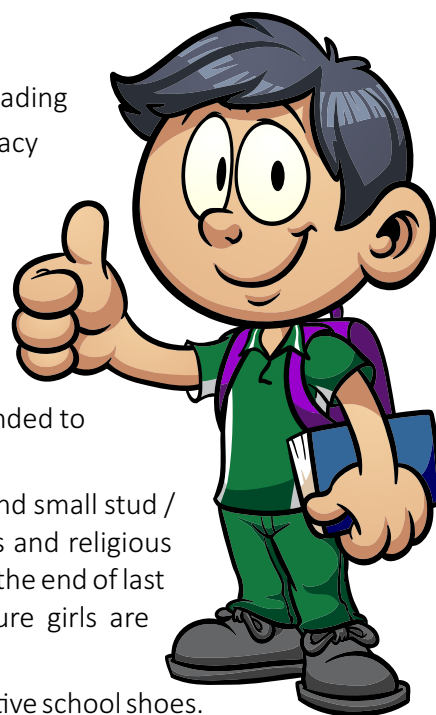
Friday 17th May – Numeracy

School Uniform

Thank you to parents for ensuring students have returned to school in full and correct school uniform.

A couple of reminders:

- **Hair Accessories** – should be dark / bottle green or white. Whilst we know the large style “jojo bows” are still quite popular, students are reminded to save their colourful bows for wearing on the weekend!
- **Jewellery** – should not be worn to school. Students may wear a watch and small stud / sleeper earrings only. (The only exceptions being medical alert bracelets and religious medals worn around the neck, but underneath the uniform). A few girls at the end of last term were wearing dangly earrings. For their own safety, please ensure girls are wearing studs or small sleepers only.
- **Black School Shoes** – it is important that students wear correct and protective school shoes.



Parenting Ideas: Insight Article

In this week's newsletter I have also included an article titled: “What bullying isn't, and what to do when it happens”. It outlines why bullying should not be confused with teasing, rejection, random acts of violence or physicality and conflict. While children will often tease or fight, this bickering should not be confused with bullying. Whilst this article has been around for a few years (and I have printed it in past newsletters), it is a great read and also provides some suggestions for supporting your child.

Jo-Ann Campion



Deputy Principal's Report



ANZAC Sunday Children's March

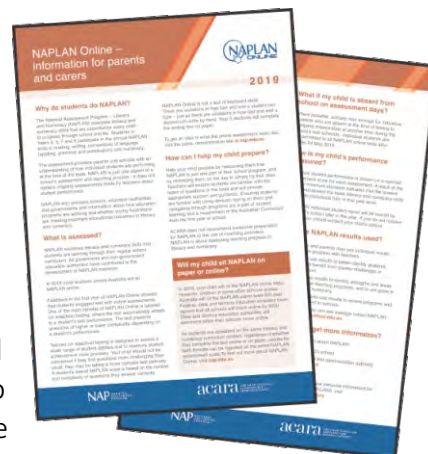
To heighten the awareness of ANZAC and its meaning in the community, two of our student leaders – Bradley and Bradwell, were invited to represent our school at the Seven Hills Toongabbie RSL Club Sunday Children's March on 14 April 2019. Our students then joined the members for afternoon tea in the club function room.



NAPLAN

On pages 10 and 11 we have attached a copy of the NAPLAN Online Information Brochure for parents and carers.

Translations of ACARA's parent and carer information brochure are also available on the NAP website resources page in: Arabic, Bosnian, Chinese Simplified, Chinese Traditional, Hindi, Khmer, Persian, Samoan, Serbian, Sinhalese, Somali, Spanish, Tagalog, Turkish, and Vietnamese. <https://nap.edu.au/resources-new/resources>



Medical Alert - Whooping Cough

Across NSW, there has been an increase of whooping cough (pertussis) amongst primary-school-aged children. As we are approaching the colder months, I have attached some information from NSW Health relating to Whooping Cough.

Some important information for parents:

- Whooping cough starts like a cold and progresses to bouts of coughing that can last for many weeks. Older children may just have a cough that is persistent and is worse at night. The infection can occur even in fully-vaccinated children.
- Whooping cough is spread easily by coughing, and babies are at risk of severe illness if infected. Older children and adults can often get whooping cough too and they can pass the infection on to babies.
- Coughing spreads the infection to others nearby.
- Whooping cough caught at school can spread to any younger brothers and sisters at home. Whooping cough can be especially dangerous for babies.

What to do:

- Anyone with symptoms of whooping cough should see their doctor early for diagnosis and treatment. Your GP can provide more information about whooping cough and vaccination.
- If your doctor diagnoses whooping cough, please let the school know and keep your child at home until they have taken 5 days of antibiotics. Keep coughing children away from babies.
- Whooping cough vaccines give good protection against infection but immunity fades. If your school-aged child has younger siblings, it's a good idea to check that they are up to date with their vaccines.

K-2 Cross Country





Shelley Super Stars

Congratulations to the following students on achieving their:



William 2P
Leila 2P

These students will be presented with their badges on Monday 6th May at the K-6 Assembly



Leanita Williams - Deputy Principal

**Congratulations to our Shelley Super Stars:
Meryem 1T, Christian 3T, Nikhil 2J and Kamali 2J**



Parent Planner Term 2

You will find a copy of the Term 2 Planner here on Page 9 or available on our website. Please print this page off and keep it somewhere for a quick reminder of important upcoming events and activities.



Dates to Remember



Week 2

Monday	6th May	P&C Meeting 7pm – All Welcome!
Tuesday	7th May	Year 5 Brewongle Environmental Education Excursion
Wednesday	8th May	Mufti Day "Adopt a Farmer" Mother's Day Stall
Friday	10th May	Mother's Day Breakfast

Week 3

Monday	13th May	3-6 Assembly – 3S and 3T Hosting
Tuesday	14th May	Year 6 High School Visit NAPLAN
Wednesday	15th May	NAPLAN
Thursday	16th May	NAPLAN
Friday	17th May	NAPLAN



Notes and Money to be Returned by Due Date

Year	Event	Due Date
K-6	Mother's Day Breakfast/Vouchers	6 May
K-6	Mad Food Science Incursion - \$14 and note	31 May
Kindy	Taronga Zoo Excursion - \$37 and note	22 May
Year 3	Brewongle Excursion - \$28 and note	22 May
Years 3-6	ICAS - payment and note	31 May
Year 6	Year 6 Commemorative Shirt - \$35 and note	10 May

**NO LATE
Payments can
be Accepted**

Please note: copies of all notes and Newsletters are available on the Shelley website.



PBL Update

Shelley Super Stars are Safe Respectful and Responsible!

PSSA participants who also won a prize in the Easter Egg-Stravaganza enjoyed receiving their eggs on their arrival back to school from sport.

Our purple award winner at the K-6 Assembly was **Miranda** from **2P**. Congratulations, we hope you enjoyed your special canteen reward!



Shelley Public School Planner 2019 - Term 2

WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	WEEKEND
1	29/04 Staff Development Day	30/04 Students return to School	01/05 House Meetings Cross Country	02/05 	03/05 Cross Country Carnival	04/05 05/05
2	06/05 P&C Meeting 7pm	Yr 6 High School Visit Year 5 Brewongle Environmental Education Excursion	MUFTI DAY "Adopt a Farmer" Mother's Day STALL		10/05 Mother's Day BREAKFAST Cross Country Carnival Year 3 - 6	 Mother's Day 12/05
3	13/05 3-6 Assembly 3S/3T	14/05 NAPLAN Writing Yr 6 High School Visit	15/05 NAPLAN Reading BOOK TALKS	NAPLAN Conventions of Language BOOK FAIR STARTS	17/05 NAPLAN Numeracy	18/05 19/05
4	20/05 K-2 Assembly 2M NAPLAN	21/05 Yr 6 High School Visit NAPLAN	NAPLAN SIMULTANEOUS STORY TIME Operation Art Maths Olympiad	23/05 NAPLAN 	24/05 Year 1 Brewongle Excursion NAPLAN	25/05 26/05
5	PHOTO DAY 	28/05 Yr 6 High School Visit Year 3 Brewongle Excursion	29/05 Kindergarten Excursion - Zoo		31/05 Year 2 Brewongle Excursion	01/06 02/06
6 Class Public Speaking	K-2 Assembly 1F Whole School Photo P&C Meeting 7pm	04/06 Yr 6 High School Visit	05/06 Blacktown Festival of Performing Arts Rehearsal	06/06 Debate	07/06	08/06 09/06
7 Grade Public Speaking	10/06 Queen's Birthday Public Holiday	11/06 Year 6 High School Visit	12/06 	13/06	14/06	15/06 16/06
8 Stage Public Speaking	17/06 K-2 Assembly 2J	18/06 Year 6 High School Visit	Maths Olympiad Mad Food Program + Parent Session 	20/06 		22/06 23/06
9	24/06 3-6 Assembly 6F 	25/06 Year 6 High School Visit		27/06 Debate		29/06 30/06
10	01/07 Super Star Morning Tea 	02/07 Public Speaking Competition Final	03/07	04/07 K-6 Assembly	05/07 P&C Fundraiser Day	06/07 07/07

NAPLAN Online – information for parents and carers



2019

Why do students do NAPLAN?

The National Assessment Program – Literacy and Numeracy (NAPLAN) assesses literacy and numeracy skills that are essential for every child to progress through school and life. Students in Years 3, 5, 7 and 9 participate in the annual NAPLAN tests in reading, writing, conventions of language (spelling, grammar and punctuation) and numeracy.

The assessment provides parents and schools with an understanding of how individual students are performing at the time of the tests. NAPLAN is just one aspect of a school's assessment and reporting process - it does not replace ongoing assessments made by teachers about student performance.

NAPLAN also provides schools, education authorities and governments with information about how education programs are working and whether young Australians are meeting important educational outcomes in literacy and numeracy.

What is assessed?

NAPLAN assesses literacy and numeracy skills that students are learning through their regular school curriculum. All government and non-government education authorities have contributed to the development of NAPLAN materials.

In 2019 most students across Australia will sit NAPLAN online.

Feedback in the first year of NAPLAN Online showed that students engaged well with online assessments. One of the main benefits of NAPLAN Online is tailored (or adaptive) testing, where the test automatically adapts to a student's test performance. The test presents questions of higher or lower complexity, depending on a student's performance.

Tailored (or adaptive) testing is designed to assess a wider range of student abilities and to measure student achievement more precisely. Your child should not be concerned if they find questions more challenging than usual; they may be taking a more complex test pathway. A student's overall NAPLAN score is based on the number and complexity of questions they answer correctly.

NAPLAN Online is not a test of keyboard skills. There are variations in how fast and well a student can type – just as there are variations in how fast and well a student can write by hand. Year 3 students will complete the writing test on paper.

To get an idea of what the online assessment looks like, visit the public demonstration site at nap.edu.au

How can I help my child prepare?

Help your child prepare by reassuring them that NAPLAN is just one part of their school program, and by reminding them on the day to simply try their best. Teachers will ensure students are familiar with the types of questions in the tests and will provide appropriate support and guidance. Ensuring students are familiar with using devices, typing on them and navigating through programs are a part of student learning and a requirement of the Australian Curriculum from the first year at school.

ACARA does not recommend excessive preparation for NAPLAN or the use of coaching providers. NAPLAN is about assessing learning progress in literacy and numeracy.

Will my child sit NAPLAN on paper or online?

In 2019, your child will sit the NAPLAN online tests. However, children in some other schools across Australia will sit the NAPLAN paper tests this year. Federal, state and territory education ministers have agreed that all schools will move online by 2020. State and territory education authorities will determine when their schools move online.

As students are assessed on the same literacy and numeracy curriculum content, regardless of whether they complete the test online or on paper, results for both formats can be reported on the same NAPLAN assessment scale. To find out more about NAPLAN Online, visit nap.edu.au

Participation in NAPLAN

All students in Years 3, 5, 7 and 9 are expected to participate in the annual NAPLAN assessment.

Students with disability may qualify for adjustments that reflect the support normally provided for classroom assessments. You should first discuss the use of any disability adjustments for your child with your child's teacher.

A formal exemption may be granted for a student with disability that severely limits their capacity to participate in the assessment, or for a student who has recently arrived in Australia and has a non-English speaking background.

Your school principal and your local test administration authority can give you more information on NAPLAN Online disability adjustments or the process required to gain a formal exemption.

NAPLAN Online 2019 timetable

The assessment window for NAPLAN Online is extended from three days provided for the paper test to nine days. This is to give schools more flexibility in scheduling and accommodate schools that may have fewer devices. The NAPLAN Online assessment window starts on Tuesday 14 May and finishes on Friday 24 May 2019.

The online tests must be taken in the following order:

Test	Duration	Order	Details
Writing	Year 3: 40 min. Year 5: 40 min. Year 7: 40 min. Year 9: 40 min.	To be completed in the first two days	Year 3 students do a paper-based writing test on day one only
Reading	Year 3: 45 min. Year 5: 50 min. Year 7: 65 min. Year 9: 65 min.	To be completed after the writing test	Students read a range of informative, imaginative and persuasive texts
Conventions of language	Year 3: 45 min. Year 5: 45 min. Year 7: 45 min. Year 9: 45 min.	To be completed after the reading test	This test includes spelling, grammar and punctuation
Numeracy	Year 3: 45 min. Year 5: 50 min. Year 7: 65 min. Year 9: 65 min.	To be completed after the conventions of language test	This test includes number and algebra; measurement and geometry; and statistics and probability

What if my child is absent from school on assessment days?

Where possible, schools may arrange for individual students who are absent at the time of testing to complete missed tests at another time during the school's test schedule. Individual students are not permitted to sit NAPLAN online tests after Friday 24 May 2019.

How is my child's performance measured?

Individual student performance is shown on a national achievement scale for each assessment. A result at the national minimum standard indicates that the student has demonstrated the basic literacy and numeracy skills needed to participate fully in that year level.

A NAPLAN individual student report will be issued by your child's school later in the year. If you do not receive a report, you should contact your child's school.

How are NAPLAN results used?

- Students and parents may use individual results to discuss progress with teachers.
- Teachers use results to better identify students who would benefit from greater challenges or extra support.
- Schools use results to identify strengths and areas to improve in teaching programs, and to set goals in literacy and numeracy.
- School systems use results to review programs and support offered to schools.
- The community can see average school NAPLAN results at myschool.edu.au

Where can I get more information?

For more information about NAPLAN:

- contact your child's school
- contact your local test administration authority at nap.edu.au/TAA
- visit nap.edu.au

For information about how personal information for NAPLAN is handled by ACARA, visit nap.edu.au/naplanprivacy

INSIGHTS

by Michael Grose – No. 1 parenting educator



Reduce our national sleep debt

Many parents underestimate the importance of sleep for children's learning and well-being. As a community we lack a great deal of knowledge about what's required to get a good night's sleep.

Recently I spoke at an overseas conference and sleep, or rather lack of sleep, was high on the agenda.

Professor Harlene Hayne, head of the Psychology Department at the University of Otago, revealed that increasing the amount of sleep children receive is one of the most powerful strategies for improving their mental health and well-being.

The links between sleep debt and poor mental health, including anxiety and depression, are indisputable. Anxiety goes down and confidence and well-being improves when kids get enough sleep.

Many kids today are sleep deprived. Teenagers, in particular, don't get enough sleep. They need between nine and 10 hours sleep each night, yet most get about seven or eight hours sleep. Some get less.

Not getting enough sleep leads to sleep deprivation, which is akin to jet lag, where kids don't function at their optimum. *Lack of sleep leads to irritability, decreased creativity and memory lapses. It also has strong links to anxiety and depression.*

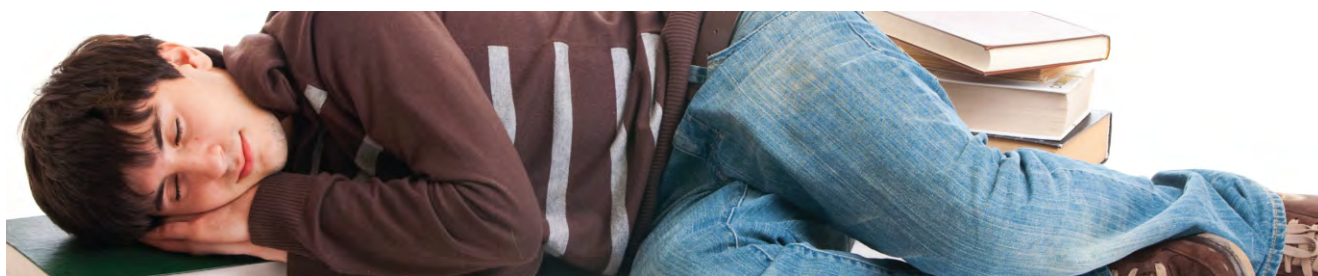
Sleep maximises the brain growth which occurs with toddlers and teens. Sleep also consolidates learning: sleep research has shown that the brain practises what it has learned during the day when a child or young person is asleep. So sufficient sleep consolidates past learning as well as keeping kids fresh to maximise their future learning.

Sleep experts stress that while adults may not have control over biology we can assist children and teens to establish good sleep patterns. Children usually carry good sleep habits into adolescence. If you struggle to get young children to sleep or constantly battle kids who want to stay up longer, some knowledge of good sleep habits may be useful.

Good sleep habits include:

- 1. Regular bedtimes.** Kids may fight this, but make sure kids keep regular bedtimes during the week and allow them to stay up a little later on weekends. Children need between 10 and 12 hours of sleep each day, while teens need a minimum of nine hours.
- 2. A 45 minute wind-down time before bed.** This includes: removing TV and other stimuli, calming the child down and limiting food intake (and caffeine for teens). The wind-down time informs the body clock that sleeping-time is near.
- 3. A bedtime routine:** Have a bedtime routine, such as story-reading and teeth-cleaning, that signals psychologically that it is time for sleep. A set routine means that kids can predict. It also means that some children will fight bedtime so you need some good strategies in place to get kids to bed and make sure they stay there.
- 4. Keeping bedrooms for sleep.** Bedrooms that resemble caves are recommended. It gets tricky with mobile phones and other information technology, but it's smart to keep mobiles and laptops out of bedrooms at sleep-time. This goes for parents too. I've noticed most parents sleep in technology-free bedrooms (apart from a clock-radio) yet their kids will have technology-full rooms.
- 5. Maximise the three sleep cues.** These include: darkness (maintaining a cave-like bedroom); lowering body temperature (baths can be good for this); and melatonin (work within their cycle).

With mental health being on the agenda for all Australians and New Zealanders there is no better start than attending to good sleep habits. If your kids get less sleep than they should, check out the five habits above and work out which of these you can adjust to move things in favour of them getting more sleep.



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INSIGHTS

by Michael Grose – No. 1 parenting educator



What bullying isn't, and what to do when it happens

Bullying should not be confused with teasing, rejection, random acts of violence or physicality and conflict.

While children will often tease or fight, this bickering should not be confused with bullying.



Bullying is a word that's wrapped in emotion. For many people bullying is associated with **bad childhood memories**. It's been estimated that around 40% of people have experienced some type of bullying in the past.

Bullying is an insidious behaviour that transgresses children's natural right to feel safe and secure. It can adversely affect their learning, emotional well-being, further peer relations and their sense of self.

Bullying takes many forms and guises including, physical and emotional abuse, intimidation, harassment and exclusion.

It now has a well-publicised cyber-dimension which has moved the goalposts for many kids. In the past children could escape bullying behaviours they may have experienced by being at home. Cyberbullying now means that kids can't escape the bully like they once could.

Bullying is not the domain of one gender. Girls bully just as much as boys but they do it in less physical ways. While boys use physical intimidation or verbal abuse to wield power, girls are more likely to use exclusion or verbal sarcasm to assert themselves.

Bullying should not be confused with teasing, rejection, random acts of violence or physicality and conflict. While children will often tease or fight, this bickering should not be confused with bullying.

Bullying is about lack of power as one person is powerless to stop the teasing or physical abuse. Bullying is the *selective, uninvited, repetitive oppression* of one person by another person or group.

If you think your child is being bullied then handle with care as children often don't want to admit that they are on the receiving end of bullying.

Some kids keep it close to their chests so it helps to be on the lookout for **warning signs** such as: items being stolen, changing the route to school and withdrawal from usual activities.

If your child is being bullied:

1. Listen to their story: Children who are bullied need someone to believe their story. Take them seriously and avoid dismissing complaints as tell-tale. Use common sense to differentiate between bullying and more random, non-selective antisocial acts. Kids can be nasty to each other, yet this doesn't constitute bullying.

2. Deal with their feelings: A child who is bullied probably feels scared, angry and sad. Boys are more likely to display anger and girls claim they feel sad. The degree of emotional intensity is an indicator of the amount of bullying. Recognise and validate their emotions. Let them talk about how they think (remember boys respond better to 'think' language) and feel. It's normal to feel sad, scared or just plain confused.

3. Get the facts: Get a clear picture of what happens, including who is involved, the frequency and what happens prior to any bullying. Get your child to be as specific as possible by asking good questions. An accurate picture will help you determine your next course of action.

4. Give them coping skills: With a clear picture you can start giving your child some help about how he or she may deal with bullying including using avoidance strategies, being more assertive and changing poor body language.

5. Get the school involved: Bullying is best handled when parents and teachers are involved. Approach your school through the appropriate channels, make yourself aware of your schools' anti-bullying procedures and programs, and be willing to work within these guidelines.

6. Help build your child's support networks: Kids need a group of friends to support them when they experience bullying so look for practical ways to broaden friendship groups.

7. Build their self-confidence: Provide children with systematic encouragement. Let them know through your words and treatment of them that they will get through this period.

It's worth remembering that children who experience some form of bullying often come out stronger and more resourceful because they have experienced difficulties and they know they can defeat them.

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