

Meningie Area School Newsletter

ACTING PRINCIPAL: Mr Mal Jurgs
ACTING DEPUTY PRINCIPAL: Mrs Katrina Hood
SENIOR SCHOOL LEADER (7-12): Mrs Katrina Hood
JUNIOR SCHOOL LEADER (R-6): Mrs Wendy Starling
GOVERNING COUNCIL CHAIRPERSON: Mr Jason Schulz



dl.0750_info@schools.sa.edu.au

Issue 7 – 8th May 2020

www.meningieas.sa.edu.au

PRINCIPAL'S REPORT

We are lucky to live where we do! Thanks to our geography and the sound judgement of our leaders in health and politics we have largely avoided the health impacts that the coronavirus could have wreaked upon our state. We are not out of the woods but I would rather be here than most other places in the world right now.

As a result, the majority of our parents have now deemed it safe to send their children to school to continue their education as normally as possible. We appreciate the vote of confidence in our management of this situation that this reflects.

We have got back to a level of attendance that allows us to return to a normal timetable as from Monday, May 11th. Teachers for the most part will be teaching their students face to face in a similar way to what they were before this crisis developed. However, we should never waste a good crisis, and we have learned much over the past month or so which will continue to prove valuable as we move forward. Teachers have gained skills in using new technology which can be adapted to teaching in the classroom to provide more opportunities for students to work collaboratively while being able to engage with learning that is targeted at their specific needs.

We will continue to support students learning at home and they will be contacted regularly by a teacher, although not necessarily their subject or home group teacher. Work will continue to be sent home for them once they have returned their previous education packs for marking. I would like to remind parents that it is very important that we see the work that children are able to do without support from any body else, particularly in summative tasks. While getting good grades is important and we want to encourage all students to aim high, the most important function of any assessment is to inform us of where the student is on their learning journey, what their strengths and weaknesses are and where do we go next for their learning. If a child is producing work with the help of parents at home, it distorts our understanding of their progress and this may lead to them missing out on vital steps of instruction as we assume that they have already gained this knowledge, understanding or skill.

While schooling is returning to something close to normal, we are still very conscious of keeping students and staff safe from infections of any type. Extra cleaning is still occurring during the school day, including buses and playgrounds. At this stage parents and volunteers are not allowed into classrooms, and we ask that if you need to drop students off in the morning, do so as quickly as possible. If your child is unwell, please keep them home until they no longer have any symptoms.

Music lessons are continuing with some students being taught at school, face to face, while others are being taught online with their teacher at Murray Bridge. Some support staff, such as Occupational Therapists and Speech Pathologists, are returning to visit students and I expect more of these services to come back to us over the coming weeks. All of these staff must follow health procedures when they enter the school. Camps and excursions are still not to occur, and we are waiting for advice from SA Health before this will change.

The Coorong District Council has put considerable money, through the drought relief fund, in to developing a footpath along Bonney St. and North Tce, which is already proving very popular with students who need to use those roads to get to and from school. They are voting with their feet!! Thank you to all who have worked on making this happen.



Diary Dates for Term 2

19 May	Year 8 Immunisations
27 May to 3 June	Reconciliation Week (Wk 6 @ school)
8 June	Queen's Birthday Public Holiday
30 June	Year 10 Immunisation
1 July	Carly Ryan Foundation Year 5 – 10 Student Talk

As many of you would have noticed the old Art Room was finally removed over the holidays. There is still some work to do to place turf over the area that the building covered and install irrigation. Now we have that space open and can see some possibilities it allows us to move forward with planning some new spaces such as the Nature Play area and yarning circle. These will be discussed in up coming Governing Council meetings, and hopefully we will see some action on the ground during this year.



Finally, I would like to thank all of you for your support over the last few months as we have had to adapt to the changing conditions that we have been working under. I also recognise the hard work that teachers and SSOs have put in to developing programs and taking on different roles during this time and appreciate the way that they have been able to do this in a calm and professional manner.

Stay safe and well.



Murray Mallee SAPSASA update

At this stage there is no school sport until further notice due to the current restrictions on sporting activities, due to COVID-19. This means that trials that were programmed to take place won't until, or if, these restrictions are lifted.

SA School sport are running different sporting challenges. The first one was Trick Shot Challenge which has now been judged. The primary winner was Archie Fitzgerald from Cummins Area School and senior winner was Tom Ebourne from Woodcroft College. We congratulate MAS student Jacobe Griffiths for working on his Trick Shot and entering over the holidays. Jacobe's entry used a footy, basketball, golf, whip and bike. Check out Jacobe's entry on our facebook page.



Challenge number 2 is now open. Challenge 2 is a Team Juggling Challenge. Head to the SA School Sport Facebook page for information and updates.



Scholastic News

The school will not be taking orders for Scholastics Issues 2 and 3, however you are welcome to place an order online through LOOP and the orders will be delivered to the school.

Just a reminder that 4 lucky students were recipients of a Recognition Award from PaCSS at the end of Term 4 2019 which entitles them a discount of \$10 on any scholastic order. This voucher cannot be used on the LOOP site but students will be able to order later in the year when ordering returns to normal.

These students are: ELISE HERA-SINGH, RUBY CUNNEEN, CHRISTIAN MAMMONE AND LEYAH SHORT.

Sharon Gibbs

Scholastics Coordinator



Combined Ag

This week our Year 6 -12 students worked with Mr. Lehmann to crutch, vaccinate and drench our Merino and Crossbred ewes in preparation for lambing in a few months' time. The students also assisted by scanning the electronic eartags of each sheep and recording data such as bodyweight onto our BreedElite program.



Landcare Grant – Starting Fresh Project

Last year our school received a \$1000 grant through the Woolworths Junior Landcare Program. Students from Year 6/7 Ag and Mrs Wright's Year 4/5 class have been working on this project. The Year 4/5 class have been harvesting their zucchinis and trying them cooked up in different ways. So far they have tried Zucchini Fritters, Zucchini & Apple Muffins and Zucchini & Corn Muffins. We have just purchased 8 fruit trees to be planted to contribute to the edible garden.



Zucchini and Corn Muffins

2 cups SR Flour
½ tsp paprika
1 cup buttermilk
1 egg, beaten lightly
80 g olive oil margarine
2/3 cup grated cheese
1 small zucchini, grated
125 g corn kernels, rinsed & drained
1 spring onion sliced thinly
2 tsp finely chopped fresh parsley

1. Preheat oven to 200°C, Grease muffin pan
2. Sift flour and paprika into a medium bowl and make a well in the centre.
3. Combine the buttermilk, egg, margarine, cheese, zucchini, corn, onion and parsley. Add the flour mixture and stir gently with a large metal spoon until just combined. Don't over-mix, the mixture should be slightly lumpy
4. Spoon mixture into the pan and bake for about 20 minutes or until lightly golden. Stand for 5 minutes before turning onto wire rack to cool.

Book Reviews

We love hearing about the books students have been reading. If you would like to submit a book review please include the Title, Author, Rating 1-5 stars, include in your notes why you would and would not recommend the book to your peers. If you would like to include a photo of you reading or with the book or a picture drawn describing the characters, please feel free to do so.

Submissions can be dropped into the front office or sent to emma.swan773@schools.sa.edu.au

Happy Reading!



MATERIAL & SERVICES CHARGES FOR 2020

Payment is now due.

Invoices have been applied to each student and along with Statements have been posted out to Parents/Caregivers. If you have not received your statement, please phone the school for a copy.

DECD offer School Card Assistance to Parents/Caregivers who hold a health care card. Please come to the front office and fill out the appropriate paper work or apply online at www.sa.gov.au under the heading Education and Learning, Financial Support, School Card Scheme. (this needs to be completed each year).

Payments can be made by cheque, cash, credit card or direct debit. Instalment plans are also available.

Our bank details are:

Account Name: Meningie Area School

BSB #: 105-165

Bank: Bank SA: Account #: 739323540

Please use the Family ID: located below your address on your invoice: e.g. STA001 as a reference.

Please phone Lindy (finance) at the school for your intentions/information.

Any other information you may require, please contact the school.

Meet the faces of MAS

In this newsletter we meet the dynamic duo from the canteen Rosie & Judy. The canteen is run by the Meningie Bakery. The canteen is open for both recess and lunch for all students and staff. The canteen price list is available on School Star APP, on the website (hardcopies are available at the front office). We prefer lunch orders so we can organise their food prior to lunch. Students can place lunch orders in their classroom, at the front office or via the canteen at recess.



Name: *Rosie*

Role: *Canteen Shop Assistant*

How long have you been in this role? *15 years*

What do you most enjoy about the role? *Meeting the kids and the conversations we have.*

What is your favourite item on the canteen menu? *Salad Roll*

What is the busiest day of the week? *Friday*

Something interesting you like to do when you are not at work? *Reading is one of my favourite things to do. I am a frequent flyer at the library to borrow books.*

What is your favourite spot in Meningie? *The lake, I love the lake especially seeing kids fishing and catching carp.*

Where do you or would you love to travel (when COVID is over)? *Anywhere in Australia*

Name: *Judy*

Role: *Canteen Shop Assistant & School Bus Driver*

How long have you been in the canteen role? *15 years*

How long have you been driving the bus? *17 years*

What do you most enjoy about the canteen role? *Interaction with the students.*

What is your favourite item on the canteen menu? *The healthier options on offer.*

What is the busiest day of the week? *Usually Friday and sometimes Monday*

What do you most enjoy about the bus driving role? *Supporting families and students to get them to and from school daily. Watching students grow and mature over the years and seeing them move into the community when completing their schooling and of course building relationships.*

Something interesting you like to do when you are not at work? *Volunteering on various community committees and I also enjoy baking.*

What is your favourite spot in Meningie? *Home or out the front of the RSL Hall overlooking the lake watching people with their water activities.*

Where do you or would you love to travel (when COVID is over)? *I would like to see Australia and if still have money and time Europe and/or Canada.*

We are grateful to have the bakery provide this service at our school and appreciate Rosie and Judy's incredible commitment to the roles. Many other schools require volunteers to run their canteen sometimes struggling to fill the roster. With reduced attendance at school recently, the canteen has seen fewer orders. We encourage families to continue to support the canteen services.



Cows Create Careers offers Bright Future for online students

Calves are set to star on the small-screen this year as students across Australia learn and explore dairy industry careers in the virtual-classroom.

Due to COVID-19 restrictions, Dairy Australia's popular Cows Create Careers project will be delivered via an online hub for Term 2, 2020. The hub offers various curriculum options - 'Normal', 'Reduced' and 'Easy to Implement' - so schools can choose the option that best suits their requirements.

Each school is provided with dairy industry curriculum and ongoing support for years 7-11, at no cost. And while the students may not get a 'hands-on' this year, Cows Create Careers remains highly engaging through fun industry-based resources.

Students will take an online journey through Willbrae Farm where they will be introduced to two dairy calves, 'Bright' and 'Future'. Over five weeks, students will find out how to care for the calves and watch them grow through engaging videos. Students will also learn about the environment, technology and machinery used on farm through quirky activities and competitions. As with all Cows Create Careers resources, the online program prioritises student learning and aligns with ACARA curriculum.

Sally Roberts, Lead - People at Dairy Australia, said the 2020 online version of Cows Create Careers will continue to shine a light on the diversity of professional careers within Australia's vibrant dairy industry.

"Cows Create Careers allows students and teachers to learn about the different skills and capabilities required for a career in the dairy industry in a fun and hands-on way and this year will be no different," Ms Roberts said.

"The benefits of Cows Create Careers extend well beyond the classroom; it supports links between students, teachers and the dairy community. Cows Create Careers showcases the wide-range of education and career pathways within the industry and the skills and capabilities required. The program's new online hub will continue to deliver these benefits through fun and interactive activities."

Ms Roberts said the opportunity for online learning will continue to develop these important links thanks to the continued support of dairy industry volunteers who will be available to connect to the schools throughout the program.

"Volunteers represent a wide-range of professional dairy careers. They speak to the students and teachers about their experiences in the industry, support students in career decision making, and have important links to dairy, education and employment sectors," Ms Roberts said.

Cows Create Careers has a rich history. The popular project was originally established in 2004 with dairy farmers in the Strzelecki Lions Club in Victoria and nine Gippsland schools. Since 2006 the project has been supported by Dairy Australia, Regional Development Programs, dairy farmers and sponsors.

In South Australia the program is supported by: DairySA, MaxCare Animal Nutrition, Hills Farm Supplies, Laucke Mills, SA Dairy Industry Fund, Total Result Ag Consulting, Beston Pure Foods, Willunga Veterinary Clinic, FP Ag, Fleurieu Stockfeeds, Fleurieu Pumps, Elders Rural Services, Fleurieu Country Vets, Yankalilla Seeds, Rotary Club of Victor Harbor, Victor Motorcycles, AgriDairies, Alexandrina Council, Nutrien Ag Solutions, Daish Irrigation & Fodder, East Total Reproduction, Bates Farm Machinery, City of Victor Harbor, Bendigo Bank – Aldinga Beach, G & J East (Strathalbyn), Compass Feeds, South East Vets, Mount Barker District Council, Platinum Ag Services, Dairy Tech SA, La Vera, Farmer Johns, Dasco, Daviesway, Skellerup and Peach Teats.

This term, 110 schools will complete the project across New South Wales, South Australia, Victoria and Western Australia.

"We are excited the 2020 program can continue and are grateful to industry advocates and farmers who continue to volunteer their time to schools completing the program - they are vital to the ongoing success of Cows Create Careers," Ms Roberts said.

And while they may be learning online, students will still have the opportunity to win some great prizes. Upon completion of the project students and teachers will be recognised for their success in the program.

For more information visit: <http://www.thepeopleindairy.org.au/projects/ccc2020>

Dairy Australia is the national services body for the Australian dairy industry. The company acts as the collective investment arm of the industry, investing in essential research, development, extension and industry services. For more information visit www.dairyaustralia.com.au.

Media Enquiries

Jaydee Events Pty Ltd

03 5659 4219 | admin@jaydee.net.au

[Please contact Jaydee Events for media and photo opportunities.](#)

The Hunger Games – Suzanne Collins

Book Review

Each year in a dystopian future, one male and one female teenager (the 'Tributes') from twelve different Districts are set against each other in a vast outdoor arena, in a televised, dramatized fight to the death; The Hunger Games. The last Tribute left standing is crowned Victor, and their District is showered with prizes, largely consisting of food. At District 12's annual 'Reaping', which is where they draw the Tributes, Katniss Everdeen volunteers as Tribute in order to save her sister, Primrose, whose name was drawn. Peeta Mellark (the male Tribute) and Katniss are taken to the Capitol (not a District, but a city) where a slightly clueless but genuine host Effie Trinket helps them prepare and acclimatise to their situation. They are mentored by District 12's only living Victor, Haymitch, who is an alcoholic and prepared by stylist Cinna before being put in the arena.

I thoroughly enjoyed this novel, as it is well-written, vibrant and full of suspense and action at every turn. My favourite part was the way Katniss uses the resources around her to provide food and shelter for herself and others, and the way she out-smarts some of her opponents in the arena. Haymitch's drunken endeavours often lighten the mood in the book, creating a great amount of humour and therefore making it one of my favourite parts of the book. If I had the opportunity to change something in the novel, I would provide Peeta with a weapon of choice, rather than him just being strong. Katniss is an experienced hunter, so her weapon of choice is a bow, however Peeta is unskilled with all the weapons available in the arena.

The characters in the story are well thought out, balancing the genuine, nice characters with the evil, unforgiving ones perfectly. Characters like Effie, Haymitch and Cinna provide hope and reassurance which is then contrasted with the bloodthirstiness of the other Tributes in the arena. The main characters, Katniss and Peeta, are reasonably nice, however Katniss is slightly surlier than Peeta, making them easy to like and giving them good charisma.

I would definitely recommend this novel to anyone who likes fictional, dystopian society, action/adventure or thriller, with a touch of romance and comedy.

Five adjectives I would use to describe this novel are: Dystopian, Exciting, Intense, Hilarious and Romantic.

Suzanne Collins has used a combination of complex and colloquial language to write this novel, using the complex words where needed, making it easy for the reader to follow.

Overall, I'd rate this novel 4.5 / 5 due to Suzanne Collin's use of language, character and setting. *The Hunger Games* is an easy-to-read action and adventure novel, blending suspense, romance and comedy perfectly, making it brilliant overall.



BOOK CLUB IS HERE—Virtual Catalogue while Students Learn from Home

In these unprecedented times we're all being asked to change the way we work and live. Our tradition of putting books into the hands of kids isn't going to change, but for Term 2, we're doing things a little differently.

Doing things differently does not change our goal, that goal is more important than ever!

For the first time in the history of Scholastic—we will have a Virtual Book Club for Term 2

Every child will still have the opportunity to access their Book Club catalogue.

The same carefully selected, best-value books will still be available, so the enjoyment Book Club is known for will not change!

We ask that you continue to work with us to maintain our unique distribution partnership with schools. This means we can keep on putting traditional delivery costs back into offering the best prices and the best selection of books!

Ready to Run

Click below to access the Virtual Catalogue.

Recommended return-by-date Monday 18th May.



Click here for your Virtual Book Club

Any questions or need help

Please call us on 1800 021 233*

We are here to help.

*Please contact us by 1st May 2020.



<https://scholastic.com.au/book-club/virtual-catalogue-1/>

All orders will still be delivered to the child's school as normal, but

getting the books into their hands is where we are asking for your help!

WE'RE HERE TO SUPPORT YOU...

Encouraging kids to read is our goal, **but we need your help!**

1 Let your school community know there is a Virtual Book Club in Term 2

YOU COULD:

- Send the link to the catalogue to students and parents advising them of the closing date
- Use the school email distribution list
- Attach the link to the school e-newsletter
- Share with students on a student portal or have teachers share as part of their class communication
- Ask your Principal to share with families supporting reading at home in Term 2.



2 Sending your order to Scholastic won't change...

LOOP ordering is the easiest way to order during Term 2. But, we know some of you will want to accept cash orders so we will have the portal running as usual. We really want you to run Book Club the best way for your school community.

3 Kids have placed their orders, how can you get the books to their homes?

YOU COULD:

- Set up a Book Club pick-up station at school
- Pack book-club orders in Take-Home Learning packs
- If you can, do a drive-by Book Club order drop-off
- Share any ideas you have for other Book Club organisers on our Facebook Page or use the hashtag #scholasticAustralia



 SCHOLASTIC

Publish date: 23/05/18
Edit date: 06/03/19



Instagram is a hugely popular social networking app with over 1 billion snap happy users worldwide. The app, which is accessible on iOS and Android devices, allows users to upload images and videos to their feed, like an online gallery. Images and videos can be transformed with an array of filters to edit the shot before sharing. Anyone with an account can see others' online 'galleries' if their account is not private. To make posts easier to find, users can include searchable hashtags and captions to their uploads. The app has additional features like an 'Explore Page,' which contains videos and images tailored to each user based on accounts and hashtags they follow.



What parents need to know about INSTAGRAM

HOOKED ON SCROLLING

Instagram revealed that young users spent a minimum of 32 minutes on the app per day. Many social media platforms, including Instagram, have been designed in a way to keep us engaged on them for as long as possible. Behavioural economist Dr. Just calls this the 'Hook Model' and the Instagram feed is a great example of this. Children and adults may find themselves scrolling to try and get a 'dopamine release'. Scrolling may become addictive and it can be difficult to stop scrolling until they find that 'something' they are looking for. Children may quickly lose track of time as they get deeper into their Instagram feed.

SLIDING INTO DM'S

Direct messages (or DMs) on Instagram allow users to share posts, images, videos, voice messages and calls between each other privately for as long as possible. Even if your child's account is set to private, anybody has the option to message them and send them content. If the person is not on your child's friends list, the message will still be sent to their inbox but the user has to accept their request to see the message.

INFLUENCER CULTURE

Influencers are sometimes paid thousands of pounds to promote a product, service, app and much more on social media. When celebrities or influencers post such an advert, they should add a disclaimer somewhere in the post which states that they have been paid for it. Commonly, this is well hidden in the hashtags or in the comments of their post, making it unclear that their photo/video is actually an advert. This can be very misleading to young people who may be influenced into buying/trying something presented by somebody they admire. Dr. Danielle Wagstaff, a psychology professor from Federation University Australia, said that social media and influencer culture can sometimes lead us to 'derive a false sense of what everyone else is doing' and that this 'can definitely have a negative effect on our mental health and wellbeing'.

DAMAGE TO CONFIDENCE, BODY IMAGE & MENTAL HEALTH

In a recent report by the RSPH, Instagram was ranked the worst for young people's mental health. Using filters on photos on Instagram can set unrealistic expectations and create feelings of inadequacy. Children may strive for more 'likes' by using realistically edited photos, hiding themselves against other users on the app might threaten their confidence or self-worth. In early 2019, Instagram boss Adam Mosseri promised to ban images of self-harm, following the suicide of 14-year-old Molly Russell, who had reportedly been looking at such material on the platform.

LIVE STREAMING TO STRANGERS

Live streaming on Instagram allows users to connect with friends and followers in real-time and comment on videos during broadcast, but this feature can be turned off. If your child's account is private, only their approved followers can see their story. It's important to note they may have accepted a friend request from someone they don't know, which means they could be live streaming to strangers. Children also risk sharing content they later regret, which could be re-shared online for years to come. Public accounts allow anybody to view, so we suggest your child blocks followers they don't know. In February 2019, the NSPCC demanded a crackdown on Instagram's 'lived self-regulation' after it was revealed grooming and abuse via the app had more than tripled. 5,000 cases of sexual communication with children, some as young as 5, took place in 18 months.

IN-APP PAYMENTS - Instagram allows payments for products directly through the app. It operates under the same rules as Facebook Payments, which state that if you are under the age of 18, you can only use this feature with the involvement of a parent or guardian.

EXPOSING LOCATION

Public locations can be added to a user's photos/videos and also to their stories. While this may seem like a good idea at the time, it can expose the location of your child. This is particularly more of a risk if it is on their story, as it is real time. Posting photos and videos is Instagram's biggest selling point, but with sharing images comes risks. A photo which includes landmarks in the area, their school uniform, street name, house and even tagging in the location of the photo uploaded to Instagram can expose the child's location, making it easy to locate them. If their account is not set to private, anyone can access their account and see their location.

HJACKED HASHTAGS

Like Twitter, hashtags are also an extremely prominent tool in Instagram and with that comes dangers for your child. One person may use a seemingly innocent hashtag with one particular thing in mind, and before you know it hundreds of people could be using the same hashtag for something inappropriate or dangerous that your child certainly shouldn't be exposed to.

IGTV

Instagram TV (IGTV) works similarly to YouTube. Users can watch videos from favourite accounts on the platform, or create their own channel and post their own videos. It's important to note anyone can create an Instagram TV channel and doesn't have to be friends with a person to follow an account and watch their videos. In 2018 Instagram apologised and removed some of its TV content which featured sexually suggestive imagery of children. As the feature may encourage spending more time using the app, it's important to set time limits to avoid children's sleep or education being disturbed.

Top Tips for Parents

RESTRICT DIRECT MESSAGES

If your child receives a message from somebody they do not know, encourage them not to accept their message request and 'block' this person; this is the only way to stop them messaging your child again.

LOOK OUT FOR #ADS

In January 2019, the UK's Competition and Markets Authority launched an investigation into celebrities who were posting adverts on social media and not declaring that they were paid for. Influencers must clearly state that they have been paid for their posts, for example using a hashtag like #ad or #sponsored. Teach your child to look out for the signs of a paid post/advert and discuss with them that not everything they see from celebrities is their personal choice and opinion.

REMOVE PAYMENT METHODS

If you are happy for your child to have a card associated with their Instagram account, we suggest adding a PIN, which needs to be entered before making a payment; this will also help prevent unauthorised purchases. This can be added in the payment settings tab.

SCROLLING

Instagram added a 'You've completely caught up' message in late 2018. This message breaks up the feed and notifies you when you are up to date and there are no more new posts from followers. This feature is enabled automatically, but have the conversation with your child about how much time they are spending on the app and set healthy time limits.

PROTECT THEIR PERSONAL INFORMATION

Your child may unknowingly give away personal information on their profile or in their live streams. Talk to them about what their personal information is and make sure that they do not disclose anything to anyone during a livestream, comment, direct message or any other tool for communication on the platform, even to their friends.

USE A PRIVATE ACCOUNT

By default, any image or video your child uploads to Instagram is visible to anyone. A private account means that you have to approve a request if somebody wants to follow you and only people you approve will see your posts and videos.

FILTER INAPPROPRIATE COMMENTS

Instagram has an 'anti-bullying' filter, which hides comments relating to a person's appearance or character, as well as threats to a person's wellbeing or health. The filter will also alert Instagram to repeated problems so they can take action against the user if necessary. This is an automatic filter, but it can be turned off. Make sure it is turned on in the app's settings.

TURN OFF SHARING

Even though this feature will not stop people from taking screenshots, it will stop others being able to directly share photos and videos from a story as a message to another user. This feature can be turned off in the settings. We also recommend turning off the feature which automatically shares photos and videos from a story to a Facebook account.

DON'T FORGET TO BE VIGILANT & TALK TO YOUR CHILD ABOUT THEIR ONLINE ACTIVITIES!



SOURCES:
NSPCC (2019) Instagram: A guide for parents and carers. Available from: <https://www.nspcc.org.uk/keeping-children-safe/online-safety/instagram/>
RSPH (2018) Instagram: A guide for parents and carers. Available from: <https://www.rph.org.uk/keeping-children-safe/online-safety/instagram/>
UK Competition and Markets Authority (2019) Instagram: A guide for parents and carers. Available from: <https://www.cma.gov.uk/en/consultations-and-regulatory-action/instagram/>

www.nationalonlinesafety.com

Twitter - @natonlinesafety

Facebook - /NationalOnlineSafety

Images of this guide are for use as a resource for educators. No liability is accepted for any misuse.



TikTok is a video-sharing social media app available on iOS and Android which lets users create, share, and view user created videos much in a similar manner to Facebook, Instagram and Snapchat. It's main draw, however, is that users can record and upload bite-sized looping videos of themselves lip-syncing and dancing to popular music or soundbites, often for comedic effect, which can then be further enhanced with filters, emojis and stickers. TikTok has been designed with the young user in mind and has a very addictive appeal. At the beginning of 2019 it skyrocketed in popularity to become the iOS store's most downloaded app with over 33 million downloads. Estimates suggest that it now has anything between 500 million and over 1 billion monthly active users worldwide.



What parents need to know about

TIKTOK



MATURE CONTENT

On the iOS store, TikTok is listed as 12+. On the Google Play Store it is rated as Parental guidance recommended. When signing up for the app, it's possible to be asked your age without any form of verification. As children scroll through their feed, most of the videos they're likely to come across are lighthearted or funny takes on dance routines, which are designed to make people laugh. However, there has been a slew of videos which have been reported for featuring drug and alcohol abuse, self-harm and sexual content, including young teens dressing overly sexually and behaving suggestively. Given the deluge of material uploaded to TikTok every day, it's impossible to moderate everything and it can be quite common to come across explicit content on the 'for you' feed when logging into the platform.

INAPPROPRIATE MUSIC

TikTok revolves around creating music videos through lip-syncing and dancing. Inevitably, some of the music featured by users will contain explicit or suggestive lyrics. Given the undeniably young user base, there is a risk that children may look to imitate the explicit language they hear or the suggestive actions they see when viewing others' user's videos on the app.

TIKTOK FAME

TikTok is very image focused and there is a notable preoccupation with appearing cool and attractive. Many teenagers now attempt to go viral and become what's known as 'TikTok famous'. TikTok (and its predecessor Musical.ly) has spawned its own celebrities - social media stars Loren Gray and Jacob Sartorius have been catapulted to fame through their initial exposure on the app. Obviously, most budding influencers looking to become the next big thing will be disappointed, but this may have the knock-on effect of making them go to more and more drastic lengths to get noticed.

ONLINE PREDATORS

As a social network, TikTok makes it easy to connect with other users. This includes the ability to comment on and react to other user's videos, follow their profile and download their content. Be aware that by default, any user can comment on your child's video if their account is set to public. Most interactions are harmless enough but as an app, TikTok is prone to predators because of the abundance of younger users.

ADDICTIVE NATURE

Social media is designed to be addictive and TikTok is no different. It can be fun and hugely entertaining. However, it is also because of this that it can be hard to put down. In addition to the short, punchy nature of the looping video format, the app's ability to keep you guessing what will come on screen next makes it easy to turn a five-minute visit into 45-minute visit.

IN-APP PURCHASES

Aside from the content, there's also the option to purchase in-app extras called 'TikTok coins'. Prices range from £0.99 for 100 coins to an eye-watering £93.99 for 10,000 coins. TikTok coins are used to purchase different emojis to reward content creators that a user finds funny or entertaining. In the iOS version of the app you can disable the option to buy TikTok coins but this sadly doesn't seem to be a feature in the Android version.



Safety Tips For Parents

TALK ABOUT ONLINE DANGERS

Assuming your child is above the age limit to use the app, make sure you also take the time to talk to them about what they are seeing on the app. Have a dialogue, get them to give you their opinion on what is appropriate and model the correct behaviour for them. Go over why they shouldn't give out private information or identifiable photos and be positive and understanding of them. In the long run, getting them to think critically about what they're seeing goes a long way to keeping them social media savvy.

USE PRIVACY SETTINGS

Undoubtedly, the easiest way to safeguard your child on TikTok is to make sure their account is set to private. This means only those users your child approves can view, like, and follow their content. Setting the account to private may clash with your child's goal of social media superstardom, but it will keep their account secure from strangers. This setting can be enabled under the privacy and safety menu by pressing the ellipsis in the 'me' tab of the app. To be extra safe, there are additional controls available to toggle such as who can send comments and messages, among other options.

ENABLE RESTRICTED MODE

In the digital wellbeing section there's the ability to turn on restricted mode using a PIN. Restricted mode filters out content that is not age appropriate although it should be noted that this isn't always 100% fool proof. When enabling restricted mode, parents should still be vigilant to what their child is watching and take note that the algorithm moderating content is not infallible.

EXPLORE AND LEARN YOURSELF

Understanding and learning the app yourself is a great way to get to grips with TikTok. You could then even use the app with your child and watch some videos with them. If you are the parent of a teen, even if it does not make you popular, keep a close eye on what they're viewing and sharing. That said, it's a brilliant chance to turn it into a bonding opportunity with your child also. You could even unleash your inner performer and make videos with them while (more importantly) keeping them safe online.

LEARN HOW TO REPORT AND BLOCK INAPPROPRIATE CONTENT

With the proper privacy settings in place, TikTok can be a safe space for your child to express themselves. However, just in case something does manage to slip through, make sure your child knows how to recognise and report content that isn't appropriate and get them to come to you about what they have seen. TikTok allows users to report offenders and comments within the app. You can also block individual users by going on their profile.

MODERATE SCREEN TIME

As entertaining as TikTok is, you can help your child moderate their time on the app by making use of the digital wellbeing section. Under the screen time management option, you can limit the daily allotted time allowed on the app in increments ranging from 40 to 120 minutes. You can also lock this preference behind a PIN number which has to be inputted in order to then exceed the daily time limit. This way your child can get their daily dose of memes without wasting away the day.

Meet our expert

Pete Bodh is a writer with over 10+ years in research and analysis. Working within a specialist area for West Yorkshire Police, Pete has contributed work which has been pivotal in successfully winning high profile cases in court as well as writing as a subject matter expert for industry handbooks.



SOURCES:

www.nationalonlinesafety.com

Twitter - @natonlinesafety

Facebook - /NationalOnlineSafety

Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 08.01.2020



Meningie School Community Library Newsletter



April, 2020

Facebook Page

<https://www.facebook.com/meningielibrary/>

Website

<https://meningielibrarynewitems.wordpress.com/home/>

Catalogue

www.libraries.sa.gov.au/coorong



Click the *Everything* tab and scroll down to *Meningie* then type in what you're looking for and click *Search* (or press *Enter*).

Library Operations

COVID-19 health regulations means the library will continue to be closed to customers **(including parents)** until further notice. Student access to the library is unchanged.

We now have a Call/Email & Collect system **(Mon-Fri only)**. Unfortunately, no holds can be placed and only the items in our Meningie Library collection are available for loan.

Visit our catalogue (or search the Libraries SA app) to find items.

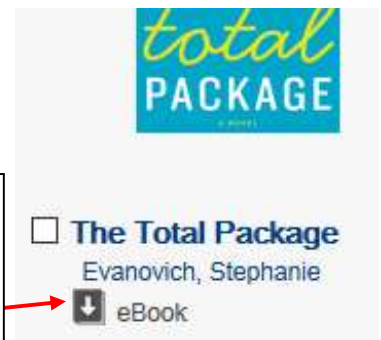
Call or email and we can make suggestions for you, or search our catalogue and tell us which items you would like. We can then arrange for you to collect them from the front office. Returns must be left at the front office.



When you click on a title the bottom of the screen shows what copies are available and where. Make sure you look at the information for Meningie. This will tell you whether we have it in or not.

If you click on the tab at the right it will give you more reading suggestions.

If the item says **eBook** or **eAudiobook** you need to access it with another program. The **Libby app** is the simplest way to access these. Download it for iOS, Android or Windows. Look for SA Public Library Service, put in your library barcode and pin (the last 4 numbers of your barcode) and start reading or listening.



Contact Details

Phone: 8575 1681

Email: meningie.library@gmail.com