



HARP OF THE SPIRIT



ST NARSAI
ASSYRIAN CHRISTIAN COLLEGE

From the Principal

Edwar Dinkha



Dear Parents, Guardians and Friends,

Happy Mother's Day to all our wonderful and amazing mothers and may God keep all our college mothers (parents and staff) well and in good health always. Selected students handed out roses to mothers as they were dropping their kids at the college during the morning run this past Monday.

I wish to take this opportunity to thank Mrs. Khanano for organising this event at the college.

Mid-Term Assessments and Examinations

As we finish week three of this term, I would like to remind you that this is a very busy term with various assessments and examinations covering all subjects. The results of these examinations and assessments will be used in the Mid-Year or Semester One Reports that all students will receive at the end of this term.

It is therefore crucial that students organise themselves well, complete allocated tasks and assignments and prepare for tests or exams across all subjects.

While students are supported well by their respective teachers during the day, they also need their parents and family members guidance at this time to help them better prepare for the upcoming assessment period. Please note that this can be a stressful period for students, and they would need your and our help.

Please note that student's performance in this examination will have major implications on their educational journey at the college.

ISSUE 4 | TERM 2

23 May 2025

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Year 7 2026 and 2027 Enrolments

Year 7 2026 enrolment interviews are getting closer to being finalised with only a handful of places still available for the 2026 school year. The Year 7 2027 (current Year 5 students) enrolment interviews will take place from the middle of next term.

I ask that parents wishing to enrol their children at the College, to urgently complete and submit their enrolment applications to our office staff for processing. Respective parents will be notified of interview times early next term.

Student Engagement

Question: Is your child part of a school-based activity or club?

Evidence suggests that student engagement in school related events or activities can enhance students' academic performance, because when student interact with others socially around an area of interest, they develop strong social skills, which in turn can improve their academic prospects. Please ask your child if he/ she is part of a group, an activity or a club? If not, why not? Students could speak to their Year Co-ordinators about school events, activities or clubs.



From the Deputy Principal (Welfare and Wellbeing)

Mary Ismail

The Student Wellbeing Hub

The Student Wellbeing Hub is an online space where parents can find information and advice about important topics like bullying, online safety, communicating with your child, and much more, to help you make your child's learning journey a safe and positive one.

Click this link <https://studentwellbeinghub.edu.au/parents/> for more information.

They have an upcoming webinar on the topic of Sleep and the developing brain on Thursday 22nd May from 4pm to 5pm. This live webinar with Dr Moira Junge, CEO of the Sleep Health Foundation will explore how sleep contributes to children and young people's brain development, including memory consolidation, emotional regulation, and cognitive functioning.

Click on this link [Webinars | Student Wellbeing Hub](#) to register for this webinar or to access other webinars on the site.

Elevate Education – Parent Support Webinars

St Narsai College is proud to announce we have partnered with Elevate Education to provide our parents with greater support in helping their children to be motivated, stay motivated and to have greater academic success.

Elevate Education – Parent Engagement webinar series provides ongoing support direct to parents. The 60-minute online sessions are run in the evening throughout the year to equip parents with the foundational strategies for setting their child up for success.

Session topics include time management, motivation and exam preparation. With live Q&As at the end of every webinar, they also give parents the chance to ask any questions they might have about effective studying and exam preparation. Webinar recordings are available for parents who might not be able to attend, helping to ensure that no one misses out.

See the next page for information about the topics of each webinar. The next Parent Webinar is on the 4th of June and on the topic of Supporting your child during exams. Register now via this link [Register your place in our parent support series to also access previous webinars and resources.](#)

Uniform

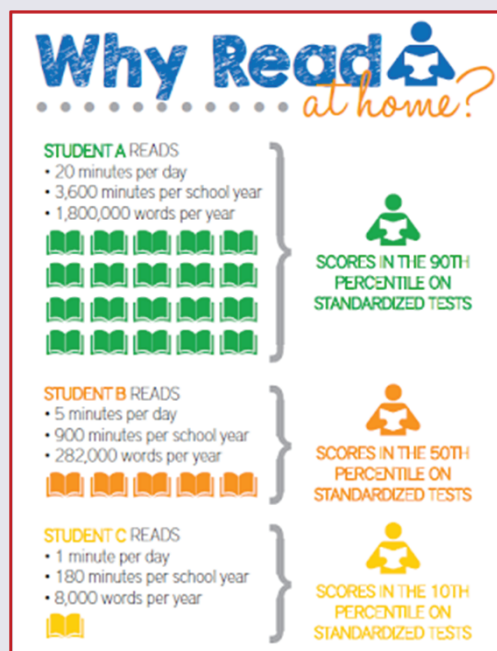
Undergarments (t-shirts worn under school shirts)

As shown in the student diary, no undergarments are permitted to be worn under the college uniform. The white undergarments are an added option for warmth and are not to replace the college uniform. Students are to wear school jumpers and blazers for extra covering and the white undergarment for extra warmth only. White undergarments are not to be seen.



Parent Testimonials	
<p>"I attended the session on how to help your child improve their note-taking and I was so impressed by the information that was given. It was explained in a simple way, I took notes during the session and what I know me every the most, he got straight to the point of what our children needed to do and as parents what we needed to check to make sure our kids are provided with what they need."</p> <p>"I found the sessions extremely helpful and the information and resources have been great to help me and my son navigate his high school learning needs - especially for exam preparation and assessment tasks. Many of these concepts we were not familiar with until we attended the webinars. These are really great and wonderful learning tools to motivate and encourage high school students to navigate their way through very stressful and difficult times."</p>	
Elevate Education's 2025 Parent Webinar Series Schedule	
TERM 1 2025	<p>FEBRUARY 12 GETTING (AND KEEPING) YOUR CHILD MOTIVATED How to help your child develop and maintain a positive approach to studying.</p> <p>FEBRUARY 26 HELPING YOUR CHILD MANAGE THEIR TIME How to support your child in staying organised, meeting deadlines, and balancing school and fun.</p> <p>MARCH 12 MAKING TECHNOLOGY AN ALLY (AND NOT THE ENEMY) How to break the tech-procrastination cycle and use apps to motivate their child to study.</p> <p>MARCH 26 HELPING IMPROVE YOUR CHILD'S MEMORY How their child's memory works and what they can do to help improve information retention and recall.</p>
TERM 2 2025	<p>MAY 7 GETTING (AND KEEPING) YOUR CHILD MOTIVATED How to help your child develop and maintain a positive approach to studying.</p> <p>MAY 21 HELPING YOUR CHILD PREPARE FOR EXAMS Maximising exam marks using practice papers and effective revision planning.</p> <p>JUNE 4 SUPPORTING YOUR CHILD DURING EXAMS Supporting your child in the run-up to exams by establishing good routines in the days before.</p> <p>JUNE 18 ASK ME ANYTHING (LIVE Q&A) Let entirely by parent questions - we provide actionable, realistic solutions to problems or concerns they may have.</p>
TERM 3 2025	<p>AUGUST 6 GETTING (AND KEEPING) YOUR CHILD MOTIVATED How to help your child develop and maintain a positive approach to studying.</p> <p>AUGUST 20 MAKING TECHNOLOGY AN ALLY (AND NOT THE ENEMY) How to break the tech-procrastination cycle and use apps to motivate their child to study.</p> <p>SEPTEMBER 3 HELPING YOUR CHILD IMPROVE THEIR NOTE TAKING What their child's notes should look like and how they can help them study more efficiently.</p> <p>SEPTEMBER 17 SUPPORTING YOUR CHILD DURING EXAMS Supporting your child in the run-up to exams by establishing good routines in the days before.</p>
TERM 4 2025	<p>OCTOBER 29 HELPING YOUR CHILD MANAGE THEIR TIME How to support your child in staying organised, meeting deadlines, and balancing school and fun.</p> <p>NOVEMBER 12 HELPING YOUR CHILD ALLEVIATE STRESS Advice on starting a dialogue around wellbeing with their child and effective stress management techniques.</p> <p>NOVEMBER 26 BUILDING RESILIENCE IN YOUR CHILD How to help their child bounce back from setbacks and navigate challenging times with confidence.</p> <p>DECEMBER 10 SETTING UP FOR SUCCESS How to help their child set goals for the future and develop a realistic plan to achieve them.</p>

Want your child to be a better reader – simple... have them read!



Mobile Phones are to be locked in lockers during school hours

Parents/Carers, please note that you that from Monday 19th May 2025 and throughout the term, Mr Lazarou and I will choose random periods throughout the day to do a walk around into classrooms with a focus on mobile phones.

Any student found to have a mobile phone on them will have the mobile phone confiscated and the mobile phone policy will apply (the mobile phone policy can be found on page 30 of the student diary and mentioned in previous newsletters). This includes the mobile phone being in the student's pocket. A reminder, mobile phones are not to be on students at any time of the day. Once arriving at school, mobile phones are to be placed in students' lockers and only retrieved at the end of the school day.

All students have continually been reminded of the mobile phone policy and procedure from the beginning of the year, at every assembly and year meeting and at times, during roll call. Signs are also posted around the school and on the LED tvs.

Please ensure you are supporting all of the college policies and expectations as per the conditions of enrolment. When possible, I ask that you please read the following pages of your child's diary for a reminder on the specific topics:

Page 4: College expectations

Page 9: Student Code of Conduct

Page 10 – 11: Student Code of Conduct: SHARP expectations

Page 17 and 18: Attendance Policy and Late to School Procedures

Page 22 and 23: Statement on Bullying Policy at St Narsai College

Page 24: ICT usage and cyber-safety agreement

Page 30: Mobile phone policy

Page 31: General expectations

Page 32 – 35: Uniform Policy

Page 36: Behaviour while travelling on buses/public transport

Page 39: Assignment/Assessment guidelines (including plagiarism)



Public Bus Service From T-WAY (Prariewood)

A reminder we have 6 buses leaving Prariewood Tway for St Narsai every morning. Bus times are: 7.29am, 7.36am, 7.41am, 7.48am (new additional service), 7.54am and 8.04am. (Please see notice below regarding buses). It is extremely important for parents who drop their children off at the Tway to drop them off between the times of 7:20am and before 7:40am so they can travel on the two early buses. It is also important that all parents who are dropping their children off, actually get down and see that their child is boarding the bus as many students are not. They are walking away into Stocklands or McDonald's and then coming back for the later buses. The buses are full and the child is not able to get on. A handful of students are then catching the 8.30am bus used by the general public and then arriving at 9.20am missing an hour of learning.

Please ensure your child arrives to school on time and safe.

MORNING SERVICES		
Bus No	Departing	Bus Route
9113	7:29	EX PRAIRIEWOOD T-WAY STN - via T-Way, L> The Horsley Drive, L> Horsley Rd, R> Bus Bay. Arr school 7:45
9113	7:36	EX PRAIRIEWOOD T-WAY STN - via T-Way, L> The Horsley Drive, L> Horsley Rd, R> Bus Bay. Arr school 7:52
9113	7:41	EX PRAIRIEWOOD T-WAY STN - via T-Way, L> The Horsley Drive, L> Horsley Rd, R> Bus Bay. Arr school 7:57
9113	7:48	EX PRAIRIEWOOD T-WAY STN - via T-Way, L> The Horsley Drive, L> Horsley Rd, R> Bus Bay. Arr school 8:04
9113	7:54	EX PRAIRIEWOOD T-WAY STN - via T-Way, L> The Horsley Drive, L> Horsley Rd, R> Bus Bay. Arr school 8:10
9113	8:04	EX PRAIRIEWOOD T-WAY STN - via T-Way, L> The Horsley Drive, L> Horsley Rd, R> Bus Bay. Arr school 8:20

Parent Drop-Off at School

If you are driving your child to school, please ensure you have them at the College before 8.20am. The roll call warning bell goes at 8.25am. Students who arrive after 8.20am are not able to reach their roll call class in time and are then marked late (partial absence).

We thank the parents and carers who ensure their child is at school on time. We know and understand some families do live 30 to 40 minutes away from the College, or that there are roadworks and we appreciate you travelling the distance, however it is important that your child is in their roll call class, ready with their devices charged and required resources by 8.30 to ensure they are maximizing their opportunity to learn. Therefore, please adjust the time you leave home to ensure your child arrives at school on time.

Put down the phone, pick up a book

THE IMPORTANCE OF READING

- Improves vocabulary
- Strengthens writing skills
- Improves spelling
- Improves communication skills
- Stimulates creativity
- Promotes healthy wellbeing
- Promotes a calm environment
- Keeps your child's brain healthy
- Reduces stress and anxiety
- Educate your child
- Free entertainment



From the Deputy Principal (Curriculum)

Mary Khina

Dear Parents, students and friends

It is great to see our students engaged in their learning the first weeks of Term 2.

Bring Your Own Device

All students are reminded to bring their devices to all classes every day. Teachers are preparing lessons requiring the use of student laptops. Students should have their laptop with a charged battery with them ready to complete the ICT activities.

Half Yearly Exams and Reports

Year 11 and 12 Parent Teacher interviews were held last term. Thank you to all parents and students that made the time to attend the interviews. They were a valuable opportunity for parents and teachers to discuss the child's progress and ways for improvement. Year 12 Half Yearly and Years 7 – 11 Interim reports were distributed to parents at the end of Term 1 via email. Please contact the College office if you have not received the report or if you would like to schedule an interview with your child's teacher.

Years 7 – 10 Half Yearly Exams are scheduled to take place in Week 5 of this term (Monday 26th May – Monday 2nd June). All students have received an exam timetable. A study handbook has also been distributed to students via Teams and emailed to parents. In addition, all students will receive assessment notifications with the details of each exam from their class teacher. Please encourage your child to work through the handbook and discuss with them the dates of the exams creating a study planner as they prepare for the exams in coming weeks.

Our school has subscribed to the ELES Study Skills Handbook. This is a great online resource for parents and students to address all their study skills issues and concerns as well as learn new ways to improve students' results at school. The handbook has a huge amount of information for both students and parents as well as lots of interactive activities, multimedia experiences and useful resources. To access the handbook, go to www.studyskillshandbook.com.au and login with these details:

Username: StNarsai

Password: SNACC

Deep Learning

This year we continue our work on Deep Learning to enable our students to acquire skills and attributes that will help them flourish as global citizens.

These are centered around the 6Cs: Character, Citizenship, Collaboration, Communication, Creativity and Critical Thinking.

In your discussion with your child, please ask them how they are demonstrating the 6Cs. This can include:



Character

- Proactive stance towards life and learning to learn
- Grit, tenacity, perseverance and resilience
- Empathy, compassion and integrity in action

Citizenship

- A global perspective
- Commitment to human equity and well-being through empathy and compassion for diverse values and world views
- Genuine interest in human and environmental sustainability
- Solving ambiguous and complex problems in the real world to benefit citizens

Collaboration

- Working interdependently as a team
- Interpersonal and team-related skills
- Social, emotional, and intercultural skills
- Managing team dynamics and challenges

Communication

- Communication designed for audience and impact
- Message advocates a purpose and makes an impact
- Reflection to further develop and improve communication
- Voice and identity expressed to advance humanity

Creativity

- Economic and social entrepreneurialism
- Asking the right inquiry questions
- Pursuing and expressing novel ideas and solutions
- Leadership to turn ideas into action

Critical thinking

- Evaluating information and arguments
- Making connections and identifying patterns
- Meaningful knowledge construction
- Experimenting, reflecting, and taking action on ideas in the real world

2026 subject selection

Students in Years 8 and 10 this year will be going through the subject selection process for the courses that they will be studying in 2026. The process has commenced with Year 10 students receiving information on subjects that are on offer. The Year 9 2026 process will commence later this term.



As part of the subject selection process, an information evening for all Year 10 students and their parents will take place on Tuesday 13th May, 6pm. During the evening, you will be presented with important information on the HSC course requirements that will assist you and your child in making decisions on their subject choices for their senior years.

A copy of the handbook and subject selection form will also be handed out to students on the evening. KLA Coordinators and teachers will be available to present information on the subjects on offer. They will also be available to answer any questions that you may have.

Subject Selection Interviews

Subject Selection Interviews for Year 11 2026 will commence on Monday 2nd June 2025. Students will be interviewed by myself and Mr Moushi, Head of HSC Studies.

To enable the process to proceed efficiently during school time, parents will not be required to attend these interviews. Instead, please ensure that you have discussed with your child their subject choices and signed the form. No forms will be accepted unless they have been signed by a parent or guardian. Subject selection forms will be collected during the interviews. Student selections will be entered into a timetabling system. The system will then generate the subjects according to the best fit for all students.

Subject entry requirements

To ensure that students select the most appropriate subjects, student entry into subjects will be based on their effort and achievement in Year 9 and 10 courses. Therefore, it is important that students put in their best effort with the upcoming half-yearly exams in Week 5 as well as assessment tasks and class work for the remainder of Year 10.

Students and parents are encouraged to research the subjects before they make their selections. In addition to the information contained in the handbook. Students can use the following website to assist them:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/subject-selection>

<https://www.uac.edu.au/future-applicants/subject-compass>

Please contact me if you have any questions or you would like to discuss your child's subject selection.



From the Science Department

Elias Atto

Dear parents/guardians,

HSC Biology

Late last term, our HSC Biology students explored the concept of genetics, with a particular focus on pedigree charts and inheritance patterns. To complement their learning, they participated in a genetics incursion where a cross-bred Collie (Freyja) was introduced. This interactive session allowed students to examine physical traits, genetic conditions, and modes of inheritance—establishing meaningful connections to content from the Stage 6 Chemistry course. Selective Stream classes from Stage 5 were also invited to attend and impressed staff with their enthusiasm and depth of knowledge.

This term is also shaping up to be both a productive and exciting one for the Science faculty at St. Narsai. Students across all year groups have begun new units, with engaging and hands-on activities designed to deepen their understanding and foster curiosity in scientific concepts.

Stage 6

This term, Stage 6 students in Biology, Physics and Chemistry have commenced their Depth Studies. Year 12 Chemistry students are investigating the properties and applications of polymers and their impact on modern society. Meanwhile, Year 11 Chemistry students are studying rates of chemical reactions and how these apply in various industrial contexts. These projects allow students to integrate theoretical knowledge with real-world scenarios, encouraging deeper analytical and scientific skills.

In Year 11 Biology, students have been developing their Working Scientifically skills as part of their own Depth Study. They have designed and conducted experiments exploring how different factors affect enzyme activity; an excellent opportunity for hands-on learning and scientific inquiry. Similarly, Year 8 students have been studying body systems and recently took part in frog and heart dissections. These practical sessions supported students in learning about the internal structures of organisms and how tissues and organs interact.

Year 10

Year 10 students who are considering Stage 6 Chemistry or Physics have begun attending preparatory tutorials as part of the subject selection process. These sessions include workbook activities and will culminate in an entry exam. Meeting the set benchmarks will grant them entry into the courses for 2025. These tutorials serve a dual purpose, giving students a realistic experience of the academic rigour involved, and helping them assess their readiness before committing to these demanding subjects.



Later this term, students will also have the opportunity to participate in the ICAS Science Assessment. This nationwide, online competition challenges students with real-world, multiple-choice questions that assess critical thinking and problem-solving skills beyond mere factual recall. It provides a valuable platform for students to stretch themselves academically and gain recognition for their efforts.





From the Faith and Heritage Department

Lena Lazarou

"Let all that you do be done with love." – 1 Corinthians 16:14

Dear Parent and Students,

As we move through term 2, I'd like to take a moment to reflect on the enriching experiences and faith-filled moments we've shared in Christian Studies. It has been a rewarding time for our students, not only in deepening their understanding of the Christian faith but also in putting those values into action within our school and wider community.

One of the key highlights of Term 1 was our commemoration of the Middle of the Great Fast (Paloo), a significant tradition in the Assyrian Church of the East. This moment marks the halfway point of the Great Fast, a sacred period of fasting, prayer, and spiritual renewal in preparation for the celebration of Christ's Resurrection. To honour this tradition, we held a recess prayer service, where students gathered in reverence to reflect and pray together as a school community.

Each year group also participated in a special cupcake activity. Hidden in one cupcake per group was a small cross, representing Christ's presence and sacrifice at the centre of our spiritual journey. The students who found the cross received a small gift from the school. This was a reminder of the joy and blessings that come from walking closely with God. A special thank you goes to our dedicated Christian Representative Council (CRC) and Assyrian Representative Council (ARC) students, who baked and prepared the cupcakes. Their generosity and teamwork beautifully reflected the values of service and devotion that are central to the Great Fast.





Palm Sunday

Another event was our Palm Sunday liturgical service, followed by a school-wide procession. This sacred celebration brought the entire school together in a beautiful moment of reflection on Jesus' triumphant entry into Jerusalem. With palm branches in hand, students walked in reverence and unity through the school grounds, embracing the solemnity and hope that Palm Sunday represents. It was uplifting to witness the reverence and maturity with which students participated in this important tradition.



Mother's Day Visit

Our focus on service continued with a special Mother's Day visit. In the spirit of love and gratitude, CRC and ARC students visited the wonderful mothers at St Mary's Retirement Village, sharing heartfelt moments and small gifts to celebrate Mother's Day. It was a touching and emotional experience for both students and residents, reminding us all of the importance of honouring the women who have nurtured and guided us throughout our lives. The students represented the school with kindness and respect, embodying the Christian values we aim to foster at our school.





From the English Department

Amy Kurver

Supporting Your Child's Literacy: Parent Presentation

On Wednesday 7th May, we hosted a parent Zoom session focused on how families can support their child's reading journey at home and in partnership with our school. The evening provided practical strategies, insights from our recent parent literacy survey, and an opportunity to showcase the tools and resources we use to foster a strong reading culture.

The session highlighted several key findings from our survey, including that while many families encourage reading time, regular reading for pleasure remains a challenge for some students. The most common barriers identified were a lack of interest and limited time due to other activities. In response, the presentation offered actionable ideas to help families build consistent and enjoyable reading habits at home.

Some of the core strategies shared included:

- Reading together regularly, even with older children, to support fluency and connection
- Allowing students to choose what they read, increasing motivation and engagement
- Modelling reading at home, demonstrating its value in everyday life
- Discussing books, asking questions, and making reading a shared activity
- Creating a dedicated, comfortable reading space in the home

We also introduced families to Lexia PowerUp and Education Perfect, two digital platforms used at school to strengthen comprehension, vocabulary, and grammar. Both programs can be accessed from home and are monitored by teachers to ensure individualised support and progress.

Of course, none of this works without books! Our school library is open daily, and students can browse in person or use the online catalogue to search and reserve titles. Our librarian, Mrs Boulos, is always happy to recommend books or order in something specific.

Here are a few recommended books for students aged 12–14 that support positive values and foster a love of reading:

- The Wingfeather Saga by Andrew Peterson
- Wonder by R.J. Palacio
- Because of Winn-Dixie by Kate DiCamillo
- The Mysterious Benedict Society by Trenton Lee Stewart
- The Chronicles of Narnia by C.S. Lewis

We are grateful to all families who attended and for your continued partnership. Together, we can nurture confident, capable readers who are equipped for success both at school and beyond.



From the College Counsellor

Berta Rasho

When Online Harassment and Sexual Threats Enter Our Children's Lives by Dr Justin Coulson

In recent weeks my social media pages have been overflowing with stories about the alarming rise of sexual threats and harassment among school-aged children. The flood of responses from parents has been overwhelming—stories of 12-year-olds receiving rape threats, teenagers being sexually harassed on school buses, and children as young as five being exposed to explicit content by classmates and even assaulted.

This isn't an issue affecting just a few unfortunate families. It's happening in private schools and public schools, in affluent areas and disadvantaged ones. And while girls are disproportionately the targets, both our sons and daughters are being harmed by this toxic culture.

As parents, we can feel powerless. But there are concrete actions we can take to protect our children and guide them through this challenging landscape.

Three Essential Strategies for Parents

1. Build a relationship where digital supervision feels like connection, not control.

Children thrive when they feel both autonomy and connection. The goal isn't surveillance but partnership. (Connection: feeling seen, heard, and valued.)

- For younger teens: Have regular, non-judgemental check-ins about their online activities. "Show me what you're enjoying online lately" works better than "I need to check your phone."
- Create technology agreements together rather than imposing rules. When teens help create boundaries, they're more likely to respect them.
- Require devices to be kept in shared spaces rather than bedrooms, especially overnight. Most concerning online activity happens late at night when supervision is minimal.
- Be honest about your concerns: "I worry about the things I've seen happening to other kids. I want to make sure you're safe."

The stronger your relationship, the more likely your child will accept guidance and share problems.

2. Create an environment where difficult conversations can happen

The parents who contact me after their child has been threatened or harassed often say the same thing: "I had no idea this was happening."

- Start conversations about online safety, pornography, and consent early—by age 11, many children have already been exposed to inappropriate content.
- Use news stories as conversation starters: "I read about this school where boys were sharing inappropriate images. What do you think about that?"
- Talk about pornography directly. Explain that it portrays unrealistic, often harmful versions of sex that don't represent healthy relationships.
- Create a "no-punishment zone" for reporting problems. Make it clear that coming to you about online issues won't result in having their devices taken away.
- Your child needs to know they can come to you without fear of judgement or overreaction.



3. Raise children who protect rather than harm others

Whether you're raising sons or daughters, they need to understand their responsibility to others.

- Discuss the concept of digital citizenship—how we treat people online reflects our character. One conversation will never be enough. You'll need to be on repeat with this stuff.
- For sons particularly: Challenge "boys will be boys" attitudes directly. Explain that true strength comes from making others feel stronger and safer.
- For daughters: Empower them to set boundaries and recognise when someone is crossing them.
- Teach all children the importance of being "upstanders," not bystanders, when they witness harmful behaviour.
- Model respect within your own relationships and online interactions.

Finding the Courage to Parent Differently

The digital landscape our children navigate bears little resemblance to what most of us experienced growing up. The rules are different. The risks are greater. And the consequences can be devastating. Rather than demanding blind compliance or offering complete freedom, our children need us to be both brave and receptive—establishing appropriate boundaries while maintaining open lines of communication.

This isn't about restricting their independence. It's about recognising that true autonomy develops through guidance, not abandonment. They need us to be engaged enough to notice warning signs, approachable enough to be trusted with problems, and courageous enough to have uncomfortable conversations.

The question isn't whether your child will encounter online harassment, inappropriate content, or pressure—it's whether they'll have the values, boundaries, and support to handle it when they do.