Keeping in Touch

Myall Street
DUBBO NSW 2830

Phone: (02) 5804 7000
Fax: (02) 6884 0777

Website: www.dubbo-d.schools.nsw.edu.au
Email: dubbo-d.school@det.nsw.edu.au

DUBBO SCHOOL OF DISTANCE EDUCATION

Phone: (02) 5804 7000
Fax: (02) 6884 0777
Myall Street
DUBBO NSW 2830

Keeping in Touch
Newsletter No. 4 2013
Hello Everyone,

At this time of year there are always a few staff changes as the enrolment numbers seem to peak in Term 1. Recently we have been fortunate to employ teachers Julee Hunt in English, Alisha Reeves in PDHPE and HSIE and Monique Farmer in PDHPE. Currently we are seeking another staff member in Mathematics. Karin Morgan, Peter Holland and Karyn Burgun are acting in Head Teacher positions during Term 2 and Melanie Egan and Hayley Cosgrove will be relieving as Assistant Principal for parts of this term. School administration staff Jan Duncan, Lorraine Sorensen, Raylene Wilson, Kate Mines and Jenny White have been made permanent.

As we write this report a great 7-10 camp is underway and follows a small Primary camp, which was held last week. During the camp this week students in Years 7 and 9 are completing NAPLAN tests. The remainder of our Year 3, 5, 7 and 9 students will be receiving NAPLAN tests to complete at home under the supervision of parents and carers. It is important that parents and carers follow carefully the supervisor instructions provided and return the signed supervisor declaration. This will ensure that the results can be assessed, reported and included in the official school data.

On the Thursday of camp the students will participate in the school Athletics Carnival after having had the opportunity to practise physical skills and activities during week.

During Week 1 of this term all teachers participated in further staff development activities to prepare for the implementation of the Australian Curriculum.

Teachers are preparing to write Semester 1 student reports, which will be distributed at the end of this term. Students are reminded to let their student adviser know of any extra-curricular activities they have engaged in this Semester so that this information can be included in the student reports.

Always we encourage students to contact the teachers for assistance with schoolwork. We are here to help students and any information students, parents and carers can provide about circumstances impacting on student engagement in the programs the school provides is helpful.

Please Keep in Touch.

Best wishes

Chris Mason  Melissa Halpin
Principal     Deputy Principal
Hello everyone,
Welcome back to term 2. I hope that you all had a relaxing school holidays. We have a very busy term ahead of us.

The Primary Camp has just finished and it was a very successful camp. The 7-10 camp is on this week, it involves students from years 7-10 as well as the NAPLAN tests. The camp has lots of activities for everyone- including the athletics carnival and is lots of fun. It is always really good to see our students.

The Senior Residential is in week 6 and incorporates the HSC Seminars. Please make sure you let your Welfare Advisor know immediately if you are coming in.

Mark your term 2 calendar for all of the remaining important camp dates!

Please look after all of the resources that have been sent out to you and return them as soon as you have finished with them so that others can use them too.

Keep in touch with your teacher and don’t hesitate to call or email if you need any help at all.

Have a great term everyone!

Regards for now
Sue Howlett

---

**Merit Update**

HUGE congratulations to Charles (pictured right), for reaching the **Honour Level** of the Merit system. This means that Charles has received 25 Certificates of Achievement. Since our merit system began, this is a fantastic effort from Charles. Charles has been working hard and is always on time for his lessons and sends back his completed work very diligently every week. Looks like it won’t be long before Charles moves to the Excellence Level. Keep up the great work Charles.

There are a number of students who have reached some significant milestones and deserve to be congratulated for their efforts.

We have 14 students who have reached the **Merit Level** having received 15 Certificates of Achievement; they are Ashleigh, Bailey, Branioc, Courtney, Gianlucca (right), Gwynhwyfar, Katherine, Kate, Lachlan, Lauren, Lindsay (left), Megan, Metika-Lee and Toby.

We also have five students who have reached the **Honour Level** and that means they have received 25 Certificates of Achievement, they are Sean, Jace, Matthew, Matthew and Charles as mentioned earlier.

Congratulations to all of our Merit Award recipients. Our star merit system student Austin continues his race to the top and is very close to gaining the highest award, our Banner Award, so we are looking forward to that.
2013 Swimming Carnival

Well done to all students who participated in the 2013 DSoDE swimming carnival. There were a number of students competing in each event and those that were not swimming did a great job in helping out the officials on the day. Highlights of the day included the jersey relay, the sponge relay and the ironman/ironwoman novelty events. These drew a good number of competitors and gave the members of each house a big opportunity to score lots of house points.

Other highlights included the students vs teachers vs parents relay race, the 50m freestyle and breaststroke events, and the chance to show your speed down the waterslide at the end of the day.

A special congratulations to the age champions:

Year 7 Girls – Georgia and Nicole
Year 7 Boys – Shaun
Year 8 Girls – Jacqui
Year 8 Boys – Luke
Year 9 Girls – Bethany
Year 9 Boys – Ethan
Year 10 Girls – Laura
Year 10 Boys – Josh

Thank you again to all students and parents for your wonderful participation in the day. Your support and encouragement of one another made for an outstanding carnival.

Megan Shanahan & Annabelle Newbigging
Sports Coordinators
How many books do you read a year?  
1000

When is your favourite time to read?  
At night

What do you think makes a good book?  
Dinosaurs

Where do you get the books you read?  
The Library

HORSE SPORTS

Elizabeth recently competed at the horse sports in Scone where she was awarded a ribbon for fourth place in the Key Hole event on Lady.
Attention Stamp Collectors!!!!
During May – Australia Post will issue 4 new stamps which focus on the pardalotes also known as ‘peep-wrens’ or ‘diamond birds’. These birds prefer a eucalypt habitat.

‘Networking for Migratory Birds’ is the 2013 theme for World Migratory Day.

The focus is on establishing a network of sites for migratory birds along their migration routes. These sites provide for resting, feeding, breeding and wintering. Some of the threats to migratory birds are land use changes, pollution, hunting/trapping and invasive alien species.

Every year many birds throughout the world, take a regular migratory flight to a habitat, only to find that it has been damaged, reduced or removed completely.

What can you do?
Support restoration of bird habitat in your backyard and in your community.
Get involved with a local community bird-watching group and other community environment groups.

THINK.EAT.SAVE  World Environment Day 5th June 2013
The anti-food waste and food loss campaign is the focus in 2013. Make the decision to reduce your food impact, by purchasing food locally and in season, and by choosing organic food (no chemicals used in production and preparation). Only buy the amount of food you need to create less waste. Monitor how much food your family throws away each week.

2013 Calendar of Events
International Year of Water Cooperation
International Year of Quinoa
May 11-12 World Migratory Day
www.worldmigratorybirdday.org

May 22 International Day for Biological Diversity
Theme 2013: ‘Water and Biodiversity’
www.unep.org

June 5 World Environment Day
www.unep.org
So far 2013 has been a very busy year for Hospitality students from Ashford Central School and Bingara High School. Students participate each term in workshops designed to develop their practical skills and increase their knowledge and understanding of industry concepts. Catering events are an important aspect of the hospitality framework as they allow students to work under pressure in realistic customer-based settings. Catering events students have conducted so far this year are:

**Harmony Day** Term 1 Bingara Central  
**Staff Café** Term 1 Ashford Central  
**Staff Morning Tea** Term 2 Bingara Central  

Students performed exceptionally well at all events and workshops. The lucky recipients that sample their wares are ALWAYS full of praise for the students’ efforts and abilities.

1. Ashford - Dylan, Brylon, Travis, Sharni, Katlin  
2. Brylon  
3. Bingara - Jamie Rai  
4. Travis  
5. Bingara - Kelsey  
6. Ashford - Cafe Assessment Task  
7. Katlin  
8. Travis  
9. Bingara Staff Morning Tea - Jamie Rai, Ryan, Jye, Matthew
Alternatives to GOOGLE - Subscription Databases

The online subscription databases we have available for DSODE students are:

**The Magpies Source Online, Encyclopaedia Britannica, and the ANZRC (Australia/New Zealand Resource Centre).**

The **Magpies Source Online** is an excellent database of reviews and general information about the best in Australian children’s books and authors. This database can be searched by title, subject and author as well as providing the full text of many hundreds of the most famous of Australian poems. The Source is a great way of finding out the latest title by an author, or the other titles in a much enjoyed series, and then contacting the school library to see if we have it for loan or to suggest that we purchase it in the future.

Web Address: [http://www.magpies.net.au](http://www.magpies.net.au)
User Name: **dsode**
Password: **dubbo**

**Encyclopaedia Britannica** is renowned as one of the most comprehensive general reference collections available. Not only do users of the online version of this encyclopaedia have access to everything that has been written on a certain subject by simply typing the search term once (no need to go to all the pages listed in the index volume), but they are also referred to a selection of magazine articles, videos and other related and approved websites on the subject.

User Name: **dubbosde**
Password: **Ktwelve** (case-sensitive – make sure the “K” is a capital)

The **ANZRC** is the largest collection of regional full-text content available to schools, with a rich mix of both Australian and global titles that caters for current affairs, sport, politics, technology, nature and a range of other subjects.


User Name: **s7296603**
Password: **dubbode**
Greetings from the Library

Term 2 Residential

Primary Library Lesson

The Kindergarten to Year 6 group were read the story of ‘Tom Tom’ by Rosemary Sullivan and Dee Huxley which is about a young boy who lives in a remote Aboriginal community in Australia’s Top End.

The story explored Tom Tom’s unique world and helped us realise the importance of family and interconnectedness in Aboriginal life.

After the story, we used paints to decorate some boomerangs in Aboriginal dot painting style.

Until next time,
Happy Reading!

David Strain
Teacher Librarian

(02) 5804 7023
david.strain@det.nsw.edu.au
We value the equity of individual needs

Woolworths Earn & Learn

Until Sunday 9th June 2013, when you shop at Woolworths **remember to ask for your Woolworths Earn & Learn Stickers.**

Our number of stickers collected so far is a long way below what we received last year.

Our school will be able to redeem these for educational resources (books, sporting equipment etc.) Thanks for your support!
Term 2 is shaping up to be another busy time for us at Dubbo School of Distance Education Preschool. Plans are well underway for our Term Two camp which will be held from Wednesday 12th to Friday 14th June (just after the long weekend). We have also started our Home Visit program, with Hayley and Robyn visiting Preschoolers in the Ebor area in week 3 and the Tenterfield area in week 5. Your teacher will contact you shortly about your planned visit. Home visits are an important part of our Preschool program and are also an excellent way to build stronger relationships with both our students and their families.

At the end of Term 1 Sue and Hayley headed south to visit Jordon and Leven. Thank you to both families who welcomed us into their homes during our visit, we hope that you enjoyed the experience as much as we did.

Happy Birthday to the following Preschoolers who are celebrating their birthdays this May:

- Alice B 1\textsuperscript{st}
- Lily G 15\textsuperscript{th}
- Georgie C 13\textsuperscript{th}

Every week, right across New South Wales there are lots of busy Preschoolers learning new things. The following images are just three examples of effective and creative play-based learning.

**William** has created a colourful and textural painting using a variety of utensils. He has had the opportunity to explore colour mixing, impressions that different items can make and early mathematical concepts such as symmetry and 2D shapes.
Caitlin has created a very soft and feathery chook that can either have her head up or down. Caitlin is further exploring the rhythm of language through the accompanying rhyme.

Myles put his understanding of road safety to the test, using road signs, vehicles and some very cooperative stock.

CHECK THIS OUT!!!!

www.raisingchildren.net.au

(The complete Australian resource for parenting newborns to teens)

This comprehensive Australian website has loads of relevant information about raising newborns right through to teenagers. There are regular featured articles, news and highlights as well as informative video clips illustrating a variety of parenting techniques/situations. The following article has been taken from the pre-schooler’s behaviour tab on the website.

ENCOURAGING GOOD BEHAVIOUR: 15 TIPS

(taken from www.raisingchildren.net.au on 03/05/2013)

1. Children do as you do. Your child watches you to get clues on how to behave in the world. You’re her role model, so use your own behaviour to guide her. What you do is often much more important than what you say. If you want your child to say ‘please’, say it yourself. If you don’t want your child to raise her voice, speak quietly and gently yourself.
2. Show your child how you feel. Tell him honestly how his behaviour affects you. This will help him see his own feelings in yours, like a mirror. This is called empathy. By the age of three, children can show real empathy. So you might say, ‘I’m getting upset because there is so much noise I can’t talk on the phone’. When you start the sentence with ‘I’, it gives your child the chance to see things from your perspective.

3. Catch her being ‘good’. This simply means that when your child is behaving in a way you like, you can give her some positive feedback. For example, ‘Wow, you are playing so nicely. I really like the way you are keeping all the blocks on the table’. This works better than waiting for the blocks to come crashing to the floor before you take notice and bark, ‘Hey, stop that’. This positive feedback is sometimes called ‘descriptive praise’. Try to say six positive comments (praise and encouragement) for every negative comment (criticisms and reprimands). The 6-1 ratio keeps things in balance. Remember that if children have a choice only between no attention or negative attention, they will seek out negative attention.

4. Get down to your child’s level. Kneeling or squatting down next to children is a very powerful tool for communicating positively with them. Getting close allows you to tune in to what they might be feeling or thinking. It also helps them focus on what you are saying or asking for. If you are close to your child and have his attention, there is no need to make him look at you.

5. ‘I hear you.’ Active listening is another tool for helping young children cope with their emotions. They tend to get frustrated a lot, especially if they can’t express themselves well enough verbally. When you repeat back to them what you think they might be feeling, it helps to relieve some of their tension. It also makes them feel respected and comforted. It can diffuse many potential temper tantrums.

6. Keep promises. Stick to agreements. When you follow through on your promises, good or bad, your child learns to trust and respect you. So when you promise to go for a walk after she picks up her toys, make sure you have your walking shoes handy. When you say you will leave the library if she doesn’t stop running around, be prepared to leave straight away. No need to make a fuss about it – the more matter of fact, the better. This helps your child feel more secure, because it creates a consistent and predictable environment.

7. Reduce temptation. Your glasses look like so much fun to play with – it’s hard for children to remember not to touch. Reduce the chance for innocent but costly exploration by keeping that stuff out of sight.

8. Choose your battles. Before you get involved in anything your child is doing – especially to say ‘no’ or ‘stop’ – ask yourself if it really matters. By keeping instructions, requests and negative feedback to a minimum, you create less opportunity for conflict and bad feelings. Rules are important, but use them only when it’s really important.

9. Whining: be strong. Kids don’t want to be annoying. By giving in when they’re
whinging for something, we train them to do it more – even if we don’t mean to. ‘No’ means ‘no’, not maybe, so don’t say it unless you mean it. If you say ‘no’ and then give in, children will whine even more the next time, hoping to get lucky again.

10. Keep it simple and positive. If you can give clear instructions in simple terms, your child will know what is expected of him. (‘Please hold my hand when we cross the road.’) Stating things in a positive way gets their heads thinking in the right direction. For example, ‘Please shut the gate’ is better than ‘Don’t leave the gate open’.

11. Responsibility and consequences. As children get older, you can give them more responsibility for their own behaviour. You can also give them the chance to experience the natural consequences of that behaviour. You don’t have to be the bad guy all the time. For example, if your child forgot to put her lunch box in her bag, she will go hungry at lunch time. It is her hunger and her consequence. It won’t hurt her to go hungry just that one time. Sometimes, with the best intentions, we do so much for our children that we don’t allow them to learn for themselves. At other times you need to provide consequences for unacceptable or dangerous behaviour. For these times, it is best to ensure that you have explained the consequences and that your children have agreed to them in advance.

12. Say it once and move on. It is surprising how much your child is listening even though he might not have the social maturity to tell you. Nagging and criticising is boring for you and doesn’t work. Your child will just end up tuning you out and wonder why you get more upset. If you want to give him one last chance to cooperate, remind him of the consequences for not cooperating. Then start counting to three.

13. Make your child feel important. Children love it when they can contribute to the family. Start introducing some simple chores or things that she can do to play her own important part in helping the household. This will make her feel important and she’ll take pride in helping out. If you can give your child lots of practice doing a chore, she will get better at it and will keep trying harder. Safe chores help children feel responsible, build their self-esteem and help you out too.

14. Prepare for challenging situations. There are times when looking after your child and doing things you need to do will be tricky. If you think about these challenging situations in advance, you can plan around your child’s needs. Give him a five-minute warning before you need him to change activities. Talk to him about why you need his cooperation. Then he is prepared for what you expect.

15. Maintain a sense of humour. Another way of diffusing tension and possible conflict is to use humour and fun. You can pretend to become the menacing tickle monster or make animal noises. But humour at your child’s expense won’t help. Young children are easily hurt by parental ‘teasing’. Humour that has you both laughing is great.

Talk to you soon,

Hayley, Robyn and Jan (Sue is away on leave)
Tertiary Information Day was held on the 8 May in Dubbo. Most universities were present plus many private providers, TAFE and the Defence Forces. Some of our students were able to attend and research information regarding their career choices. If similar activities occur in your area make an effort to attend as you research information on your career choice, accommodation options, scholarships etc. Also making yourself known to the university student adviser can help if problems arise later. If you are intending to study medicine or some health courses you will need to sit the UMAT. Closing date for registrations is Friday 7 June.

All HSC students should have a Tax File Number, bank account and resume.

Information Received
1. ANU – Latin American Studies and Portuguese
2. Uni of Wollongong – Early Entry
3. Aust Catholic University – Undergrad course guides 2014
4. UMAT – information. Registrations close Friday 7 June
5. Passmore’s College – Business and management college prospectus and application process
6. UNSW – Rural scholarships program guide 2014 – Co-op Scholarship Program
8. Sydney Uni – Undergrad Prospectus 2014 plus faculty guides

Ian Smith
Careers Advisor
02 5804 7067
ian.douglas.smith@det.nsw.edu.au
Welcome everyone back to Term 2. The weather is (finally) cooling down, the trees are changing colour and the days are starting to get shorter. Sounds like a great time of the year to get out and get a little more active before we all hibernate inside!!

**Congratulations Belle**

A huge congratulations to Belle who has once again been selected as a member of the Western Region primary Girls Soccer team. She will travel to Sydney later this term to play in the state competition. We hope to be able report on her tournament later in the term. Good luck to Belle from us all!!

**Congratulations Miss Siegel**

Congrats to Miss Siegel who married her fiancé last weekend in Leura. She tells us she had a perfect day. For the rest of this year we will need to get used to calling her Mrs Egan.

**Staff**

Ms Cox has just completed three weeks of her ideal holiday – fishing! Thanks to Miss Sammy Webb for taking her class – I know the students who came to Camp were very excited to meet her in person. From the beginning of week 4, she will be with students from Ms Ballhausen’s class as Ms B is taking leave for the rest of term 2. During this time, Mrs Egan will be the Acting Assistant Principal.

**Term 2 camp**

What a fun Camp we have had. It was a small but enthusiastic group of students that attended with a wide range of activities being undertaken. Time was spent on a range of literacy and numeracy classroom activities, athletics session, an art afternoon and another great session on Kidsmatter where a fantastic poem was constructed.

Thursday was spent at the Life Education Van thanks to a cancellation by another school. K-3 did a Mystery Tour of the body and year 5-6 looked at Mind Your Medicine. Thanks to all the parents for their support of our Camps and activities by driving the students to and around Dubbo.

**Years 1, 2 and 3 at the Life Education Van.**

Of a Primary Concern
Text Books

To support our learning materials, we do have a number of text books – particularly in Maths. We send these out rather than individual photocopied pages to meet our copyright obligations. It would be of benefit to the students that these pages are marked upon completion and feedback given to the student on their successes or an opportunity for revision if they are not displaying a sound understanding of the work. Some of our families will scan or photograph a page of work – especially if it is of particularly high quality or there are concerns – and email it to the teacher as a means to share work. We love to receive them!

Photos and Privacy

We often like to include photos of our students in this newsletter, which comes out three times a term, our School Magazine, our website and other publications. If you have a concern with your student’s name and/or image being published, please ensure that the school is aware. An email to your class teacher is the best method for this.

Myall Mail

Speaking of the school magazine………..it is called The Myall Mail and comes out at the end of the year as a lovely memento recording the events of the year. We encourage all our students to be a part of this magazine by ensuring we have a head and shoulders photo of you and a piece of work that can be published. The work can be writing, art, anything. It is the student’s responsibility to ensure this photo and work is sent to their class teacher. You will receive many reminders but we don’t chase! Photos and work can be sent in OR emailed to us – whichever is more convenient but make sure it is clearly marked for the Myall Mail. Thanks.

Meanwhile……

‘Always laugh when you can. It is cheap medicine.’ Lord Byron

You know where we are if you need assistance!!

Averil, Robyn, Tahlia, Rebecca, Sammy,
Mel, Vanessa, Amanda, Leanne and Jenny.
Kids matter
I like having friends, I like sharing and I like caring
Differences are accepted in our school community
Staff, students and parents all matter
Making sure all members of our school community feel safe
A positive school community helps others
There would be no-one to help without a community
Together we can make a better school community
Every face has a place
Really kids matter

This poem was jointly constructed by Ruby, Cait, Tom, Zoe, Laura, Toby, Tom, Chase, Jamie, Mercede, Matthew, Alex, Ethan, Olivia, Kate, Stephen, Mitchell, Tahlia and Liddy whilst at the Term 2 Camp.

Merit System

Recognition of Student Achievement and Progress each and every term
In 2013 we are trialling a NEW Merit System for students in Years 1-6 as a way of recognising great work and effort.
This Merit System will focus on the positive aspects of education and acknowledge worthy students. The system is based on levels and there are particular Awards attached to each level.
Teachers will be awarding merit to students by sending School Merit Certificates. Teachers will collate the number of certificates at school and as students reach the appropriate level they will receive the next Award. Students will be acknowledged in the School Newsletters and at Assemblies when they reach a level. (Note: Students should be encouraged to keep their Awards in a safe place e.g. an old photo album). Banner Awards will be presented on Presentation Day.

<table>
<thead>
<tr>
<th>Level</th>
<th>Award</th>
<th>Achievement Awards Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Achievement</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Merit</td>
<td>15</td>
</tr>
<tr>
<td>3</td>
<td>Honour</td>
<td>25</td>
</tr>
<tr>
<td>4</td>
<td>Excellence</td>
<td>30</td>
</tr>
<tr>
<td>5</td>
<td>Banner</td>
<td>35</td>
</tr>
</tbody>
</table>
We value innovation and creativity

A wonderful evening at the Lazy River Estate, Dubbo

This is a project that Locky (Year 8) designed and made for a “Moving Toys” unit in Technology.

The students had to design and make a toy with moving parts, from resources they had access to.
Laptops are a useful educational tool if used for appropriate periods and attention is given to their proper use. This factsheet outlines some key considerations in the safe use of laptops.

**Recommended practices for using laptops**

**Chair**
- Adjust the height of your chair to use the keyboard and mouse. After making this height adjustment if your feet cannot be placed flat on the floor, use a footrest. This encourages good posture, facilitates proper foot placement, and prevents pressure on the back of the thigh.
- Adopt a good sitting posture with lower back support.
- Ensure adequate space is available and other regularly used equipment is within reach.

**Mouse**
- Place the mouse on the side of the hand that is most comfortable. This places the arms in a neutral and relaxed position and prevents overreaching and twisting of the shoulder, arm, and wrist.
- Adopt a good sitting posture with lower back support.
- Ensure adequate space is available and other regularly used equipment is within reach.

**Keyboard**
- Do not pound the keys. With laptops, the touch is often lighter and the keyboard bed is shallow.
- Position the keyboard so that your forearms are parallel to your thighs when your feet are flat on the floor. This helps maintain proper flow in the hands and arms and decreases muscle strain and tension.
- You may choose to use an external keyboard where possible (if available).

**Monitor**
- Centre the monitor in front of you at a comfortable viewing distance. This encourages good posture, facilitates proper focus, and reduces eye strain. Place the laptop to minimize reflective glare from overhead lights. Adjust the screen so that the top is at eye level. This will reduce the need to bend your head forward and encourage the use of the eyes instead of the neck to adjust the line of vision.
- Choose to use an external mouse (if available).
- Adjust the height of your chair to use the keyboard and mouse. After sitting back, press your feet flat on the floor. This will reduce the need to bend your head forward and encourage the use of the eyes instead of the neck to adjust the line of vision.

**Work area**
- Change position occasionally; sitting in one position for an extended period of time can interfere with circulation.
- Change position occasionally; sitting in one position for an extended period of time can interfere with circulation.
- Change position occasionally; sitting in one position for an extended period of time can interfere with circulation.
- Change position occasionally; sitting in one position for an extended period of time can interfere with circulation.
- Change position occasionally; sitting in one position for an extended period of time can interfere with circulation.
- Change position occasionally; sitting in one position for an extended period of time can interfere with circulation.
- Change position occasionally; sitting in one position for an extended period of time can interfere with circulation.

---

**Chair**
- Adjust the height of your chair to use the keyboard and mouse. After making this height adjustment if your feet cannot be placed flat on the floor, use a footrest. This encourages good posture, facilitates proper foot placement, and prevents pressure on the back of the thigh.
- Adopt a good sitting posture with lower back support.
- Ensure adequate space is available and other regularly used equipment is within reach.

**Mouse**
- Place the mouse on the side of the hand that is most comfortable. This places the arms in a neutral and relaxed position and prevents overreaching and twisting of the shoulder, arm, and wrist.
- Adopt a good sitting posture with lower back support.
- Ensure adequate space is available and other regularly used equipment is within reach.

**Keyboard**
- Do not pound the keys. With laptops, the touch is often lighter and the keyboard bed is shallow.
- Position the keyboard so that your forearms are parallel to your thighs when your feet are flat on the floor. This helps maintain proper flow in the hands and arms and decreases muscle strain and tension.
- You may choose to use an external keyboard where possible (if available).

**Monitor**
- Centre the monitor in front of you at a comfortable viewing distance. This encourages good posture, facilitates proper focus, and reduces eye strain. Place the laptop to minimize reflective glare from overhead lights. Adjust the screen so that the top is at eye level. This will reduce the need to bend your head forward and encourage the use of the eyes instead of the neck to adjust the line of vision.
- Choose to use an external mouse (if available).
- Adjust the height of your chair to use the keyboard and mouse. After sitting back, press your feet flat on the floor. This will reduce the need to bend your head forward and encourage the use of the eyes instead of the neck to adjust the line of vision.

**Work area**
- Change position occasionally; sitting in one position for an extended period of time can interfere with circulation.
- Change position occasionally; sitting in one position for an extended period of time can interfere with circulation.
- Change position occasionally; sitting in one position for an extended period of time can interfere with circulation.
- Change position occasionally; sitting in one position for an extended period of time can interfere with circulation.
- Change position occasionally; sitting in one position for an extended period of time can interfere with circulation.
- Change position occasionally; sitting in one position for an extended period of time can interfere with circulation.
- Change position occasionally; sitting in one position for an extended period of time can interfere with circulation.

---

**Chair**
- Adjust the height of your chair to use the keyboard and mouse. After making this height adjustment if your feet cannot be placed flat on the floor, use a footrest. This encourages good posture, facilitates proper foot placement, and prevents pressure on the back of the thigh.
- Adopt a good sitting posture with lower back support.
- Ensure adequate space is available and other regularly used equipment is within reach.

**Mouse**
- Place the mouse on the side of the hand that is most comfortable. This places the arms in a neutral and relaxed position and prevents overreaching and twisting of the shoulder, arm, and wrist.
- Adopt a good sitting posture with lower back support.
- Ensure adequate space is available and other regularly used equipment is within reach.

**Keyboard**
- Do not pound the keys. With laptops, the touch is often lighter and the keyboard bed is shallow.
- Position the keyboard so that your forearms are parallel to your thighs when your feet are flat on the floor. This helps maintain proper flow in the hands and arms and decreases muscle strain and tension.
- You may choose to use an external keyboard where possible (if available).

**Monitor**
- Centre the monitor in front of you at a comfortable viewing distance. This encourages good posture, facilitates proper focus, and reduces eye strain. Place the laptop to minimize reflective glare from overhead lights. Adjust the screen so that the top is at eye level. This will reduce the need to bend your head forward and encourage the use of the eyes instead of the neck to adjust the line of vision.
- Choose to use an external mouse (if available).
- Adjust the height of your chair to use the keyboard and mouse. After sitting back, press your feet flat on the floor. This will reduce the need to bend your head forward and encourage the use of the eyes instead of the neck to adjust the line of vision.

**Work area**
- Change position occasionally; sitting in one position for an extended period of time can interfere with circulation.
- Change position occasionally; sitting in one position for an extended period of time can interfere with circulation.
- Change position occasionally; sitting in one position for an extended period of time can interfere with circulation.
- Change position occasionally; sitting in one position for an extended period of time can interfere with circulation.
- Change position occasionally; sitting in one position for an extended period of time can interfere with circulation.
- Change position occasionally; sitting in one position for an extended period of time can interfere with circulation.
- Change position occasionally; sitting in one position for an extended period of time can interfere with circulation.