**Lyn’s Lines**

Welcome back to a very cold and bitter term 3!!! I’m hoping that all the senior campers have got loads of warm clothes, hats and coats as the long range forecast for Melbourne next week is 9 degrees, I’m sure it will be colder still in Ballarat. This term is another busy term with the commencement of the swimming program, house and district athletics, walk to school - not to mention the celebration of Blokes day! Literacy and numeracy week is the first week in August and we usually celebrate with a whole school activity, watch this space.

Please return the slip at the end of the newsletter acknowledging that families have read the document together.

**CURRICULUM DAY- THURSDAY 30TH JULY**

Student well-being and engagement are a major focus for all schools. We want our students to feel safe at school as well as realising that we need to build resilience in our students to deal with the many situations that they will encounter in the future. We have been fortunate to have secured a booking, through a cancellation, to a school that has developed a positive student well being program with pleasing results. This is a great opportunity to gain some professional development in this area. Thanks to Brad Clarke, who some of you will remember from his time at Bittern Primary School, who has given his time to share the journey his school has made in developing a positive school culture.

**SCHOOL REVIEW**

Great schools regularly evaluate their progress. They pause to reflect, undertaking a thorough analysis of the available data to reflect on how well the human, financial, physical and information resources of the school have been deployed to achieve the goals and priorities in the school’s strategic plan.

Good self-evaluation is a powerful process of engagement. It empowers the whole school community – students, parents and carers, teachers and the community more broadly – to actively participate in a process of reflective practice. It uses an inquiry model to arrive at a shared view of the school’s strengths, achievements and future needs.

I have included in the newsletter the Bittern Primary School Statement of Community Values which highlights the responsibilities of the whole learning community and the values that we hold each other to account. This document was sent out earlier and I thought it would be timely to be circulated at this time of year. It would be appreciated if parents could discuss the meaning of this document with their children as we will also be discussing these points during school time.
All schools participate in a four year process to reflect on whether or not the school has achieved their goals and to set the strategic plan for the next four years of the cycle. We have a fantastic opportunity under a priority review as we will be working alongside department nominated reviewers to focus our thinking around:

- growth in student learning outcomes
- indicators of expectations across the four outcome areas of achievement, engagement, wellbeing and productivity
- reflecting high standards and expectations for success whilst appropriately accounting for school context, including school size
- what we are able to measure now and what we intend to measure in the future.

The self evaluation process will take place during terms 3 & 4 with the actual review being conducted in term 1, 2016.

DON’T FORGET HOT DOGS THIS FRIDAY
HOT DOGS!!
Hot dogs will be available this Friday, at a cost of $2.50.
If you would like your child/ren to purchase a hot dog, please complete the order form and return it to school this Friday, together with the correct money.

PLEASE NOTE – THE CANTEEN IS NOT OPEN ON HOT DOG DAY

HASTINGS BLUE LIGHT DISCO
Friday 17th July, Kings Creek Hotel.
6.00-7.30pm. For more information contact Jenine on 5977800

HOT DOG ORDER FORM
I would like to order _____ hot dogs @$2.50
NAME: ___________________ GRADE: _____
Please find enclosed $_________________

LADIES

Family Name: __________________
DATE: ______________/2015
Bittern Primary School recognises the importance of the partnership between schools and parents to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, ensuring inclusive, safe and orderly environments for children and young people.

This Statement of Values sets out our behavioural expectations of all members in this school community, including the principal, all school staff, parents, students and visitors. It respects the diversity of individuals in our school community and addresses the shared responsibilities of all members in building safe and respectful school communities.

Discrimination, sexual and other forms of harassment, bullying, violence, aggression and threatening behaviour are unacceptable and will not be tolerated in this school.

Our Statement of Values acknowledges that parents and school staff are strongly motivated to do their best for every child. Everyone has the right to differing opinions and views and to raise concerns, as long as we do this respectfully as a community working together.

RESPONSIBILITIES

AS PRINCIPALS AND SCHOOL LEADERS, WE WILL:

- Work collaboratively to create a school environment where respectful and safe conduct is expected of everyone.
- Behave in a manner consistent with the standards of our profession and meet core responsibilities to provide inclusive, safe and orderly environments.
- Plan, implement and monitor arrangements to ensure the care, safety, security and general wellbeing of all students in attendance at the school is protected.
- Identify and support students who are or may be at risk.
- Do our best to ensure every child achieves their personal and learning potential.
- Work with parents to understand their child’s needs and, where necessary, adapt the learning environment accordingly.
- Respond appropriately when inclusive, safe or orderly behaviour is not demonstrated and implement appropriate interventions and sanctions when required.
- Make known to parents the school’s communication and complaints procedures.
- Ask any person who is acting in an offensive or disorderly way to leave the school grounds.

AS TEACHERS AND ALL NON-TEACHING STAFF, WE WILL:

- Model positive behaviour to students consistent with the standards of our profession.
- Proactively engage with parents about student outcomes.
- Work with parents to understand the needs of each student and, where necessary, adapt the learning environment accordingly.
- Work collaboratively with parents to improve learning and wellbeing outcomes for students with additional needs.
- Communicate with the principal and school leaders in the event we anticipate or face any tension or challenging behaviours from parents.
- Treat all members of the school community with respect.

AS PARENTS, WE WILL:

- Model positive behaviour to our child.
- Ensure our child attends school on time, every day the school is open for instruction.
- Take an interest in our child’s school and learning.
- Work with the school to achieve the best outcomes for our child.
- Communicate constructively with the school and use expected processes and protocols when raising concerns.
- Support school staff to maintain a safe learning environment for all students.
- Follow the school’s complaints processes if there are complaints.
- Treat all school leaders, staff, students, and other members of the school community with respect.

AS STUDENTS, WE WILL:

- Model positive behaviour to other students.
- Comply with and model school values.
- Behave in a safe and responsible manner.
- Respect ourselves, other members of the school community and the school environment.
- Actively participate in school.
- Not disrupt the learning of others and make the most of our educational opportunities.
AS COMMUNITY MEMBERS, WE WILL:

- Model positive behaviour to the school community.
- Treat other members of the school community with respect.
- Support school staff to maintain a safe and orderly learning environment for all students.
- Utilise the school’s communications policy to communicate with the school.

THE DEPARTMENT OF EDUCATION AND EARLY CHILDHOOD DEVELOPMENT WILL:

- Provide support and advice to principals to equip them to manage and respond to challenging behaviour of students, parents and staff.
- Provide practical guidance and resources to support schools to manage and respond to challenging behaviour of students, parents and staff.
- Provide practical guidance and resources to support schools respond to and prevent bullying and promote cyber-safety and wellbeing.
- Provide access to evidence based resources and strategies to increase student safety, wellbeing and engagement.
- Provide schools with practical and legal support as required.
- Provide parents with practical guidance and resources to resolve conflicts with the school.

CONSEQUENCES FOR FAILING TO UPHOLD THE STATEMENT OF VALUES

UNREASONABLE BEHAVIOURS
Behaviours that are considered inappropriate on and adjacent to school grounds or in relation to school business and that do not uphold the principles of this Statement of Values include when a person:

- is rude, aggressive or harasses others
- sends rude, confronting or threatening letters, emails or text messages
- is manipulative or threatening
- speaks in an aggressive tone, either in person or over the telephone
- makes sexist, racist or derogatory comments
- inappropriately uses social media as a forum to raise concerns/make complaints against the school
- is physically intimidating, e.g. standing very close.

CONSEQUENCES
Principals are responsible for determining what constitutes reasonable and unreasonable behaviour.

Unreasonable behaviour and/or failure to uphold the principles of this Statement of Values may lead to further investigation and the implementation of appropriate consequences. This may include:

- utilising mediation and counselling services
- alternative communication strategies being applied
- formal notice preventing entry onto school premises or attendance at school activities. Written notice will follow any verbal notice given.
- an intervention order being sought
- informing the police which may result in a charge of trespass or assault

By agreeing to meet specified standards of positive behaviour, everyone in our school community can be assured that they will be treated with fairness and respect. In turn, this will help to create a school that is safe and orderly, where everyone is empowered to participate and learn.