

# ARDEER PRIMARY SCHOOL NEWSLETTER

## THE PURPLE PULSE

### CONTACT US

Ardeer Primary School  
81 McLaughlin St,  
Ardeer, 3022  
P: 9363 1194  
W: ardeerps.vic.gov.au  
E: ardeer.ps@education.vic.gov.au



**August 8th, 2024**

### Key Dates

---

Swimming Program  
Grade P/1A & B and 2/3  
Monday 12<sup>th</sup> August – Friday  
23<sup>rd</sup> August

---

Foodbank Cooking IncurSION  
Grade 3/4, 4/5 & 5/6  
Tuesday 20<sup>th</sup> August

---

Book Week Celebrations  
Monday 26<sup>th</sup> August

---

Father's Day Stall  
Friday 30<sup>th</sup> August

---

Science Week Celebration  
Friday 30<sup>th</sup> August

---

Curriculum Day (Pupil free  
day)  
Monday 2nd September

---

Last day Term 4 (early  
dismissal)  
Friday 20th September

### PRINCIPAL'S MESSAGE

Dear Families,

On June 21, information was sent out to all families via Compass regarding the updated '*Photographing, Filming and Recording*,' policy. The policy is located on our school website and can be found [here](#) for your reference.

Our new local policy has been developed in line with department changes and is consistent with the amendments they have made.

When reviewing the policy and consent form you will see there are now three clear categories whereby consent from parents is required. These include:

- use within the physical school environment
- use within the school community
- use beyond the school community

Please note that if parents do not return the consent form or if they have selected not to provide consent for the '*use within the physical school environment*' this has obvious implications from a school management perspective.

This will mean that pre the policy change that the common use of student's images for the likes of classroom displays, whole school data wall (system for the tracking and monitoring of student learning growth, use of student's image as a visual aide to identify particular items such as book boxes in the junior grades can no longer be used for these purposes unless consent is provided.

## PRINCIPAL'S MESSAGE (CON'T)

I am really aware that we operate in a rapidly evolving space when it comes to managing photos and videos of ourselves and our children. With the advent of A.I and social media platforms, some parents are adopting a more conservative approach. This purely comes down to parent choice and we respect and understand this.

We implement many, many practices at Ardeer Primary School in the creation of an environment committed to and with an ongoing focus on child safe practices and this is just one of them.

Please note that the consent form can be accessed on our school website [here](#). Consent can be altered at any time and it is preferable that this is done so in writing via email. The school email address is: [ardeer.ps@education.vic.gov.au](mailto:ardeer.ps@education.vic.gov.au).

If you have any questions regarding this policy or any other one here at the school, please feel free to contact me.

Yours sincerely,

John Mifsud

## ASSISTANT PRINCIPAL UPDATE

Dear Families,

Our wonderful school has been a hive of activity over the last couple of weeks, with excursions and incursions and the excitement of some upcoming programs taking place at the school. We've had our launch of our SWPBS 'Reward Shop' in recent weeks and the students who have been recognised for demonstrating our School Values of Respect, Responsibility and Effort have been very excited. Well done to the students who continue to show our values each week.

Book Week 2024

In just under a month from now, we will be celebrating Book Week at Ardeer Primary School with a range of activities. These will be taking place on Monday 26th August and will include a Book Week Parade in the morning which families will be invited to attend. We also have an illustrator visiting our school on the day who will be running a range of workshops with classes across the school. Stay tuned for further information.

Healthy Eating Workshop

Our school has been partnering with Food Bank for the last couple of years since we launched our Breakfast Club in 2022. They have also come in to run Cooking Workshops with families in the past. This year we have been

## ASSISTANT PRINCIPAL UPDATE (CON'T)

### Healthy Eating Workshop

Our school has been partnering with Food Bank for the last couple of years since we launched our Breakfast Club in 2022. They have also come in to run Cooking Workshops with families in the past. This year we have been successful in gaining access to a Healthy Eating incursion for our Grade 3/ 4, 4/ 5 and 5/ 6 classes. This will take place on the 20th August and will include a hands on workshop and demonstration of what a healthy lunchbox can look like. This is sure to be a fun program and something for students to look forward to.

### Prep/1, 2/ 3 Swimming Program

Students in Prep/1 and Grade 2/ 3 will be participating commence their swimming program next week! Just a reminder to those who are participating to bring a change of underwear, towel, goggles and optional swim cap. It's also important to bring a plastic bag to put wet clothes into. We look forward to 'diving' into this program next week!

Regards,

Christopher O'Brien

## UPCOMING CURRICULUM DAY- MONDAY 2<sup>ND</sup> SEPTEMBER

A reminder that there will be no school for students on **Monday 2<sup>nd</sup> September**, this will be a pupil free day. Parents are asked to make alternative arrangements for the care and supervision of their child. If required, please contact our OSHC (Outside School Hours Care) provider TheirCare to discuss care arrangements for this day as the program will be running. You can contact TheirCare on 1300 072 410.

## NEW SCHOOL ADDRESS

Please be aware that the school has a new address! Since the school's opening back in 1961, the address has been 84-114 Suspension St. This was the case even though the main entrance to the school has always been on the McLaughlin St side of the school. As you can appreciate this has provided significant and ongoing challenges when it comes to daily deliveries and visitors to the school, when they are unable to gain entry to the school as they are on the wrong side. With the construction and opening of the new kindergarten on the school site, this has added yet another layer of complexity as they currently do not have their own address. Given the kinder is located on the Suspension St side of the school it makes perfect sense that they acquire a Suspension St address rather than us. With the support of the school council and after a long wait, I received confirmation that our new school address is now **81 McLaughlin St, Ardeer, 3022**. This may take some time for it to be reflected online and on Government Maps etc. but the address is currently active and in use as of this week.



## **PARENT/CAREGIVER/GUARDIAN OPINION SURVEY**

**WE WANT OUR PARENTS / CAREGIVERS / GUARDIANS TO TELL US WHAT THEY THINK**

Our school is conducting a survey to find out what families think of our school. The Parent/Caregiver/Guardian Opinion Survey is an annual survey offered by the Department of Education that is designed to assist schools in gaining an understanding of families' perceptions of school climate, student behaviour, and student engagement. The survey is optional, but we encourage all families to participate in this survey. Our school will use the survey results to help inform and direct future school planning and improvement strategies.

All families are invited to participate in the survey.

The Parent /Caregiver/ Guardian Opinion Survey will be open from **Monday 29 July and Friday 30 August.**

The survey will be conducted online, only takes 20 minutes to complete, and can be accessed at any convenient time within the survey period on desktop computers, laptops, tablets or smartphones. The online survey will be available in English and 10 other languages including Arabic, Greek, Hakha Chin, Hindi, Japanese, Punjabi, Simplified Chinese, Somali, Turkish, and Vietnamese.

Last year we used the survey results to plan a range of initiatives to support improved parent and school partnerships.

Please speak to your child's teacher if you would like more information.

**Information including the school Pin to access the survey has been sent out to families via compass.**

## SUBWAY LUNCH ORDERS

The school will be continuing our partnership with Canteen Hub and Subway in Term 3. Parents will have the opportunity to place an order from a limited Subway menu for their child which will then be delivered to the school at 1PM. Order will then be distributed to students in readiness for the school's lunch break at 1:15PM.

There will be two opportunities scheduled this term and these will take place on **Wednesday 14th August & Wednesday 11th September 2024.**

Parents will first need to create a Canteen Hub Account -

<https://app.canteenhub.com.au/register> register and register as a new user.

(Attached is a user guide for your reference)

-Ordering closes – 11.00PM the Monday prior.

-All orders will be delivered in separate class cartons and each lunch will be clearly labelled. Parental Support is available via the link below or using the HELP function on the website –

Parents will first need to create a Canteen Hub Account -

<https://parentsupport.canteenhub.com/portal/en/kb/canteenhub> and register as a new user.

(Attached is a user guide for your reference)

**-Ordering closes – 11.00PM the Monday prior.**

(12th August & 9th September)



## FORWARD PLANNING

Work is now under way in the development of plans for 2025 including grade structures. If your child is eligible to start Prep next year, we encourage you to get in contact with the school asap.

For a child to be eligible to start Prep in 2025, they must turn 5 before 30th April of the year they start school.

**We are also asking families to let us know if you are planning to move and you know that your child who is currently enrolled at Ardeer Primary School will not be attending in 2025. Please let us know asap.**



School Wide Positive Behaviour Support

### **Focus: Values Artwork**

In Semester one, some students from grade 6 volunteered their time to digitally draw pictures that will be on our school values matrix.

They drew children to represent students of Ardeer Primary School. These will be added to our school Matrix of Expected Behaviours and displayed around the school.



# Book Week 2024: Theme Announcement...

The CBCA Children's Book Week is one of the biggest events in the Australian school library calendar. A perfect opportunity to celebrate Australian children's literature and the work of school staff and everything they do to support reading.



Reading can take you to other worlds; Reading helps you explore new ideas; Reading helps you to understand a different person. Ardeer Primary will celebrate Book Week on Monday 26<sup>th</sup> August and this will be a wonderful opportunity to dress up. There will be many exciting things happening...a parade, visiting author/illustrator and a competition!



# 2024 Ardeer Children's Book Awards **VOTE** **NOW!**

There are 4 categories to vote for. Each grade has nominated and we have compiled a shortlist...

***Most Popular Book...***

***Funniest Book...***

***Favourite Author...***

***Favourite Illustrator...***

**Books and Voting Box are displayed near the office. Each vote will go into the draw to win a \$20 SCHOLASTIC VOUCHER (3 to be won)**

***All Book winners and voting winners will be announced at the Book Week Assembly, Monday 26<sup>th</sup> August. Families are welcome to vote too!***

## WE ARE EXCITED



## Most Popular Book...



## Funniest Book...



## Favourite Author...



Mo Willems...Aaron Blabey..Dr Seuss..Roald Dahl..Dav Pilkey..Andy Griffiths

## Favourite Illustrator...



Terry Denton..Julia Donalson..Aaron Blabey..Katy Farina..Terry Denton..

Bruce

## CHILD SAFE STANDARDS

# Speak up – it's your right

Victoria's Child Safe Standards are designed to keep you safe.

### Why the standards came about

In 2013, the Victorian Government looked at how safe organisations are for children and young people.

It found that sometimes children and young people have not been kept safe by organisations and the adults who work in them.

More needed to be done to keep children and young people safe in the future.



### What are they for?



Out of home care providers, schools, churches, sports clubs, dance schools and other organisations have to keep you safe.

This means:

- Only choosing adults who are safe to work with you.
- Listening to you about what makes you feel safe.
- Acting to protect you if someone hurts you or makes you feel unsafe.

### What they mean for you

You can expect to be safe and to feel safe, wherever you go and whatever you do.

You can expect that adults that work with you know how to keep you safe.

You can tell an adult if you don't feel safe and they have to help you.



### Get in touch with us

[www.cyp.vic.gov.au](http://www.cyp.vic.gov.au)

1300 782 978

 [ccyp\\_vic](https://www.instagram.com/ccyp_vic)   [ccypvictoria](https://twitter.com/ccypvictoria)

## MEET THE THEIR CARE TEAM



<b>My name is</b>	James Van Hlei (Area Manager)
<b>My Birthday Is</b>	17 November
<b>My Qualifications, Experience and Extra Skills</b>	<ul style="list-style-type: none"><li>- Bachelor Of Early Childhood Education and Care</li><li>- Diploma Of Early Childhood Education</li><li>- Been with Theircare for 3 years now in the Leadership Role</li></ul>
<b>My Favourite Thing as a Child Was</b>	<ul style="list-style-type: none"><li>- Riding my favourite BMX Bike</li><li>- Spending quality time with peers</li><li>- Playing sport</li></ul>
<b>A Little About Me</b>	<ul style="list-style-type: none"><li>- I'm a fun guy 😊</li><li>- Bulldog Supporter</li><li>- Love to work in a team environment.</li><li>- Favourite animal is Lion.</li></ul>
<b>Inspirational Quote</b>	" Nothing changes until your mind changes".





**My name is** Anesa Hima (Coordinator)

**My Birthday is** 5<sup>th</sup> June,

**My Qualifications, Experience and Extra Skills** I am working towards my Bachelor's of Teaching (Primary).

**My Favourite Thing as a Child Was** Going trips with my family and playing sports.

**A Little About Me** I love travelling, I have been to several countries with my family. I love to explore and adventure the outdoors.

**Inspirational Quote** "Be the best of whatever you are"



**My Name is:** Jesse Jamieson

**My Birthday is:** April 17<sup>th</sup>

**My Qualifications, Experience and Extra Skills:**

I am Studying towards my diploma in education and then my bachelor in primary.

**My Favourite thing as a child was:** Going to the footy to watch the Melbourne Demons with my Dad.

**A little about me:** I grew up in Melbourne but moved to the sunshine coast when I was 13. I love reading, writing, movies and Playing sports.

**Inspirational Quote:** "What would you like to be when you grow up? Asked the mole "Kind" Replied the boy



**ARDEER PRIMARY  
SCHOOL  
BIG STEPS TRANSITION  
PROGRAM**

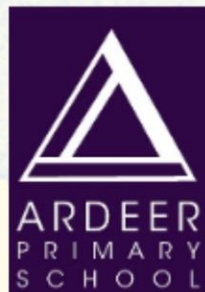
A PARENT INFORMATION SESSION  
WILL RUN FROM 9AM -9.45AM ON  
8.11.24

**PREP TRANSITION  
DATES**

8.11.24(9AM-10.50AM)

22.11.24(9AM -10.50AM)

29.11.24(9AM - 12.15PM)







## Smile Squad 2024

### Would you like to access free dental care for your child(ren)?

Did you know the Victorian Government funds a free school dental program called Smile Squad? For more details about the program visit: <https://www.smilesquad.vic.gov.au>

Our school isn't hosting Smile Squad on school sites right now, but you can still access this high-quality service, completely free of charge.

You can visit IPC Health at their community dental clinic. Please contact the team at any time to book an appointment. Just let them know you would like to book a Smile Squad appointment.

Contact the team at:

IPC Health  
1 Andrea St St. Albans or 117-129 Warringa Cres Hoppers Crossing  
**0491 095 650** or **1300 472 432**

The Smile Squad team look forward to seeing you soon.



# STATEMENT OF VALUES AND SCHOOL PHILOSOPHY



## Help for non-English speakers

If you need help to understand the information in this policy please contact the principal, John Mifsud or the assistant principal, Chris O'Brien.

## PURPOSE

The purpose of this policy is to outline the values of our school community and explain the vision, mission and objectives of our school.

## POLICY

Ardeer Primary School is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students.

The programs and teaching at Ardeer Primary School support and promote the principles and practice of Australian democracy, including a commitment to:

- elected government
- the rule of law
- equal rights for all before the law
- freedom of religion
- freedom of speech and association
- the values of openness and tolerance.

This policy outlines our school's vision, mission, objective, values and expectations of our school community. This policy is available on our school website and our staff induction handbook.

To celebrate and embed our Statement of Values and Philosophy in our school community, we

- display posters and banners that promote your values in our school
- celebrate our values in our school newsletter
- provide awards and recognition for students who actively demonstrate the values
- discuss our values with students in the classroom, meetings and assemblies.

## VISION

Ardeer Primary School is committed to graduating students who achieve academic excellence. We develop lifelong learners who value the power of education. Our students will value the importance of being environmentally responsible and contribute effectively to the diverse society in which they live.

## MISSION

Ardeer Primary School's vision is to provide a comprehensive program that supports and develops each student's academic, emotional, physical, social and cultural needs in a positive, calm and supportive environment. Students are empowered to take ownership of their learning through actively monitoring their own improvement. We work to establish strong home – school connections.

We prioritise developing skills and building capacity in Literacy and Numeracy in order to ensure that each child has every opportunity to achieve their greatest potential. We aim to stimulate curiosity about the world around, using technology to bring education to life with an engaging and interactive curriculum. Central to all our work is our belief in high expectations for all students.

## OBJECTIVE

Our school's objectives are considered as part of the 4 yearly strategic planning process and reflected in the goals listed in our current School Strategic Plan (SSP). We also develop an Annual Implementation Plan to operationalise the goals and key improvement strategies contained in our SSP.

Ardeer Primary School's objective is to ensure all students leave our school as confident and curious learners who have a practical understanding of the curriculum.

We create, nurture and expand learning opportunities for all students through providing quality education.

## VALUES

Ardeer Primary School's values are respect, responsibility, and safety.

### **Respect**

*We respect ourselves, our school and each other. We encourage our students to take ownership of their actions, reflecting on and owning those actions with integrity.*

### **Responsibility**

*We take responsibility for our words and actions. We strive to make good choices for ourselves and others. We understand our responsibilities in the creation of a positive environment within our school, local area, and global setting.*

### **Safety**

*We act and contribute to a school environment that keeps ourselves and others safe at all times. We understand the importance that positive interactions have in the creation of an inclusive, physically safe and culturally safe environment.*

## BEHAVIOURAL EXPECTATIONS

Ardeer Primary School acknowledges that the behaviour of staff, parents, carers and students has an impact on our school community and culture. We acknowledge a shared responsibility to create a positive learning environment for the children and young people at our school. Staff have a range of expectations around behaviour and must follow our school and Department policies and the Victorian Public Service Code of Conduct and Values. Teaching staff also adhere to the [Victorian Teaching Profession Code of Conduct](#).

### **The principal and school leaders will:**

- model positive behaviour and effective leadership
- communicate politely and respectfully with all members of the school community
- work collaboratively to create a school environment where respectful and safe behaviour is expected of everyone

- ensure all parents/carers are aware of the expectations outlined in the Department's [Respectful Behaviours within the School Community Policy](#)
- behave in a manner consistent with the standards of our profession and meet core responsibilities to provide safe and inclusive environments
- plan, implement and review our work to ensure the care, safety, security and general wellbeing of all students at school
- 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 safe and inclusive behaviour is not demonstrated and implement appropriate interventions and sanctions when required
- inform parents of the school's communication and complaints procedures
- ask any person who is acting in an offensive, intimidating or otherwise inappropriate way to leave the school grounds.

**As teachers and non-teaching school staff, we will:**

- model positive behaviour to students consistent with the standards of our profession
- communicate politely and respectfully with all members of the school community
- 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.
- Have high expectations of themselves and their students
- Have a collective responsibility for all students
- Be committed to continual professional development
- Model exemplary behaviours
- Use the most effective research based instructional practices
- Provide a safe and inclusive learning environment
- Provide opportunities for the students to drive their own learning
- Actively engage collaborative practice

**Our students will:**

- Have high expectations of themselves
- Develop quality leadership skills
- Be both literate and numerate across multi-disciplines
- See education as a journey and value lifelong learning
- Be critical thinkers and effective problem solvers
- Be able to take risks in their learning
- Have a growth mindset
- Be able to transfer their skills to the real world
- Be emotionally intelligent
- Be able to effectively choose and use the relevant technology to enhance learning
- Affect positive change as a global citizen
- Explore and develop their skills across multi-disciplines
- model positive behaviour to other students
- communicate politely and respectfully with all members of the school community
- 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 parents and carers, we will:**

- model positive behaviour to our child
- communicate politely and respectfully with all members of the school community, in line with the Department's [Respectful Behaviours within the School Community Policy](#).
- 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 processes for communication with staff and making complaints
- treat all school leaders, staff, students, and other members of the school community with respect.

**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 inclusive learning environment for all students
- utilise the school's processes for communication with staff and submitting complaints.

**Community Connections will result in:**

- A connectedness between families and the school
- Positive interactions with the wider community
- The community contributing to the success of the school
- An appreciation of the diversity within the community
- Stronger partnerships with local and wider organisations

## UNREASONABLE BEHAVIOURS

Schools are not public places, and the Principal has the right to permit or deny entry to school grounds (for more information, see our [Visitors Policy](#)).

Unreasonable behaviour that is demonstrated by school staff, parents, carers, students or members of our school community will not be tolerated at school, or during school activities.

Unreasonable behaviour includes:

- being violent or threatening violence of any kind, including physically intimidating behaviour such as aggressive hand gestures or invading another person's personal space
- speaking or behaving in a rude, aggressive or threatening way, either in person, via email, social media, or over the telephone
- sending demanding, rude, confronting or threatening letters, emails or text messages
- discriminatory or derogatory comments
- the use of social media or public forums to make inappropriate or threatening remarks about the school, staff or students.

Harassment, bullying, violence, aggression, threatening behaviour and unlawful discrimination are unacceptable and will not be tolerated at our school.

Unreasonable behaviour and/or failure to uphold the principles of this *Statement of Values and School Philosophy* may lead to further investigation and the implementation of appropriate consequences by the Principal.

At the Principal's discretion, unreasonable behaviour may be managed by:

- requesting that the parties attend a mediation or counselling sessions
- implementing specific communication protocols
- written warnings
- conditions of entry to school grounds or school activities
- exclusion from school grounds or attendance at school activities
- reports to Victoria Police
- legal action.

Inappropriate student behaviour will be managed in accordance with our school's [Student Wellbeing and Engagement Policy](#) and [Bullying Prevention Policy](#).

Our *Statement of Values and School Philosophy* ensures that everyone in our school community will be treated with fairness and respect. In turn, we will strive to create a school that is inclusive and safe, where everyone is empowered to participate and learn.

## COMMUNICATION

This policy will be communicated to our school community in the following ways:

- Available publicly on our school's website
- Included in staff induction processes
- Included in staff handbook/manual
- Included as annual reference in school newsletter
- Made available in hard copy from school administration upon request

## RELATED POLICIES AND RESOURCES

Department of Education and Training policies and resources:

- [Work-Related Violence in Schools Policy](#)
- [Respectful Behaviours within the School Community Policy](#)

## POLICY REVIEW AND APPROVAL

Policy last reviewed	1.8.23
Approved by	4.9.23
Next scheduled review date	August 2027

# DUTY OF CARE POLICY



## Help for non-English speakers

If you need help to understand the information in this policy please contact [insert school contact details].

## PURPOSE

The purpose of this policy is to explain to our school community the non-delegable duty of care obligations that all staff at Ardeer Primary School owe to our students and members of the school community who visit and use the school premises.

## POLICY

“Duty of care” is a legal obligation that requires schools to take reasonable steps to reduce the risk of reasonably foreseeable harm, which can include personal injury (physical or psychological) or damage to property. The reasonable steps that our school may decide to take in response to a potential risk or hazard will depend on the circumstances of the risk.

Our school has developed policies and procedures to manage common risks in the school environment, including:

- Yard duty and Supervision
- Bullying Prevention
- Camps and Excursions
- First Aid
- Tree Maintenance
- Grounds Maintenance
- Student Private Property
- Child Safe Standards
- External Providers (including RTOS delivering VET/VCAL)
- Emergency Management
- Volunteers
- Visitors
- Working with Children and Suitability Checks
- Mandatory Reporting
- Occupational Health and Safety

Our school acknowledges we are required to take reasonable precautions to prevent the abuse of a child by an individual associated with the organisation while the child is under the care, supervision or authority of the organisation.

Staff at our school understand that school activities involve different levels of risk and that particular care may need to be taken to support younger students or students with additional needs. Our school also understands that it is responsible for ensuring that the school premises are kept in good repair and will take reasonable steps to reduce the risk of members of our community suffering injury or damage because of the state of the premises.



School staff, parents, carers and students are encouraged to speak to the principal to raise any concerns about risks or hazards at our school, or our duty of care obligations.

## External Providers

Staff at our school acknowledge that, as our duty of care is non-delegable, we are also required to take reasonable steps to reduce the risk of reasonably foreseeable harm when external providers have been engaged to plan for or conduct an activity involving our students. Our *Visitors Policy* and *Camps and Excursions Policy* include information on the safety and care of our students when engaged with external providers.

## COMMUNICATION

This policy will be communicated to our school community in the following ways:

- Provided to staff at induction and included in staff handbook/manual
- Discussed at staff meetings/briefings as required
- Made available publicly on our school website
- Included in transition and enrolment packs
- Included as annual reference in school newsletter
- Made available in hard copy from school administration upon request

## FURTHER INFORMATION AND RESOURCES

- the Department's Policy and Advisory Library (PAL): [Duty of Care](#)
- the Department's Policy and Advisory Library (PAL): [Structured Workplace Learning](#)

## POLICY REVIEW AND APPROVAL

Policy last reviewed	1.8.23
Approved by	Principal
Next scheduled review date	1.8.27

# BULLYING PREVENTION POLICY

## PURPOSE

Ardeer Primary School is committed to providing a safe and respectful learning environment where bullying will not be tolerated.

The purpose of this policy is to:

- explain the definition of bullying so that there is shared understanding amongst all members of the Ardeer Primary School community
- make clear that no form of bullying at Ardeer Primary School will be tolerated
- outline the strategies and programs in place at Ardeer Primary School to build a positive school culture and prevent bullying behaviour
- ask that everyone in our school community be alert to signs and evidence of bullying behaviour, and understands the importance of reporting bullying behaviour to school staff
- ensure that all reported incidents of bullying are appropriately investigated and addressed
- ensure that support is provided to students who may be affected by bullying behaviour (including targets, bystanders, witnesses and students engaging in bullying behaviour)
- seek parental and peer group support in addressing and preventing bullying behaviour at Ardeer Primary School.

When responding to bullying behaviour, Ardeer Primary School aims to:

- be proportionate, consistent and responsive
- find a constructive and positive solution for everyone
- stop the bullying from happening again
- restore the relationships between the students involved.

Ardeer Primary School acknowledges that school staff owe a duty of care to students to take reasonable steps to reduce the risk of reasonably foreseeable harm, which can include harm that may be caused by bullying behaviour.

## SCOPE

This policy addresses how Ardeer Primary School aims to prevent, address and respond to student bullying behaviour. Ardeer Primary School recognises that there are many other types of inappropriate student behaviours that do not meet the definition of bullying which are also unacceptable at our school. These other inappropriate behaviours will be managed in accordance with our *Student Code of Conduct* and *Student Wellbeing and Engagement Policy*.

This policy applies to all school activities, including camps and excursions. It also applies to bullying behaviour between students that occurs outside of school hours, where the behaviour impacts on student wellbeing and safety at school.

## POLICY

### Definitions

In 2018 the Education Council of the Council of Australian Governments endorsed the following definition of bullying for use by all Australian schools:

*Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an*

*individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.*

*Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records)*

*Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.*

Bullying has three main features:

- It involves a misuse of power in a relationship
- It is ongoing and repeated, and
- It involves behaviours that can cause harm.

There are four main types of bullying behaviour:

- Physical – examples include hitting, pushing, shoving or intimidating or otherwise physically hurting another person, damaging or stealing their belongings. It includes threats of violence.
- Verbal/written – examples include name-calling or insulting someone about an attribute, quality or personal characteristic.
- Social (sometimes called relational or emotional bullying) – examples include deliberately excluding someone, spreading rumours, sharing information that will have a harmful effect on the other person and/or damaging a person's social reputation or social acceptance.
- Cyberbullying – any form of bullying behaviour that occurs online or via a mobile device. It can be verbal or written, and can include threats of violence as well as images, videos and/or audio.

Bullying can be a form of racism, sexism, homophobia, transphobia or other type of social prejudice when the behaviour is targeted at an individual or group because of a personal characteristic, such as race, religion, sex, sexual orientation, gender identity or disability.

For further information about bullying, refer to: [Bully Stoppers \(education.vic.gov.au\)](http://BullyStoppers.education.vic.gov.au) and the Department's [Bullying Prevention and Response](#) policy on the Policy and Advisory Library.

### **Other distressing behaviours**

Many distressing behaviours may not constitute bullying even though they are unpleasant. Students who are involved in or who witness any distressing behaviours should report their concerns to school staff and our school will follow the Student Wellbeing and Engagement Policy, Code of Conduct and/or this Bullying Prevention Policy where the behaviour constitutes bullying.

*Mutual conflict* involves an argument or disagreement between people with no imbalance of power. In incidents of mutual conflict, generally, both parties are upset and usually both want a resolution to the issue. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation.

*Social rejection or dislike* is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

*Single-episode acts* of nastiness or physical aggression are not the same as bullying. However, single episodes of nastiness or physical aggression are not acceptable behaviours at our school and may have serious consequences for students engaging in this behaviour. Ardeer Primary School will use its Student Wellbeing and Engagement Policy to guide a response to single episodes of nastiness or physical aggression.

*Harassment* is language or actions that are demeaning, offensive or intimidating to a person. It can take many forms, including sexual harassment and disability harassment.

*Discrimination* is behaviour that treats someone unfavourably because of a personal characteristic (for example, race, religious belief or activity, disability, sex or intersex status, gender identity or sexual orientation).

Discrimination, harassment, and any other inappropriate behaviour is not tolerated at our school and there may be serious consequences for students engaging in this behaviour. This includes any form of racism, religious or disability discrimination, sexism, homophobia, transphobia, or any other behaviour that targets an individual or group.

## **BULLYING PREVENTION**

Ardeer Primary School has a number of strategies in place to build a positive and inclusive school culture. We strive to foster a school culture that prevents bullying behaviour by modelling and encouraging behaviour that demonstrates acceptance, kindness and respect. We use a restorative approach when engaging in discussions with the students.

Bullying prevention at Ardeer Primary School is proactive and is supported by research that indicates that a whole school, multifaceted approach is the most effective way to prevent and address bullying. At our school:

- We identify and implement evidence-based programs and initiatives from the [Schools Mental Health Menu](#) that are relevant to preventing and addressing bullying and help us to build a positive and inclusive school climate.
- We have a positive school environment that provides safety, security and support for students and promotes positive relationships and wellbeing.
- We strive to build strong partnerships between the school, families and the broader community that means all members work together to ensure the safety of students.
- Teachers are encouraged to incorporate classroom management strategies that discourage bullying and promote positive behaviour.
- In the classroom, our social and emotional learning curriculum teaches students what constitutes bullying and how to respond to bullying behaviour assertively. This promotes resilience, assertiveness, conflict resolution and problem solving.
- We participate in the Respectful Relationships initiative, which aims to embed a culture of respect and equality across our school.
- Students are encouraged to look out for each other and to talk to teachers and older peers about any bullying they have experienced or witnessed.

For further information about our engagement and wellbeing initiatives, please see our *Student Wellbeing and Engagement* policy.

## **INCIDENT RESPONSE**

### **Reporting concerns to Ardeer Primary School**

Bullying is not tolerated at our school. We ensure bullying behaviour is identified and addressed with appropriate and proportionate consequences. All bullying complaints will be taken seriously and responded to sensitively.

Students who may be experiencing bullying behaviour, or students who have witnessed bullying behaviour, are encouraged to report their concerns to school staff or another trusted adult as soon as possible.

Our ability to effectively reduce and eliminate bullying behaviour is greatly affected by students and/or parents and carers reporting concerning behaviour as soon as possible, so that the responses implemented by Ardeer Primary School are timely and appropriate in the circumstances.

We encourage students to speak to Christopher O'Brien (Assistant Principal) However, students are welcome to discuss their concerns with any trusted member of staff including classroom teachers, our school chaplain or school principal.

Parents or carers who develop concerns that their child is involved in, or has witnessed bullying behaviour at Ardeer Primary School should contact Assistant Principal Christopher O'Brien on 93631194.

## **Investigations**

When notified of alleged bullying behaviour, school staff are required to:

1. record the details of the allegations on Compass
2. inform either the Classroom Teacher, Assistant Principal or Principal.

The Class Teacher, Assistant Principal or Principal is responsible for investigating allegations of bullying in a timely and sensitive manner. To appropriately investigate an allegation of bullying, the person investigating may:

- speak to the those involved in the allegations, including the target/s, the students allegedly engaging in bullying behaviour/s and any witnesses to the incidents
- speak to the parent/carer(s) of the students involved
- speak to the teachers of the students involved
- take detailed notes of all discussions for future reference
- obtain written statements from all or any of the above.

All communications with the Class Teacher, Assistant Principal or Principal in the course of investigating an allegation of bullying will be managed sensitively. Investigations will be completed as quickly as possible to allow for the behaviours to be addressed in a timely manner.

The objective of completing a thorough investigation into the circumstances of alleged bullying behaviour is to determine the nature of the conduct and the students involved. A thorough understanding of the alleged bullying will inform staff about how to most effectively implement an appropriate response to that behaviour.

Serious bullying, including serious cyberbullying, is a criminal offence and may be referred to Victoria Police. For more information, see: [Brodie's Law](#).

## **Responses to bullying behaviours**

When the Classroom Teacher, Assistant Principal or Principal has sufficient information to understand the circumstances of the alleged bullying and the students involved, a number of strategies may be implemented to address the behaviour and support affected students in consultation with the teachers, SSSO, Assistant Principal, Principal, Department of Education and Training specialist staff.

There are a number of factors that will be considered when determining the most appropriate response to the behaviour. When making a decision about how to respond to bullying behaviour, Ardeer Primary School will consider:

- the age and maturity of the students involved
- the severity and frequency of the bullying, and the impact it has had on the target student
- whether the student/s engaging in bullying behaviour have displayed similar behaviour before
- whether the bullying took place in a group or one-to-one context
- whether the students engaging in bullying behaviour demonstrates insight or remorse for their behaviour

- the alleged motive of the behaviour.

The Classroom Teacher, Assistant Principal or Principal may implement all, or some of the following responses to bullying behaviours:

- Offer counselling support to the victim student or students, including referral to the SSSO, school chaplain or external provider.
- Offer counselling support to the perpetrator student or students, including referral to the SSSO, school chaplain or external provider.
- Offer counselling support to affected students, including witnesses and/or friends of the victim student, including referral to the SSSO, school chaplain or external provider.
- Facilitate a restorative practice meeting with all or some of the students involved. The objective of restorative practice is to repair relationships that have been damaged by bringing about a sense of remorse and restorative action on the part of the person who has bullied someone and forgiveness by the person who has been bullied.
- Facilitate a mediation between some or all of the students involved to help to encourage students to take responsibility for their behaviour and explore underlying reasons for conflict or grievance. Mediation is only suitable if all students are involved voluntarily and demonstrate a willingness to engage in the mediation process.
- Facilitate a process using the Support Group Method, involving the victim student(s), the perpetrator students and a group of students who are likely to be supportive of the victim(s).
- Implement disciplinary consequences for the perpetrator students, which may include removal of privileges, detention, suspension and/or expulsion consistent with our Student Wellbeing and Engagement policy, the Ministerial Order on Suspensions and Expulsions and any other relevant Department policy.
- Prepare a Safety Plan or Individual Management Plan restricting contact between victim and perpetrator students.
- Provide discussion and/or mentoring for different social and emotional learning competencies of the students involved, including connecting affected students with an older Student Mentor and resilience programs.
- Monitor the behaviour of the students involved for an appropriate time and take follow up action if necessary.
- Implement year group targeted strategies to reinforce positive behaviours
- The Principal and Assistant Principal are responsible for maintaining up to date records of the investigation of and responses to bullying behaviour.

Ardeer Primary School understands the importance of monitoring and following up on the progress of students who have been involved in or affected by bullying behaviour. Where appropriate, school staff will also endeavour to provide parents and carers with updates on the management of bullying incidents.

The Assistant Principal and Principal are responsible for maintaining up to date records of the investigation of and responses to bullying behaviour.

## **FURTHER INFORMATION AND RESOURCES**

This policy should be read in conjunction with the following school policies:

[Student Wellbeing and Engagement Policy](#)

[Duty of Care Policy](#)

[Inclusion and Diversity Policy](#)

The following websites and resources provide useful information on prevention and responding to bullying, as well as supporting students who have been the target of bullying behaviours:

The following websites and resources provide useful information on prevention and responding to bullying, as well as supporting students who have been the target of bullying behaviours:

- [Bully Stoppers](#)
- [Report racism or religious discrimination in schools](#)

- [Kids Helpline](#)
- [ReachOut Australia](#)
- [Lifeline](#)
- [Bullying. No way!](#)
- [Student Wellbeing Hub](#)
- [eSafety Commissioner](#)
- [Australian Student Wellbeing Framework](#)

## EVALUATION

This policy will be reviewed every 2 years, or earlier as required following an incident or analysis of new research or school data relating to bullying, to ensure that the policy remains up to date, practical and effective.

Data will be collected through:

- discussion with students
- regular student bullying surveys
- regular staff surveys
- assessment of school based data, including the number of reported incidents of bullying in each year group and the effectiveness of the responses implemented.

Proposed amendments to this policy will be discussed with representative groups including school council and school staff.

### Policy Review and approval

Policy last reviewed	April 2023
Consultation	School Council (16.10.24)
Approved by	Principal
Next scheduled review date	April 2025



# NUMERACY TIPS

## Foundation-2

### Moving with maths

Ask your child questions like these to encourage them to investigate maths:

- What shapes can you see?
- How could we measure the...?
- How will we find half?
- What is the best way to share the...?
- How do I get from ... to ...?
- Which is closer: the sandpit or the swing?
- How tall can you build a tower before it falls?

## Grade 3-6

### Travel timetables

Here are some questions to ask your child that improve their knowledge of time and their problem-solving skills:

- Can you identify your starting point on the timetable?
- What is the earliest and latest time to travel on this route?
- How long does it take to travel the entire route?
- How many stops are there on this route?
- What is the difference in the time travelled when not making all the stops?
- What is the cost? Is it good value compared to other travel options?
- Which is the best route to travel? Why do you think this?
- To get to training on time, when will you need to leave?

# LITERACY TIPS

## Digital Writing and Creating

We now live in a world full of digital technology. To give your child the best chance of success in literacy, it is important that your child becomes comfortable with technology and can use various technologies to share their ideas and show their creativity.

Some activities your child might do include:

- Create a website with a specific interest in mind, such as a hobby, a sports team, or an historical event that interests them.

- Write a blog on a hobby or interest.
- Write a short film script and then shoot the film using a mobile phone, tablet or video recorder. Use editing software to edit the film and create titles.
- Write a radio script and then record the script using a mobile phone, tablet, or digital voice recorder.
- Write a short story and record it using a mobile phone, tablet, or voice recorder. Find digital film score music or sound effects to create mood and suspense.
- Write emails or instant messages to family members.
- Use presentation or slide software to create presentations for the family about a recent family holiday, or about something of personal interest.
- Create a short film, using an app such as The Little Lunch App by the Australian Children's Television Foundation: <https://actf.com.au/education/resources/id/10429/>

GET CONNECTED



Please follow us on Instagram

**Ardeer.PS**



All families were sent letters with their own unique code. Please download the Compass app and connect ASAP. Important reminders, updates, letters, notes etc. will be circulated via this platform throughout 2022. Please contact the office if you require a new sign in.



All families should now be connected to their child's 2022 class. This is a wonderful platform to see your child's learning progression as you connect with their learning portfolio. If you have not connected and require a new sign in code, please see your child's teacher ASAP.

# Tuning in to Teens™

A free six-week parenting program  
for parents/carers of adolescents aged 10-18yrs

**Would you like to learn how to:**

- be better at talking with your teen?
- be better at understanding your teen?
- help your teen learn to manage their emotions?
- help reduce challenging behaviours?
- teach your teen to deal with conflict?



*Tuning in to Teens™* shows you how to help your teen develop *emotional intelligence*.  
Adolescents with higher emotional intelligence:

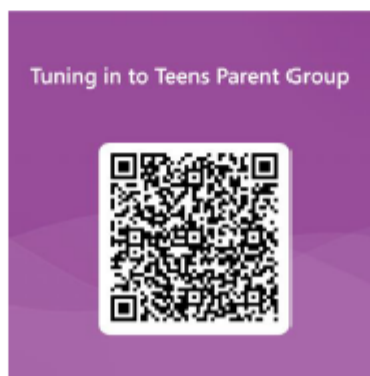
- are more aware, assertive and strong in situations of peer pressure
- have greater success making friends & are more able to manage conflict with peers
- are more able to cope when upset or angry
- have fewer mental health & substance abuse difficulties
- have greater career success (emotional intelligence may be a better predictor of academic and career success than IQ!)

**Where:** Brimbank Aquatic & Wellness Centre (90 Taylors Rd Keilor Downs)

**Dates:** Thursday 8<sup>th</sup> August to Thursday 12<sup>th</sup> September 2024

**Time:** 10:00am – 12:00pm (a light morning tea will be provided)

**Register your Interest:** Via the QR code below or call Lynda or Rachel on 8312 8800



# St Albans grasslands community project

**Join IPC Health, Brimbank City Council and the Friends of Iramoo to plant native wildflowers and grasses.**

Help regenerate the beautiful and unique basalt plains grasslands and support your local environment and wildlife to flourish.

All supplies provided by Brimbank City Council and the Friends of Iramoo.

This free activity will be followed by light refreshments at our St Albans campus.

## **Date**

Thursday 15 August from 10am-12pm

## **Meeting spot**

St Albans grasslands  
Howardson's Circuit

## **RSVP**

To Saira Karim along with any dietary needs via email at [saira.karim@ipchealth.com.au](mailto:saira.karim@ipchealth.com.au) or on 0490 759 270





DO YOU LOVE TO SWIM?



*Come join us!*

- Family Friendly
- Inclusive and Supportive
- Swimming Development
- Fun and Competitive
- Tailored Programs

*We would love to hear from you*  
<https://swimland.swimming.org.au>

[secretary@swimlandswimclub.com](mailto:secretary@swimlandswimclub.com)

## WHAT MAKES PAUL SADLER SWIMLAND DIFFERENT TO OTHER SWIM SCHOOLS?

AT PAUL SADLER SWIMLAND SURVIVAL SKILLS ARE THE FOUNDATION OF OUR LEARN TO SWIM PROGRAM



**PLACES  
FILL QUICKLY  
BOOK YOUR  
CLASS  
TODAY!**

**ZERO  
DROWN**  
TOLL IS OUR GOAL!

AT PAUL SADLER SWIMLAND WE TEACH SURVIVAL SKILLS AT EVERY LEVEL:  
10 minutes per class is spent in deep water, where we teach treading water, deep water recovery (safety circle) and mobility on both front and back until children have achieved 2 minutes treading water.

**LEARN FROM  
THE SURVIVAL  
SPECIALISTS**



**Paul Sadler Swimland Braybrook**  
67 Damley Street, Braybrook  
(03) 9311 7459  
[braybrook@paulsadlerswimland.com](mailto:braybrook@paulsadlerswimland.com)  
[paulsadlerswimland.com.au](http://paulsadlerswimland.com.au)



**Paul Sadler Swimland** Est. 1972  
*...Small Successes, Proudest Moments*



# five tuition

- Person-centered** > Five Tuition complements school-based approaches by providing personalised help for each student.
- Values-driven** > Humility, Helpfulness, Honesty, Hope and Honour – these FIVE values drive everything we do at Five Tuition.
- Impact-focused** > We focus on impact because we take our mission of helping students thrive in school and life seriously.
- Evidence-based** > Everything we do is informed by academic literature, learning theories and careful consideration of the evidence.
- Inclusivity-embracing** > We believe everyone should be entitled to a person-centered, values-driven, impact-focused, and evidence-based approach to learning.

## DERRIMUT

**Opposite Derrimut Village Shopping Centre**  
Level 1 Suite 20 1-11 Elgar Rd  
Derrimut, Victoria 3030

## WILLIAMS LANDING

**Williams Landing Shopping Centre**  
Level 1 Suite 4, 100 Overton Road  
Williams Landing, Victoria 3027

## OUR WEBSITE:

<https://www.fivetuition.com.au>

Please call 0477 690 323 or email [hello@fivetuition.com.au](mailto:hello@fivetuition.com.au)

# five tuition

At Five Tuition, we believe learning happens most naturally and effectively when someone you respect sits humbly beside you, helps you with something, speaks honestly to you, has hope for you, and honours their commitment to bring about positive changes for you – in school and life.

Everything we do at Five Tuition supports that learning process. It sounds simple because learning is simple! Learning doesn't require complex programmes, a detailed curriculum, or the latest technology – as helpful as they might be. Learning simply requires someone with the competence to teach, the character to model, and the commitment to pass on their knowledge.

We recruit and train the nicest, brightest, and most talented university students living in Melbourne's West. All our tutors have attained exceptional VCE scores, have a heart for younger people and a passion to share their knowledge, skills, and experiences with others.

## DERRIMUT

**Opposite Derrimut Village Shopping Centre**  
Level 1 Suite 20 1-11 Elgar Rd  
Derrimut, Victoria 3030

## WILLIAMS LANDING

**Williams Landing Shopping Centre**  
Level 1 Suite 4, 100 Overton Road  
Williams Landing, Victoria 3027

## OUR WEBSITE:

<https://www.fivetuition.com.au>

Please call 0477 690 323 or email [hello@fivetuition.com.au](mailto:hello@fivetuition.com.au)





**Caring Support & Help**  
Care Giving & Disability Support Services

**Fred & Kannika**  
Mobile: 0400 069 292

Po Box 65  
Deer Park VIC 3023

[caringsupporthelp@bigpond.com](mailto:caringsupporthelp@bigpond.com)  
<https://caringsupportandhelps.com>