

Kiewa Valley Primary School Newsletter



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|---------|-----------------|------------------|---|--|--|---------|
| WEEK 8 | <u>MON 16th</u> | <u>TUES 17th</u> | <u>WED 18th</u> Hume REGION SWIMMING | <u>THUR 19th</u> | <u>FRI 20th</u> WHOLE SCHOOL ACTIVITY 'International Day of Happiness' | SAT/SUN |
| WEEK 9 | <u>MON 23rd</u> | <u>TUES 24th</u> | <u>WED 25th</u> | <u>THUR 26th</u> | <u>FRI 27th</u> FETE + HARMONY DAY | SAT/SUN |
| WEEK 10 | <u>MON 30rd</u> | <u>TUES 31st</u> | <u>WED 1st</u> Netball Trials | <u>THUR 2nd</u> LAST DAY of TERM - 2.30pm FINISH | <u>FRI 3rd</u> <u>GOOD FRIDAY</u> | SAT/SUN |

PRINCIPAL UPDATE AND MESSAGE:

FETE

Our annual FETE will be going ahead on Friday March 27th. This will again be paired with our Harmony Day celebrations. This is a key fundraiser for our school but more importantly a great way to connect as a community. This year Terrienne Hicks is taking on the organisation. We are looking for stallholders and would like to encourage any Year 6 student or past student of KVPS to contact the school if they would like to host a stall based on their \$20 boss stall last year. Any money raised from the FETE will be going towards a **revamp of our eating area**. School Council have identified this as our next outdoor space that needs some care and attention.

ATTENDANCE NUMBERS: EVERY DAY COUNTS

This weeks review of our attendance numbers have indicated that **ONLY 65% or 88 students** have been present at school for **95% or more of the time**. Our goal is finish the year on at least 85% of our students at 95% attendance or higher. **YOU MUST** communicate with **myself and the classroom teacher** if you are **planning a family holiday during the school term**. You can email me at kelli.jacobsen@education.vic.gov.au and the teacher through COMPASS. every minute of school missed counts. Whilst we understand that medical appointments and illness play a part, it is important that for the social and emotional and learning development of your child/ren they are given every opportunity to engage and thrive in their learning. On the following page I have an overview of our performance on NAPLAN - 85% of our students were here 95% of the time I can only imagine how much we as a school would be outperforming other schools. If your child is finding attending school difficult, either separating in the morning or having issues whilst at school and you would like some support please reach out the classroom teacher or myself. There are many strategies and supports we can put in place. We can only put strategies in place and support if we know about them. And whilst every morning we check in with all of our students to gauge their wellbeing, if they are not here we do not have this chance.

SCHOOL REVIEW:

In Term 4 our school will be undergoing its four-year review, where we look back on our achievements of the past four years but also plan for now next Strategic Plan and focus of our school. Parent and community input into this review is crucial to drive the future of our school community. Firstly, we need to review our Statement of Expectations and Values. Please see the back pages for a full print out of this policy. Once you have viewed this policy you may click [this link](#) to provide feedback to School Council so we can redevelop the policy in time for our first Term 2 School Council meeting.

Year 3 and 4 CAMP - POSTPONED

We have made the decision to postpone the Year 3 and 4 camp until Term 4 in 2026. This will enable all students the opportunity to attend. Tanyia has been working on the costings and will get these out to you ASAP with a deposit cost to indicate your intention to send your child to camp. You may then set-up a payment plan if required with the Office if that will assist anyone. We are hopeful that ALL students will attend camp, however we must consider the social and emotional preparedness and behaviour for camps as the duty of care is much higher for camps and excursions.

I would like to begin by acknowledging the traditional custodians of the lands on which we live, learn and play. We acknowledge and show our respects to elders both past and present and we come together on the lands, the hills, the valleys and rivers to join in community, to share knowledge and culture and contributions of all first nation peoples on this land.

Vol. 05 Newsletter



PHOTOS from around SCHOOL this week



I love the creativity of our students. Here is our new Foundation students making a hide out and Bella created a beautiful flower out of paper for her teacher.



SUPERVISION HOURS at KVPS

Student safety at Kiewa Valley Primary School is our highest priority and the safe and appropriate supervision of students is an important element of our duty of care to students. Part of this duty is ensuring parents and students are aware of our student supervision arrangements before and after school.

Before school: School grounds are supervised from 8.35am to 9am.

After school: School grounds are supervised from 3.30pm to 3.40pm.

Students on school grounds outside these times will not be supervised (unless they are attending a before or after school care program or supervised extracurricular activity).

Parents/carers are requested to ensure that students do not attend school outside of these supervised times unless they are attending before or after school care, or a pre-arranged supervised activity (i.e. sports practice).

Families are encouraged to contact Nat Goodwin on 0260273275 for more information about the before and after school care facilities available to our school community or if you would like any further information about our student supervision arrangements.

For a copy of our school's Yard Duty and Supervision Policy please see the Website. This policy includes Kiewa Valley Primary's student supervision arrangements across the school day, including before and after school.



Respectful, safe, engaged: shared expectations to support student behaviour

Together, we create safe schools where everyone belongs, learns, and thrives

When schools, families and students work together, we achieve the best outcomes. These partnerships are essential to creating school environments that support all students to belong, learn and thrive. As a parent and carer, you play a vital role in helping your child to understand and meet shared behaviour expectations.

How students demonstrate expected behaviours

At school, all students are expected to be respectful, safe, and engaged. These behaviours help make schools a place where everyone can succeed.

Students meet these behaviour expectations by:



Respectful

- Following staff instructions and school rules
- Caring for school property and others' belongings
- Using respectful language



Safe

- Keeping themselves and others safe from harm
- Speaking up or seeking help from an adult if they or someone else is being treated unfairly
- Only bringing safe and necessary items to school



Engaged

- Going to school every day, being on time, and ready to learn*
- Taking part, doing their best, and asking for help when they need
- Knowing and following the school's policies, including the mobile phone policy

How parents and carers can help

By modelling and encouraging positive behaviour, you help your child build the skills and habits they need to be successful at school. When families and schools work together, students can achieve their best.

Parents and carers can help support their child's behaviour by:

- Knowing the school's rules and supporting them at home
- Modelling respectful behaviour in how you speak to and about school staff, families, and others both in person and online
- Making use of the school's processes to raise and resolve concerns early

- Working together with staff if your child is having problems at school to understand and resolve the issue
- Ensuring your child knows it is okay to ask for help from a trusted adult at school
- Ensuring your child stays safe online by talking with them and addressing concerns early

- Helping your child to attend school every day – every day counts*
- Communicating with school staff and working together to support your child's learning and wellbeing
- Talking with your child about their day and how they are feeling, and encouraging their learning by noticing their effort and progress

How schools support students to meet behaviour expectations

By teaching and reinforcing positive behaviour, schools ensure positive, safe and fair learning environments with a focus on learning and wellbeing.

Schools support families and students by:

- Teaching and demonstrating school rules and positive behaviour expectations to students
- Explicitly teaching, modelling and acknowledging expected respectful behaviour
- Engaging collaboratively and positively with all students, parents and carers

- Having clear policies and procedures to prevent and respond to bullying and keep students safe
- Offering additional supports to students proactively and supporting students to speak up and seek help
- Proactively identifying and addressing problems to maintain a physically, socially and culturally safe school environment

- Delivering evidence-based, inclusive education that meets the needs of all students
- Empowering students to have a say in decisions that affect their learning and school life
- Building strong, trusting relationships to ensure all students feel seen, heard and valued

The Department of Education provides resources and support for schools to build positive student behaviour and foster positive relationships between schools, students and families.

Where parents and carers can go for help

If you are concerned about your child's wellbeing, behaviour or safety you can:

- Talk to your child's teacher or identified contact person as the first step and follow the school's process for communicating concerns
- Ask the school for support or a referral – they can connect you with wellbeing staff or specialist services
- Contact the Department of Education's regional office if you need further assistance.

The following resources are also available:

- Raising Children Network – provides advice for parents of school-aged, pre-teens and teens
- eSafety Commissioner – Advice for parents and carers to help keep children safe online
- Report Racism hotline – Find out how to report racism or religious discrimination in schools
- Bully Stoppers – Advice for parents and carers about bullying

*We know that some students and their families are struggling with school attendance or navigating school refusal. Here are some resources that can help - Attendance and missing school | vic.gov.au Home | Parenting Strategies



For further information, scan the QR code or visit: vic.gov.au/supporting-positive-behaviour-schools



Wellbeing Dog – Dogs Connect Program

There are 3 expectations set by the Dogs Connect Program, to ensure Daisy is feeling safe and relaxed when at school. It is important for all members of our school community – staff, students and parents/carers to follow these expectations (even though they can be a bit hard). It can be very overwhelming for a dog to hear their name 140 times before 9am and they can also feel a bit intimidated when we stare and 'hang around'. We introduced the 3 expectations at our announcement assembly and will continue to reiterate with everyone as we learn together.

1. We say hello to the person, not the dog!
2. We give lots of space when we pass the dog!
3. We keep moving (we don't stand around and stare).



Koorie Cultural Morning



On Monday and Wednesday of Week 6, we had a visit from Tammy, a Koorie Engagement Support Officer who shared some special artifacts with us. Each class spent some time with Tammy, looking at different items and learning about who used them, why they used them and how they used them. We really appreciate Tammy giving us her time and sharing her knowledge with us.

Grade 3-4 recorded some information and facts when they returned to class after the session:

- Boomerangs were used for hunting. – Maitland
- Boomerangs can be different shapes and sizes. – Liam
- Possum skins were used for blankets. – Mila
- The possum skin was laid on the coolamon for a baby to sleep in. – Isla
- When they were an adult, they had 20 possum skins (sewn together) and when they died they would be wrapped in it. – Ava
- There were tools just for men – the finishing stick, stone axe, spear, shield and boomerang. – Tex

Kiewa Valley Primary School

COMMUNITY FETE

Friday 27th March 2026
2pm - 5:30pm

JOIN US FOR AN AFTERNOON OF FAMILY FUN

Market Stalls
Food Stalls
Raffles
Face Painting
Student Run Stalls and Games
Emergency Services Displays
Performances and Entertainment

Open to the whole community, everyone welcome!

KIEWA VALLEY PRIMARY SCHOOL

EASTER EGG RAFFLE

DONATIONS FOR HAMPERS TO THE OFFICE
BY FRIDAY THE 20TH OF MARCH

.....
\$1 A TICKET
.....

27
MAR

RAFFLE TO BE DRAWN AT THE FETE

2PM TO 5PM



NAVIGATING NEURODIVERSITY

An 8 week program for parents of children
with Autism

- Learn and share alongside other parents and carers
- Discuss current evidence-informed information about autism
- Learn effective strategies and access practical tools for supporting your child and family
 - Hear from autistic guest speakers

Topics Covered:

- Understanding Autism
- Exploring your role as a parent and carer
- Supporting your child with emotions
- Understanding and supporting sensory needs
- Understanding your child's nervous system
- Understanding masking

This is a free group program for parents/carers
of children aged 0 -11 years with Autism
(or suspected Autism)

Bookings required. Dates and times to be advised
To book or for more information please call 02 6051 7900 or
email: GroupBasedParentingProgram@awh.org.au





KIEWA VALLEY
PRIMARY SCHOOL
WWW.KIEWAVLYPS.VIC.EDU.AU



OFFICE
02 60 273275

KVPS SCHOOL TOUR



If you want to view the very best of our school and GREAT COMMUNITY we encourage you to come and join our FETE Friday the 27th of March from 2pm to 5.30pm – all welcome



YOU CAN BOOK A SCHOOL TOUR TO SEE LEARNING IN ACTION ON THURSDAY THE 2ND OF APRIL AT 9.30AM.

OUR VISION: Our community grows together through kindness as empowered, creative learners who believe we can all make a difference.

VALUES: Respect, Inclusion, Integrity and Kindness.

IF YOU CAN'T make that day PLEASE CONTACT THE OFFICE TO ARRANGE A TIME WITH THE PRINCIPAL



Kiewa Valley Primary School Statement of Values & School Philosophy



Help for non-English speakers

If you need help to understand the information in this policy please contact the Front Office 0260273275.

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

Kiewa Valley 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 Kiewa Valley 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, purpose, values and expectations of our school community. [This policy is available on our school website, in our staff handbook, enrolment pack and on Compass via parent log in.](#)

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

- display banners that promote our 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.

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.

VISION

Our community grows together through kindness as empowered, creative learners who believe we can all make a difference.

VALUES

At KVPS we believe in 'Being our Best' through: Kindness, Respect, Integrity & Inclusion.

| Kiewa Valley Primary School Positive Teaching Matrix | | | | | | | |
|--|---|---|---|--|---|---|--|
| All Areas | Learning Spaces | Yard, Oval, Playground | Eating Areas | Toilets | Bus | Hallway/Breezeways | OHSC |
| Respect <ul style="list-style-type: none"> Use manners Look after equipment and my belongings Use appropriate talking voice Follow adult instructions | <ul style="list-style-type: none"> Use whole body listening Take turns in discussions Allow everyone to learn in a calm and safe environment | <ul style="list-style-type: none"> Wait my turn Be a good sport Take care of our buildings, grounds and environment | <ul style="list-style-type: none"> Put rubbish in bins Sit quietly when eating for allocated time Chew with our mouths closed | <ul style="list-style-type: none"> Flush the toilets Use toilets only when I need to Wait my turn quietly | <ul style="list-style-type: none"> Remain in seat Keep feet off bus seats Talk quietly to the people around you Line up quietly | <ul style="list-style-type: none"> Only touch my belongings Keep hallways neat and tidy | <ul style="list-style-type: none"> Leave the spaces as you found it |
| Inclusion <ul style="list-style-type: none"> Accept everyone for who they are Consider all students sensory needs Ensure rules are inclusive | <ul style="list-style-type: none"> Work with classmates in a positive manner Regulate my emotions Be in the green zone for learning | <ul style="list-style-type: none"> Be open to new friendships Play by the rules of the game | <ul style="list-style-type: none"> Invite new people to join our eating circle | <ul style="list-style-type: none"> Keep toilets clean Ensure everyone's privacy | <ul style="list-style-type: none"> Sit with different people when allowed Share bus roll responsibility | <ul style="list-style-type: none"> Allow others to move through spaces safely Be safe so everyone feels safe | <ul style="list-style-type: none"> Be inclusive of all students in all year levels |
| Integrity <ul style="list-style-type: none"> Be inside only if I have permission Clean up after myself Be my best self Be honest and trustworthy | <ul style="list-style-type: none"> Sit on chair correctly Keep my body to myself Take on feedback Stay on task | <ul style="list-style-type: none"> Ask for help from adults when needed Return to classroom on time Wear my hat when I need to | <ul style="list-style-type: none"> Try for a rubbish free lunch Put our food scraps in the right bin Eat my own food, healthy food first | <ul style="list-style-type: none"> Wash my hands with soap and water Dry my hands and put paper towel in bin Use toilets during break times | <ul style="list-style-type: none"> Sit in allocated seat Keep seat belt on at all times Follow the device use guidelines | <ul style="list-style-type: none"> Unpack and pack bag Carry belongings to class safely Walk quietly | <ul style="list-style-type: none"> Follow the school values and expectations at all times |
| Kindness <ul style="list-style-type: none"> Share and take turns Use kind words | <ul style="list-style-type: none"> Encourage peers with a growth mindset Use positive language | <ul style="list-style-type: none"> Help others in need Share with others Give people space when they need it | <ul style="list-style-type: none"> Ensure our area is clean before we go and play | <ul style="list-style-type: none"> Ensure toilet doors are closed Conserve water and resources Keep toilets quiet and calm | <ul style="list-style-type: none"> Use kind words on the bus Greet and thank the bus drivers and staff | <ul style="list-style-type: none"> Open doors for others Wait at the door if someone else is coming through | <ul style="list-style-type: none"> Thank our carers Offer to help and assist carers and younger students |

KVPS SCHOOL MOTTO

Believe, Belong, Become, Be Kind **MISSION** The following grid outlines the core beliefs and understandings that the school and school staff will consider when designing and implementing the curriculum for students at Kiewa Valley Primary School. These beliefs directly link with the schools vision and values are guidelines for how we will work in order to provide the highest quality education for all students.

| Beliefs and Understandings | Therefore we will: | Therefore we will not: |
|---|---|--|
| <p>To create empowered learners student's need to be an active participant in their learning.</p> | <ul style="list-style-type: none"> -Use age appropriate scaffolding and encourage independence -Plan for and provide opportunities for student choice in learning tasks. -Allow for student voice in all aspects of school life e.g. classroom and whole school events/decisions -Encourage self-reflection and peer feedback -Create clear LI & SC that are meaningful -Include students in the deconstruction of LI and co-construction of SC -Use the 5 essential questions to raise student awareness of their learning; What am I learning, Why am I learning it? How am I doing? How do I know? What is my next step? Where do I go for help? -Encourage students to share their thinking and ideas -Seek input from students in areas of interest as well as next steps on learning -Use wall space/displays effectively to support student learning and reflect the 5 questions. -Have students involved in setting goals - Give students a purpose for their learning -Allow for students to provide feedback on the teaching & learning process -Ensure LI & SC have a learning focus rather than a task focus. <p>Be ok with not being in charge all the time and work in partnership with our students to develop the learning together</p> | <ul style="list-style-type: none"> -Control and direct all activities & learning -Be rigid in our teaching practices -Be unprepared and wing it -Assume that students know where to go for help and what they should do in independent time -Be the only voice in the classroom -Rely on worksheets -Pre determine and control all LI & SC -Use only teacher feedback -Give 'busy' work Teach before we know what they know (assessment) not what we believe they know. Take the no 1 role in the classroom all the time. |
| <p>Students need a supportive environment which develops the individual.</p> | <ul style="list-style-type: none"> -Use praise linked to specific achievements e.g. You have worked hard to record all the sounds in that word. That's an effective spelling strategy you used. -Provide differentiated learning tasks -Give feedback at student's point of need. -Believe every child can learn given the right support -Use data and student assessment to effectively inform teaching -Give timely feedback to students on their learning -Use peer and self-reflective feedback -Co-author anchor charts and crate learning walls/ displays to support student learning e.g bump it up walls, worked examples, and annotated work samples. -Encourage and show different approached to learning -Use open ended learning tasks -Use a range of different teaching approached to cater for different learning styles -Use the workshop model approach and the gradual release model to support student learning -Provide rigorous learning opportunities -Acknowledge the efforts of all students -Consider programs like 'social enterprise' or 'Citizen science' as a way of engaging learners | <ul style="list-style-type: none"> -Give general praise e.g. well done, you are fantastic -Give only numeric feedback e.g. you got 75/100 -Teach to the middle - Keep progression secret -Pigeon hole kids and have a limited view of their abilities -Mark work and hand it back without the student -Be too prescriptive -Assess for the sake of assessment |

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| <p>Student's need opportunities to develop creative thinking in order to become creative learners.</p> | <p>-Allow space for free play and choice in learning -Vary tasks and expectations of output/products from students -Respect children's difference and teach them to do the same -Give ample opportunities for creative arts and creative thinking in the learning program -Praise and encourage critical thinking -Regularly plan for open ended tasks that require problem solving and creative thinking -Communicate the importance of creative thinking with students and parents of the school. -Be open to different ideas -Provide opportunity for deeper thinking & metacognition -Provide rigorous learning opportunities Provide opportunities for students to make choices -Draw on new research to inform our teaching whilst working in a PLC process -Be knowledgeable about our own and others wellbeing/emotional intelligence -Offer whole school life raft sessions for EQ development -Explicitly plan for the teaching of EQ</p> | <p>-Shame and insult students -Expect the same form everyone -See only in black and white with regard to student learning -Focus on the end product alone -Avoid technology -Squash creativity -Assess for the sake of assessment</p> |
| <p>Emotional intelligence is important for building positive social connections</p> | <p>Link the issues to the school values. -Use restorative practices for conflict resolutions -Use circle time practiced to discuss issues and concerns and promote inclusion of all - Explicitly teach from the respectful relationships curriculum Lead discussions and create charts with students to</p> | <p>-Forget EQ & SEL (Planning of and implementation) -Focus purely on curriculum when social issues can make a difference and take priority</p> |
| <p>Students need strategies that support them to show integrity and be inclusive of others.</p> | <p>reflect the school values. -Model the language/understanding of our values -Live the values as staff -Acknowledge students demonstrating our school values -Use drama and other creative arts to support the learning of others. Access external/internal school supports to ensure the happiness of the students e.g KESSO & TA as appropriate -Teach students to be 'positive & Powerful bystanders' -Utilise a wide variety of text/resources to promote an understanding of difference e.g. multicultural readers and stories. -Participate in wider community events e.g. senior citizens lunch, lions club speeches, local radio station programs, choir performances at community events etc. -Plan for cross age events to promote the school community between classes. Create/ take up suitable opportunities for students to</p> | <p>-Show bias toward particular students, genders, cultural groups in the classroom, materials and in the school. -Ignore students and not giving the enough time</p> |
| <p>Students need to feel a sense of belonging to our community.</p> | <p>connect to the world around them -Listen and act on student ideas for how they want to make a difference.</p> | <p>-Limit learning to the classroom -Shut down or dismiss student ideas.</p> |

| | | |
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| | <ul style="list-style-type: none"> -Seek out organisations that support students to help engage in the wider community and assist in a range of ways e.g. meals on wheels, care van etc - allow students to plan, lead and organise community and whole school events e.g. assembly & special days | |
| Everyone should show kindness and respect to others | <ul style="list-style-type: none"> -Use social and emotional programs e.g. EQ to teach the values of kindness, respect -Recognise and acknowledge students showing the school values regularly -Unpack and teach the school values to all students each year -Refer to the values/positive behaviour matrix in both lessons and the yard - display visuals in all classrooms - Explicitly teach from the respectful relationships curriculum -Explicitly teach 'Fair' v's 'Equal' to both students and families. | <ul style="list-style-type: none"> -Follow up on non-desired student behaviours -Expect values to be learn by students through osmosis - |
| Learners should believe they can make a difference for themselves, others, their community and the world. | <ul style="list-style-type: none"> -Encourage empathy and kindness -Provide inspirational examples role models to students -Be respectful of students opinions -Create ways for students to share their voice e.g. circle time, SCR, Junior SRC, Class meetings -Provide opportunities to allow students to show they can make a difference at a school, local, global level -Model life and school values -Show enthusiasm and passion -Explain "I'm doing this to help..." -Explore wider global issues -Promote the idea with students that having voice means of making a different for not only myself, but others as well. -Build a belief that 'we can do that' -Support students to act on their ideas. | <ul style="list-style-type: none"> -Disregard student ideas and voice. |

BEHAVIOURAL EXPECTATIONS

Kiewa Valley Primary School acknowledges that the behaviour of staff, parents, carers and students has an impact on our school community and culture.

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](#).

Students are supported by school staff to meet expected standards of behaviour as outlined in our Student Wellbeing and Engagement Policy, Inclusion and Diversity Policy and Bullying Prevention Policy.

Information about the expectations on parents and carers to ensure schools remain respectful and inclusive places is outlined in the Department's [Respectful Behaviours within the School Community Policy](#).

As principals and school leaders, we 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.

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 students, we will:

- 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 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.

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 according 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 in transition and enrolment packs
- 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](#)

Kiewa Valley Primary School policies:

- Student Wellbeing and Engagement Policy
- Inclusion and Diversity Policy
- Bullying Prevention Policy
- Parent Complaints Policy

POLICY REVIEW AND APPROVAL

| | |
|----------------------------|----------------|
| Policy last reviewed | Jan 2025 |
| Approved by | School Council |
| Next scheduled review date | Term 2 2026 |

