Our Vision is to:

* Promote positive relationships to strengthen our whole school community
* Maximise student engagement and learning
* Maintain a safe, caring and inclusive environment
* Work as a team and challenge ourselves to create success
* Encourage resilience, positive mental health and wellbeing

A few messages from the Principal’s desk...

Our students are truly admirable young people. Each day they continue to work towards achieving their Personal Best through a variety of rich learning opportunities provided by our wonderful staff.

Last week I met with our Junior School Council Representatives. These remarkable leaders are conducting focus group sessions with their classmates to answer the question “What do Gladesville students dream of for their school?” They are developing fantastic lists that I look forward to sharing with you soon.

Last Friday our Tribes Groups met to celebrate the start of a new term. Our focus was on things that we should say more often to each other. You will find the final product, collated by our student leaders, in this weeks newsletter. Enjoy!

- Mrs Wood

A Tribes Learning Community

* Mutual Respect, Personal Best, Appreciation,
* Participation/Right to Pass, Attentive Listening
Gladesville Primary School, and the Department, is committed to good communication and treating everyone with dignity and respect.

We would all agree that a safe supportive and inclusive school community is essential for providing quality learning for all students.

Meaningful and active engagement within and between families is invaluable in boosting a child’s learning and wellbeing. While the majority of parents and families positively engage with their child’s education and the school community, from time to time, issues and concerns regarding children’s learning and wellbeing can lead to conflict and challenging behaviours from our adult community. The school has a range of processes and strategies for dealing with concerns. These include our statement of values, processes for dealing with concerns and complaints and

It is important to remember that everyone in the school community should work together in a spirit of cooperation and understanding and should conduct themselves in a respectful, courteous and calm manner to support the learning and wellbeing of our students, staff, families and community members.

Matters of general concern best raised with the school principal include:

- school facilities
- canteen management
- sports days
- excursions
- school fees and charges
- student assessment and reporting
- timing of special events
- student free days
- before and after school care
- homework policy
- student dress codes.

Matters of personal concern that should be raised confidentially and directly with the relevant teacher in the first instance include:

- individual student needs
- academic progress
- behaviour and student discipline issues
- non-attendance or truancy
- challenging or changing family circumstances.
Communication between school and home is vital to the positive learning outcomes of children. At Gladesville we pride ourselves in the strong links we have with our families and the open and honest communication that enable this to occur.

As part of our accountability process and to gain important feedback from all those associated with the school, each year we undertake parent, staff and student surveys. These surveys are devised by DET and conducted at specific times. This week we sent home the annual Parent Opinion Survey. I have heard from some families that they have been chosen several times while others have never been required to complete the survey. Rest assured the families chosen are randomly selected through our Cases 21 office system.

The questions relate to your view of how the school operates in the areas of teacher morale, approachability and curriculum delivery. There are also questions relating to social issues such as behaviour management, social skills and connectedness to school.

If your family receives one of these surveys, please complete and return to the school as soon as possible. The surveys are anonymous, with a tear off name so that we can mark off those families who have returned them. The school does not open the surveys; they are sent directly to DET. Your opinions are important to us and are reflected in the management and organisation of the school.

We ask that you please complete the survey and return it to school before July 31.

This week in Library sessions, students have been exploring the work of Peter H Reynolds, the author and illustrator of *The Dot, ish* and many more great tiles. Students have been learning to consider the work of an author and the choices they make regarding artwork to support the story. You may have seen some great artwork popping up around the school including some very large dots created with watercolour by our Prep O students.

Encourage your child to retell some of the stories we have been reading in library this week.
Student Artwork: The Dot, created by Prep O
What Bullying is and What Bullying is not

The *Building Respectful and Safe Schools* document supports schools to prevent and respond to bullying and all forms of unacceptable behaviour including harassment, discrimination or violence. The definitions below are adapted from Bullying. No Way!, the joint Australian Education Authorities website, developed by Australia’s educational communities including the Victorian Department of Education and Early Childhood Development.

**Bullying**

Bullying is when someone, or a group of people, deliberately upset or hurt another person or damage their property, reputation or social acceptance on *more than one occasion*. There is an imbalance of power in incidents of bullying with the bully or bullies having more power at the time due to age, size, status or other reasons. Bullying may occur because of perceived differences such as culture, ethnicity, gender, sexual orientation, ability or disability, religion, body size and physical appearance, age or economic status. Bullying may be motivated by jealousy, distrust, fear, misunderstanding or lack of knowledge. It can continue over time, is often hidden from adults and will probably continue if no action is taken.

There are four broad types of bullying:

**Direct physical bullying:** includes hitting, kicking, tripping, pinching and pushing or damaging property.

**Direct verbal bullying:** includes name calling, insults, teasing, intimidation, homophobic or racist remarks, or verbal abuse.

**Indirect bullying:** is often harder to recognise and can be carried out behind the bullied person’s back. It is designed to harm someone’s social reputation and/or cause humiliation. Indirect bullying includes: • lying and spreading rumours • playing nasty jokes to embarrass and humiliate • mimicking • encouraging others to socially exclude someone • damaging someone’s social reputation or social acceptance.

**Cyberbullying:** is direct verbal or indirect bullying behaviours using digital technologies. This includes harassment via a mobile phone, setting up a defamatory personal website or deliberately excluding someone from social networking spaces.

Continued on next page...
What bullying is not

Many distressing behaviours are not examples of bullying even though they are unpleasant and often require teacher intervention and management.

**Mutual conflict**: involves an argument or disagreement between people but not an imbalance of power. Both parties are upset and usually both want a resolution. 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. If someone is verbally abused or pushed on one occasion they are not being bullied. Nastiness or physical aggression that is directed towards many different people is not the same as bullying. However, this does not mean that single episodes of nastiness or physical aggression should be ignored or condoned as these are unacceptable behaviours.

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**10 Things You Should Say More Often!**

1. Sorry
2. Please
3. Thankyou
4. Don’t Say Things You Don’t Mean
5. Are you Okay?
6. You amaze me!
7. Would you like to join in?
8. Well Done!
9. Do you need help?
10. Your welcome!
Rationale:
Gladesville Primary School’s intent is to grow our school and communities understanding of social media and to make connecting with our school more convenient. We wish our content to be more accessible and to also tap into the knowledge and support base of our parent community. Our school’s Facebook page allows our community to keep up to date with activities through a medium preferred by many.

Aims:
- To build our community by building school spirit
- To accentuate the positives and bring to everyone’s attention the little things that make our school community great.
- To seek input on issues to make us aware of areas where we can improve as a school.

Implementation:
- Using Real Names
  All users interacting with the Gladesville Primary School Facebook page, by either liking or commenting on posts must do so using a Facebook account that clearly identifies them by their real name.
- Raising Issues and not Including Names
  Gladesville Primary School is happy to be alerted to issues via its Facebook page but does wish to remind the community that some things are best dealt with privately. The kind of issues that can be raised should be centred around school improvements, generally on infrastructure or processes. Issues involving any of the students or staff must not be raised in the Facebook page. When issues are raised we are happy to see people support the issue via a Facebook comment or a ‘like’. We will however not support interactions that incite or fuel overly negative sentiments. We also ask that you do not use the names of our teaching and administration staff, students or any other member of the community in any issues based postings.
- When can I use Names in Posts
  You can use names in posts when you wish to acknowledge someone’s great work or community contribution. We wish our Facebook page to be used to build spirit; patting someone on the back publicly goes a long way to building the school we all want.
- How to Interact with the Facebook Page
  Initially, users will be able to comment on the school’s postings and on comments by other users. Users will also be able to ‘like’ a post or comment by clicking on the like button. Users will not be able to author a posting of their own or load media such as video or photos. User rights will be reviewed over time and assessments made on liberalising access.
**Student of the Week Monday 20th July — Friday 24th July**

<table>
<thead>
<tr>
<th>Prep O</th>
<th>Lily M</th>
<th>For her cheerful manner and willingness to give things a go</th>
</tr>
</thead>
<tbody>
<tr>
<td>1C</td>
<td>Mia G</td>
<td>For the effort she has put into her reading and writing</td>
</tr>
<tr>
<td>2/3J</td>
<td>Riley Sutton</td>
<td>For his focus on his work in writing and maths</td>
</tr>
<tr>
<td>3/4 P</td>
<td>Paisley M</td>
<td>For her positive attitude during concert rehearsals</td>
</tr>
<tr>
<td>4/ 5H</td>
<td>Zac P</td>
<td>For attentive listening during class discussions</td>
</tr>
<tr>
<td>5/ 6T</td>
<td>Ridgley W</td>
<td>For her well written, descriptive story created in Writing Workshops</td>
</tr>
</tbody>
</table>

**Student of the Week Monday 27th July — Friday 31st July**

<table>
<thead>
<tr>
<th>Prep O</th>
<th>Mitchell H</th>
<th>For being a caring and attentive member of the class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1C</td>
<td>Brianna M</td>
<td>For her enthusiasm and smiles she brings to all learning tasks</td>
</tr>
<tr>
<td>2/3J</td>
<td>Michelle F</td>
<td>For her outstanding improvement in her reading and writing this term</td>
</tr>
<tr>
<td>3/4 P</td>
<td>Jordan G</td>
<td>For being so enthusiastic about our cyber safety unit</td>
</tr>
<tr>
<td>4/ 5H</td>
<td>Christopher L</td>
<td>For working enthusiastically in maths sessions</td>
</tr>
<tr>
<td>5/ 6T</td>
<td>Reilly J</td>
<td>For the mature and respectful behaviour he has shown during YMCA Leadership sessions</td>
</tr>
</tbody>
</table>
Community Information

**FRESH YARRA VALLEY APPLES**

Available via the school

$10 per bag (5-6 kilos)

Orders and money (cash only) must be placed at the office by 9:30am Friday (tomorrow)

Delivery tomorrow

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**Players Wanted**

Is your child interested in playing **basketball**? Then we want you. We are currently recruiting players for the next **SUMMER season** beginning in **October 2015**

- Boys & Girls Age 5 and up, any level of experience or none at all, new players welcome
- Boys play on Saturdays
- Girls Under 10 and below play Tuesdays
- Girls Under 12 to U21’s play Wednesdays

Training will commence on **Tuesdays at 4.45pm to 5.30pm** at Yarra Hills Secondary College, Reay Road Mooroolbark starting **4th August to 8th September**. Just come down and bring a basketball if you have one. This is an open training to boys and girls of all ages.

Contact:

**Natalie Johnson**

Mobile 0400 882 273

montrosevikings.org.au

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South Croydon Flames Inc Netball Club are now registering new players from Under 9 (starting age 6) through to Open players for the coming 2015 Spring Season.

Spring Season commences 10th October 2014 and concludes 12th December

**REGISTRATION DAY IS**

**THURSDAY THE 20TH OF AUGUST 4-7PM**

**AT CHEONG PARK COURTS**

We have a fantastic group of highly qualified coaches many of whom have played at district representative level.

If you’re interested in playing in a friendly, family orientated and successful club check us out at - [www.southcroydonflames.com](http://www.southcroydonflames.com), or [www.facebook.com/CroydonSouthFlames](http://www.facebook.com/CroydonSouthFlames)

For a copy of our registration form prior to registration day please email southcroydonflames@gmail.com

Club President – 0424 228 033