## PRINCIPAL’S PAGE

**Staffing:** As previously communicated, Tina Coumbe, our assistant principal, has been invited to go again to Crib Point Primary School as acting principal. In her absence, I am very happy to welcome Lachlan Featherstone who will be acting assistant principal. Thank you to Lesley O’Hanlon who has filled the breach while we sorted out a suitable replacement. Bruce, our maintenance man, has retired. I would like to acknowledge and thank Bruce for the many years he has put into Rye Primary School. I would also like to welcome Jeff Dadds who has agreed to come on board as our new maintenance man.

**Information nights:** Last Monday evening we had our parent information sessions in all year levels. Thank you to all parents who were able to attend. If you were unable to make it on Monday night the teachers have prepared information sheets which summarise the information given out. Please ask your child’s class teacher for a copy.

**Family picnic:** Don’t forget our family picnic is coming up this Monday from 4.30pm -6.00pm. Families are invited to bring a picnic and enjoy it together. During the evening students will be invited to join in old fashioned races. There will also be a relay race with teams consisting of two adults and two Rye Primary School students. Maybe you could start thinking about your team members? If time permits we will have a staff gumboot throwing competition.

**Community:** A big focus this year is on building our community. The family picnic night is part of this initiative. Various other events are in the pipeline including an 80s night for adults only and some other whole family fun events. At the picnic, School Councillors will set up a table where they are looking forward to hearing from parents who might like to be involved in helping at events, donating goods and services, collecting donations or who have good ideas to share. Please visit the table and meet our school Councillors.

**Parent contact list:** Another way we are trying to build our community is through the establishment of grade parent contact lists. The idea is that we will have a parent rep in each grade who will organise an event once a term for all the students and families in that class. The events will be simple to organise, e.g. afternoon tea on the school oval after school or a sausage sizzle at the park. If you are happy to share your contact details with other parents please sign up at the school council table or drop into the office. If you are happy to be a parent rep, please indicate this when you sign up.

**Reading at home:** Later in this newsletter we have shared some strategies you can use to help children pick “good fit” books and to assist you to support your children with their home reading. Across the school, students are being

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<td>18th February</td>
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Nat Parker will start and end the event with some fun community dancing.
encouraged to use the “i pick” strategy to help them choose books that will be engage them. The three Ps are strategies you can use to support your child to develop independent reading skills.

Parent helpers: Thank you to the parents and community volunteers who attended our parent helper training on Wednesday. Lesley O’Hanlon presented a very engaging and informative session. If you are interested in volunteering but couldn’t make the training, please let the class teachers or the office know.

“Athon:” We previously advertised a walkathon to take place on Friday, 18th March. With the change of assistant principal we would like to reorganise this event for early Term 2. More information about the “athon” will be sent out soon so everyone can start gaining sponsorship. We are considering what sort of “athon” we could have so if you have any good ideas, I would love to hear them. There will be lots of prizes for the highest fund raisers and there is a really good prize for our top fundraiser. Watch out for more information coming soon!

Harmony Day: We will be combining Harmony Day celebrations this year with the launch of our new whole school values of Respect, Integrity and Resilience. On March 22nd, we are planning a whole school incursion with an exciting range of multi-cultural experiences. This incursion has been heavily subsidised through a Building Resilience grant. The cost to parents will be in the region of $7 per student.

School Leaders: The school leaders will be presented with their badges on Monday afternoon at assembly. It would be lovely if family members could attend to support them.

Tiqbiz: Lots of people took the Tiqbiz information provided at the parent information night. If you are still not using Tiqbiz and would like some information, please see Maureen in the office.

Statement of Values: Included with this newsletter is a copy of our Statement of Values which has been written to promote healthy, safe and respectful school communities. If you have any questions regarding this document, please come and talk to me.

Parent Complaints – General Information: Also included is a leaflet put out by the Department of Education and Training which has information on how to resolve any concerns you may have regarding your child’s education.

Regards
Jackie Annable,
Principal

DATES FOR YOUR DIARY

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<tr>
<th>Date</th>
<th>Event</th>
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<tr>
<td>24th Feb</td>
<td>District Swimming</td>
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<td>25th Feb</td>
<td>Grade 6 Sailing Program</td>
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<td>3rd March</td>
<td>Grade 6 Sailing Program</td>
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<td>7th March</td>
<td>Division Swimming</td>
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<td>9th March</td>
<td>PFA AGM</td>
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<td>10th March</td>
<td>Grade 6 Sailing Program</td>
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<td>11th March</td>
<td>School Photos</td>
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<td>14th March</td>
<td>Labour Day, Public Holiday</td>
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2016 BUS TRAVEL

If your child travels by bus to school you are required to fill out a new bus application each year. These forms are available at the office. You cannot travel on the bus without this form being filled out prior to traveling.

PLEASE DO NOT PARK ON THE GRASS AT THE CHURCHES.

Both churches on Lyons Street have asked that parents do not park on the grass. It is causing a
RYE PRIMARY SCHOOL NEWSLETTER
lot of damage to their lawn and it is also not a safe place to park.

SWIMMING REPORT
On Wednesday 10th February some of the students from grade 4, 5 and 6 went to Colchester pool to try out for the school swim team. We all had a great day, there were a couple of very close races and everyone tried their best. We would especially like to point out Latisha who swam in most of the events and received the biggest cheer of the day! Everybody showed good sportsmanship and swam well. Congratulations to the students who made the swim team who will be competing for our school on Wednesday 24th February against other schools on the Peninsula.

By Finn and Johnny

Please check your child’s bag for the notice and tickets. We need donations of Easter eggs, bunnies, etc. for the prizes. A prize will be given to the Grade which collects the most. (Last years’ grade winners had hot chips for lunch)

Cheers Joanna Cross, President

ART ROOM HELPERS
Do you want to be a class helper but can’t come to the school during day because of other commitment? Then we need you!!!!

Ishka in the Art room needs help with cutting, slicing, stamping and gluing. Things that can be done at home, whilst catching up on television.

The Art room would also love donations of magazines, old calendars, wrapping paper.

Please contact the office if you are able to help.

LIBRARY NEWS
The Library is open before school on Monday, Tuesday and Thursday and after school on Tuesday and Thursday. If you would like to visit with your child during these times we would love to see you there. We have comfortable bean bags and "grown up" chairs for you to sit and read a book with your child. You may like to choose a book together to take home and read with your child.

The Preps have been given a beautiful yellow Library Bag to keep their books safe. Most children are borrowing up to two books to take home.

Borrowing and returning of books can be done when the library is open or during class times. We have selected some responsible Library Leaders who are able to help.

If you would like to help in the Library there are always lots of jobs we can find. One of the biggest jobs is keeping the books in order so children can locate the books easily.

PA NEWS:
Welcome to 2016. The Parents and Friends Committee is holding their AGM on Wednesday 9th March at 9.15am. New members are welcome.

Our first fundraiser is the Easter Raffle. Raffle tickets are $1 each and need to be returned by Friday 18th March. The raffle will be drawn at the last assembly in Term 1.
RYE PRIMARY SCHOOL NEWSLETTER

Rye Primary School – Statement of Values

STATEMENT OF VALUES
PROMOTING HEALTHY, SAFE AND RESPECTFUL SCHOOL COMMUNITIES

Rye Primary School recognises the importance of the partnership between schools and parents to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, ensuring inclusive, safe and orderly environments for children and young people.

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

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

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

RESPONSIBILITIES

Schools and parents share the responsibility for ensuring a respectful and safe school environment for all students whether on school property, in transit or at another location for the purpose of school-authorised events or activities.

AS PRINCIPALS AND SCHOOL LEADERS, WE WILL:

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

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

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

AS PARENTS, WE WILL:

- Model positive behaviour to our child.
- Ensure our child attends school on time, every day the school is open for instruction.
- Take an interest in our child’s school and learning.
- Work with the school to achieve the best outcomes for our child.
- Support school staff to maintain a safe learning environment for all students.
- Follow the school’s complaints processes if there are complaints. For instance, refer concerns about other children to the Principal or class teacher and do not approach other children or their parents.
Rye Primary School – Statement of Values

- Communicate constructively with the school and use expected processes and protocols when raising concerns.
- Treat all school leaders, staff, students, and other members of the school community with respect.

AS STUDENTS, WE WILL:
- Model positive behaviour to other students.
- Comply with and model the school values of respect, integrity and resilience.
- Behave in a safe and responsible manner.
- Respect ourselves, other members of the school community and the school environment.
- Actively participate in school life.
- 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 and uphold the school values of respect, integrity and resilience.
- Treat other members of the school community with respect.
- Support school staff to maintain a safe and orderly learning environment for all students.
- Utilise the school’s communications policy to communicate with the school.

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

CONSEQUENCES FOR FAILING TO UPHOLD THE STATEMENT OF VALUES

UNREASONABLE BEHAVIOURS

Behaviour that is considered inappropriate on and adjacent to school grounds, or in relation to school business and that do not uphold the principles of this Statement of Values include when a person:
- is rude, aggressive or harasses others
- sends rude, confronting or threatening letters, emails or text messages
- is manipulative or threatening
- speaks in an aggressive tone, either in person or over the telephone
- makes sexist, racist or derogatory comments
- inappropriately uses social media as a forum to raise concerns/make complaints against the school
- is physically intimidating, e.g. standing very close.

CONSEQUENCES

Principals are responsible for determining what constitutes reasonable and unreasonable behaviour. Unreasonable behaviour and/or failure to uphold the principles of this Statement of Values may lead to further investigation and the implementation of appropriate consequences. This may include:
- utilising mediation and counselling services
- alternative communication strategies being applied, for example through a nominated representative or in writing
- formal notice preventing entry onto school premises or attendance at school activities. Written notice will follow any verbal notice given
- an intervention order being sought
- informing the police which may result in a charge of trespass or assault.

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

Endorsed by the School Council ........../........./2016
Parent Complaints

General Information

The Department of Education and Training is committed to treating everyone with dignity and respect and encourages good communication between parents and schools.

Schools, regions and the central office act in accordance with the Department’s parent complaints policy and processes when managing your complaint. Further information about the policy Addressing parents’ concerns and complaints effectively: policy and guides, including everyone’s role in resolving concerns and complaints, can be found on the Department’s website.

How do I raise an issue or make a complaint?
The school should always be your first point of contact. Schools need to know if you have any concerns about your child’s education. Teaching and learning works best when parents and teachers talk to each other and work together to solve any problems.

You are always welcome to ask about and request a copy of your school’s policies and procedures.
When contacting the school
Any appointments to speak with school staff about a complaint should be arranged through the school office.

- Plan what you will say so you can clearly explain what the problem is. You might want to make some notes to help you.
- Have some ideas about how the problem could be resolved realistically.
- Talk about the problem with your child’s teacher/s by telephone or organise a face-to-face meeting. Most problems can be solved this way.
- If you still have a concern after talking to your child’s teacher/s you may want to speak to the Assistant Principal or Principal.

When to contact the regional office
If the matter is not resolved by speaking to the Assistant Principal or Principal at your school, you can contact the community liaison officer at your regional office who will assist you and the school to find a solution.

North-Eastern Victoria
- General enquiries 1300 333 231

North-Western Victoria
- Bendigo (03) 5440 3111
- Coburg (03) 9488 9488

South-Eastern Victoria
- Dandenong (03) 8785 5600
- Moe (03) 5127 0400

South-Western Victoria
- General enquiries 1300 333 232

When to contact the central office
If the matter remains unresolved after discussions with your regional office you can send your complaint, in writing, to:

Deputy Secretary, Regional Services Group
C/o Manager, School Operations and Governance Unit
GPO Box 4367, Melbourne 3001
E: community.stakeholders@edumail.vic.gov.au

Victorian Ombudsman
If, after all avenues for resolution of your complaint have been explored, and you are not satisfied with the way in which your complaint has been handled by the Department, you are able to contact the Victorian Ombudsman on (03) 9613 6222.
E: ombudvic@ombudsman.vic.gov.au

Further Information
If you would like further information about school policies you can visit the School Policy and Advisory Guide on the Departments website at: www.education.vic.gov.au
Reading at home gives students the opportunity to practise the skills they have learned at school.

In the classrooms we teach reading strategies and set individual goals in the following areas:

**Comprehension**

**Accuracy**

**Fluency**

**Expanding Vocabulary**

When students are practising these skills and strategies it is important that they are reading ‘Good Fit’ books. These books are at the students’ ability level so that they are able to read most of the book accurately. See below for more details of ‘Good Fit’ books.

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**Strategies to Assist with Reading**

Tell the child the title of the book.

Look through the pictures in the book with the child and discuss what is happening. (If there are some words you think might be challenging, try to bring them up during this conversation.)

**The 3 Ps**

**PAUSE:**

When a child comes to a word they don’t know, don’t jump in straight away by telling them the word or getting them to sound it out. Let them think.

**PROMPT:**

If the child hasn’t answered after about 10-20 seconds say “Make your mouth say the first sound, or “what word would make sense there?” or “Can you tell me what would sound right there?”

Only sound out words that can effectively be sounded out eg. “cat” can be effectively sounded out but “enough” can’t.

If a child does not get a word after a couple of prompts or an attempt at sounding out, tell them the word straight away. It is important to avoid feelings of failure, plus it is important to get on with the story while they can still remember what the story is about.

**PRAISE:**

Praise the child for their efforts. Say something like, “Well done, you made it look and sound right” or “Well done, you used the first sound to help you figure out the rest of the word.” If they didn’t get the word, simply praise them for trying their best. “That was a great try — well done” be as specific as possible.

**Extra tips:**

Not every single word has to be right. Refrain from picking on every last error as it is important not to make the child feel inadequate and fearful of making too many mistakes. This will contribute to a negative attitude to reading and make progress slower.

If a child is gaining the overall meaning from the story or text then they are achieving the major goal of reading — to decipher words and receive a meaning.

Talk, talk, talk. — Ask the child to retell their favourite part of the story in their own words. Talk about what they would do if they were the character in the story. Talk about the way the characters felt and why they felt like that. Talk about interesting words in the story and what they mean. This will help increase the child’s level of comprehension.

Don’t cover up the pictures. Never! Ever! Using pictures is one of the ways children gather information to support the use of sound, letter and word skills. Pictures support the meaning of the story and provide context to help children solve unknown words.

Picture story books have pictures for a reason. Often the text doesn’t make sense without the pictures and asking a child to read without looking at the pictures will often feel like trickery to them.

**Last, but definitely not least — make reading fun!**