

<b>2024 Term 3 &amp; 4 Key Dates</b>	
Friday 6th September	International Literacy Day
Thursday 12th September	<b>FLYNN</b> and <b>O'DONOGHUE</b> Learning Team Day
Saturday 14th September	Victorian State Schools Spectacular—John Cain Arena
Monday 16th September	Year 10 Work Experience Week
Thursday 19th September	<b>Parent Teacher Conferences 4:30pm to 8:00pm</b> Final day of student classes
Friday 20th September	<b>Parent Teacher Conferences 9:00am to 2:30pm</b> (No academic classes running)
<b>Monday 7th October</b>	<b>First Day Term 4</b>
Monday 21st October	Year 12 Celebration Day
Tuesday 29th October	Year 10 Immunisations VCAA VCE examinations commence—English / English as an Additional Language 9am-12:15pm
Monday 4th November	Alternative Program
<b>Tuesday 5th November</b>	<b>Melbourne Cup Public Holiday</b>
Monday 18th November	Year 10 and 11 Exam Week
Wednesday 20th November	Final day of VCAA VCE Examinations—Year 12 Valedictory
<b>Friday 22nd November</b>	<b>Professional Practice Day—Student Free</b>
<b>Monday 25th November</b>	<b>Headstart - 2025 Academic Classes commence</b>
Friday 6th December	Year 10 and Year 11 Final Day
Tuesday 10th December	Grade 6 Orientation Day
Thursday 12th December	Year 7, 8 and 9 Final Learning Team Assemblies
<b>Friday 13th December</b>	Year 7, 8 and 9 Activity Day
<b>Monday 16th December</b>	<b>Celebration of Achievement Evening—6pm Stadium</b>

**OFFICE HOURS - Telephone: 8768 1000**

**FINANCE OFFICE:** Monday to Friday: 8:30am – 4:00pm

**ADMINISTRATION OFFICE:**

Monday to Thursday: 8:15am – 4:30pm

Friday: 8:15am—4:00pm

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**BERWICK COLLEGE NEWSLETTER**

Please keep up-to-date with all College news by reading the newsletter, following us on Facebook, reviewing Compass regularly and

**TABLE OF CONTENTS**

<a href="#">Principal's Report</a>	2
<a href="#">Year 12 Level Up Day</a>	3
<a href="#">Maths Around the College</a>	4
<a href="#">Student Congress Report</a>	5
<a href="#">Hollows Learning Team</a>	6
<a href="#">Year 7 STEAM / Monash Learning Team</a>	7
<a href="#">Kenny Learning Team/ Attendance Matters</a>	8
<a href="#">Dance Academy—Nationals Champions!</a>	9
<a href="#">Basketball Academy News</a>	10
<a href="#">Statement of Values, Vision &amp; School Philosophy</a>	11
<a href="#">Community News</a>	16



## Principal's Report—Josie Millard

*It is a school community that is made up of people who commit themselves fully to the work that they do.*

I have been most warmly welcomed to Berwick College over the past three weeks.

I am most proud to have been appointed as the tenth Principal of a school that is vibrant, inclusive and aspirational. This is a school community that values excellence in learning and teaching.

It is a school community that is made up of people who commit themselves fully to the work that they do. I have witnessed in this short time the overwhelming commitment of teachers to both curricular and co-curricular programs. I have very much enjoyed conversations with students who stop and say hello, they introduce themselves and they speak with integrity and respect. I have met a range of parents who commit themselves to supporting the education of their child and I am certainly looking forward to engaging with many more parents and carers over the coming weeks.

I have particularly enjoyed meeting the staff over the past three weeks. Staff, both teachers and education support staff, have been generous in assisting me to get to know the school and the way we operate. I am committed to asking the questions and working with teams across the school to ensure that Berwick College continues to deliver the highest quality educational experience to the students in our community.

The Berwick College Instructional Model is a key focus for the work of teachers in the classroom. They have been deeply considering the impact of their instructional practice and how their practices directly influence student learning. Teachers have been focussing on including lesson plans on Compass so that students are able to access the learning prior to, during and after, their lesson. Interested parents and carers may like to click into the lesson to see the plan. This may assist in structuring conversations at home around the work of the day.

As a school we have been focussing our 'Ready to Learn' sprints that are designed to improve the culture of learning across the school. This most recent effort has emphasised the importance of being in class, and not leaving, on learning. Parents have been informed each time their child has left class. Teachers met together to consider the data that the focus has collected. There is no doubt that over the three weeks, the number of students who left class significantly decreased. In small groups, focussing on class groups, teachers considered the positive actions they could take to continue the trend of 'staying in class'. We are looking forward to seeing how this effort impacts on learning outcomes.

I hope you enjoy reading through the remainder of the newsletter and the showcase of work that has gone on across the school. It is certainly a celebration of student achievement!

### Josie Millard—Principal



# Year 12 Level Up Day

**YEAR 12**  
**LEVEL UP DAY**  
 FRIDAY 16TH AUGUST

**SCHEDULE**

9:00 - 9:10 am	P0	Welcome to Level Up Day 2024!	
9:10 - 10:08 am	P1	Ace Your Exams (Group 1)	Know Your Finances (Group 2)
10:10 - 11:08 am	P2	Ace Your Exams (Group 2)	Know Your Finances (Group 1)
Recess			
11:33 - 12:31 pm	P3	VTAC Careers Session	
12:33 - 1:31 pm	P4	Food Trucks - Taco & Burger Lunch	
Lunch			
2:17 - 3:15 pm	P5	Staff Vs Year 12s Soccer Game	
Return to Scheduled Classes			

**GROUPS:**

GROUP 1		GROUP 2	
Surnames A-K	Surnames L-Z	Surnames A-K	Surnames L-Z

**WHERE AM I?**

Senior School	Elevate
PAC	Finances
PAC	VTAC
Bus Bay	Food Trucks

**WHAT ELSE IS ON?**

**FOOD TRUCKS!  
TACOS & BURGERS**

**DRESS UP THEME!  
SENIOR CITIZENS**

**STAFF VS YR 12S SOCCER MATCH**

In week 5, the year 12 cohort participated in 'Level Up Day'; a day designed to prepare students for their final few months of school and their lives beyond graduation.

The Year 12 Level Up Day workshops were dedicated to providing students with crucial VTAC and careers information, study and exam tips for success, and finance and budgeting information vital for their next chapter into early adulthood. Students have started the exciting journey of entering their tertiary study preferences and have all the tools they need to apply for scholarships and special consideration.

The finances and budgeting session was highly requested by our students and covered all things, including superannuation, taxes, understanding pay slips and tertiary help loans. A big thank you to **Karleen Frost** for volunteering her time to share her expertise in this area, the session was incredibly well received by our cohort with many students sharing positive feedback.

In true year 12 style, the day included a taco and burger truck, a Senior Citizens dress up theme, and a staff vs students soccer match. The student involvement on the day was wonderful and we trust the day created more memorable experiences among our students. **Ms Natasha Rallis**—Year 12 Coordinator



# Maths Around the College

## CELEBRATIONS FROM THE WEEK

We are thrilled to share some highlights from our classrooms:

- **Year 7 and 8:** Our students completed their Numerical Navigator Skill Builders. Their hard work and determination in mastering these skills are truly impressive!
- **Year 9:** Students engaged in a fun and interactive game of Battle Ships while learning about the Cartesian Plane. Their enthusiasm and teamwork were commendable!



- **Year 12 General Maths:** Students have been diligently using the Hungarian Algorithm to allocate jobs in the cheapest or fastest way.



These achievements reflect the dedication of our students and the support you provide at home. We celebrate their successes together!

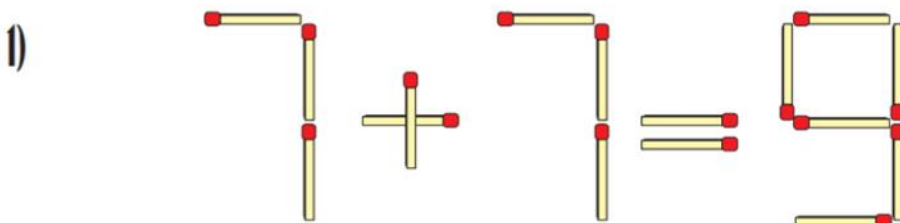
As we continue to foster a positive learning environment, we encourage families to engage with their children about what they are learning. Sharing experiences at home can reinforce their understanding and excitement for school.

## PUZZLE OF THE WEEK

Move only one match in each task to make the equation true.

Can you solve this puzzle?

Answer will be revealed in the next newsletter.



# Student Congress

Last week, on August the 13th, homegroup representatives and school leadership from years 7-12 met to participate in a student congress meeting. Student congress is a way for the College to incorporate ideas and fix problems that are put forward by the students of the school. It allows for student voice around policy making at the College and improvements on a day to day basis.

As Monash Home group 1's representative and Monash leader, I had the privilege of attending the meeting and being a part of the group striving to update and bring forward much needed change in regards to the uniform policy at the school. Other groups were responsible for advocating for locker improvements in the Dunlop and Kenny locker bay areas as well as possibly implementing and bringing back extra-curricular activities across the College, such as year level camps and time capsules for year 7 that they can open on their last days of year 12.

On top of bringing important issues and concerns forward, the student congress is a great way for students to connect with unfamiliar faces, practise building leadership skills like public speaking and presenting ideas as well as working constructively as a team to come up with solutions to problems facing the school.

The student congress gives students more voice in the school and we look forward to having our voices heard.

**Austin Borutta**

Monash Learning Team Captain and Student Congress member



# Hollows Hawks Learning Team



## HOLLOWS DAY:

What a fantastic Hollows Day! We are proud and grateful for all the students who helped support the day. We had duck searching, teacher sponge throw, fairy floss and sausages. The day was a huge success, and we can't wait for the next Hollows Day.



## HOLLOWS HIGHLIGHTS:

Congratulations to the following Hollows who have had recent achievements:

- **Harry Du Bois** and **Lauren Shambrook** for their place in the Monash Scholars Class of 2024 – 2026.
- **Zade Baxter** for his team winning their Football Grand Final.
- **Ava Daly** for her team winning their Football Grand Final.
- **Maddison Utting** for her first Motorsports Trophy.
- Goodluck to **Heidi Draai** who will be competing Internationally for soccer.

We are really proud of your efforts.

A reminder that Hoodies and Sweatpants are not allowed under any circumstances, even though it may still be cold in the mornings. If you have difficulties securing a Berwick jacket or pants for your child, please get in touch with Mrs Bond or Mr Harris to discuss.



**Ms Annabel Bond & Mr Dylan Harris—Hollows Learning Team Leaders**  
Student Learning Leader - [annabel.bond@education.vic.gov.au](mailto:annabel.bond@education.vic.gov.au)  
Assistant Student Learning Leader – [dylan.harris@education.vic.gov.au](mailto:dylan.harris@education.vic.gov.au)

# Year 7 STEAM

Year 7 STEAM students have explored the exciting world of VEX Robotics this term, designing and building a variety of innovative bots. Their impressive inquiry and engineering skills have been on full display.



## Mighty Monash Learning Team



### SUMMARY OF NATIONALS

On Friday, 9th of August, years 7 to 11 attended the Dance Star National Championships in Adelaide. The year 7 commercial jazz routine received a score of 79.3, just 1.7 points away from third place. The year 7/8 Ballet Routine received a second place with a score of 79.35. It was such a great and rewarding experience. We had so much fun, and can't wait to do it again! **By Zoe and Tilly - Monash 6**



**Ms Stephanie Swain & Ms Jorgia Foster**  
Monash Learning Team Leaders

# Kenny Kangas Learning Team



We have passed the halfway mark of Term 3! Thank you to all of the students for continuing to show our ICARE values each and every day in and out of the class.

## ATTENDANCE:

Remember that attendance is such a vital factor in ensuring that your child has the best experience during high school. Please ensure that your child is attending every day, and when this is not possible, please inform Ms Melissa Kolbeck, our lovely Attendance Officer. Please continue to bring back the attendance letters that are being given out in Homegroup also.

## UNIFORM:

In recent times we have seen a drop in our uniform standards. Please remember that if your child is out of uniform that they are required to bring a note and show it to their homegroup teacher to get a uniform pass. Hoodies are not able to be worn at school for any reason. If they do not have this note they will get a uniform infringement. Please get in contact with us if you are struggling to source uniform as we can provide support

## GREEN CHRONICLES:

Green chronicles are a great way of students being rewarded for their good work in class. We have seen so many students coming into F9 to redeem prizes. Keep up the great work! Remember to keep asking your teachers for Green Chronicles when you have shown positive behaviour in class that is linked to our ICARE values.

## KENNY EXCELLENCE:

The students in Kenny are what make the Learning Team such a special one to be apart of.

Congratulations to the Berwick College Dance Academy Girls who performed at the State Championships a few weeks ago! We are all very proud of your hard work and efforts.

Congratulations to **Jet Buckland** for winning the Under 15 Navy Leading Goal Kicker. Great work mate.

Congratulations to **Olive Henry** for competing for Victoria at the School Sports Championships for AFL.



It is so great to see all Kenny students achieving their personal best out in the wider community. If you know of anyone who deserves a shout out please let us know in F9! **Go the Kangas!**

**Mr Dustin Cunningham—Kenny Student Learning Leader**

**Mr Riley Boland - Kenny Learning Team Assistant**

## EVERY DAY COUNTS

### THE IMPORTANCE OF 95 PERCENT ATTENDANCE



EVERY DAY COUNTS

#### School is better when you are here - Why is attendance important?

Going to school every day is the single most important part of your education. Students learn new things at school every day – missing school puts them behind.

We all want our students to get a great education, and the building blocks for a great education begin with students coming to school each and every day. Students develop good habits by going to school every day – habits that are necessary to succeed after school, whether in the workplace or in further study.

#### Missing school can have a big impact on students academically and socially.

It can affect their test results, and just as importantly, it can affect their relationships with other students, and lead to social isolation. There is no safe number of days for missing school – each day you miss puts you behind, and can affect your educational outcomes.

Each missed day is associated with falling behind in subject topics and assessment tasks, and will lead to fewer subject choices and may impact on achievement in years 11 and 12 and post-school pathways.

# Dance Academy—DanceStar Nationals



## WE ARE NATIONAL CHAMPIONS!!

On August 9th, 50 dance academy students attended the Dance Star Nationals competition in Adelaide. These students had to compete in two separate competitions to reach Nationals which is a huge effort in itself!

We would like to congratulate all students on their performances and how they conducted themselves whilst interstate. Staff were approached by other schools commending our students on not only their ability, but their compassion towards their peers and competitors.

Thank you to those families who were able to come and cheer for us and to Miss Pyke, Miss Occhietti, Miss Foster and Mrs Mraz for coming with us.

## RESULTS RECAP:

### Large Lyrical/Contemporary

VET 3/4s: National Champions!

Year 8s: 2nd Place

Year 9s: 4th Place

### Large Jazz

VET 3/4s: 2nd Place

### Small Ballet

Year 7/8s: 2nd Place

### Small Jazz

Year 7s: 5th Place



**Ms Melissa Quenette**

Director of Dance



# Basketball Academy— heading to the Champions Cup Finals!



## BASKETBALL ACADEMY CHAMPIONS CUP FINAL

We are very proud to share that our Junior, Intermediate and Senior Boys teams have all made the final of the prestigious Champions Cup tournament. This tournament is the biggest school tournament the State offers with government, independent and private schools entering and vying to win the title.

All five teams gave outstanding performances in their pool games and, a first for the academy, all three boys age groups have secured their spots in the final. Details are below of where the final is held and we would love to see the school community come and support the students as they compete at all three games across the day in blue and white!!!

**Sunday, 8th September**  
Nunawading Basketball Stadium

- Game Schedule:**
- Junior Boys: 1:00 PM
  - Intermediate Boys: 4:00 PM
  - Senior Boys: 7:00 PM

**Let's show up in full force and cheer them on to victory!!!**



# Statement of Values, Vision and School Philosophy Policy

## RATIONALE:

All members of the Berwick College community work together towards the realisation of the College principles, values and goals. Berwick College is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our College recognises the importance of the partnership between our 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 Berwick College support and promote the principles and practices 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
- diversity and inclusion
- the values of openness and tolerance.

## IMPLEMENTATION:

In all documents, in all practice by students and teachers, in work with the College Council and the community, in all teaching and learning programs, in all school initiatives, in all internal and external interactions, and in all organisational structures and practices, the vision of the school will sit at the centre and there will be expectations about all work aligning with the College vision. Regular evaluation processes will be in place to measure performance in all areas of the College with respect to the implementation of the vision and values of the school.

## OVERARCHING MOTTO AND VISION:

Berwick College's motto is "Crescam". Taken from the Latin verb "crescere", the term "crescam" means "I will grow" and reflects our commitment that every person "shall grow".

At Berwick College our community fosters resilient, empathetic students who challenge themselves to learn, grow and become contributing members of society. We pride ourselves on providing an inclusive, positive and respectful learning environment.



## GUIDING PRINCIPLES OF BERWICK COLLEGE'S EDUCATIONAL PHILOSOPHY:

We view all learning as relational. We focus on building relationships that support life-long learning, linking the key elements of our programs, policies and processes to create settings where students and teachers know each other better.

As students come to the end of their journey at Berwick College, we aim for them to:

- Possess the life skills which enable them to face challenges with confidence, resilience, empathy and respect
- Be adaptable to change and embrace continuous learning through problem solving, creativity and thinking critically
- Have a continuing sense of community, both locally and globally and an awareness of the importance of the environment.

Students are at the centre of our practices and we endeavour to ensure that every student has their learning needs catered for as an individual.

## OBJECTIVES AND STATEMENT OF VALUES:

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

Berwick College's values are: I.C.A.R.E. - At Berwick College ICARE about being cooperative, empathetic, and resilient to inquire and achieve my best.

The ICARE framework (Inquiry – Our Learning, Cooperation – Our Community, Achievement – Our Growth, Resilience – Our Character, Empathy – Our Awareness) is our platform for recognition of our students' hard work and positive behaviour. We recognise and celebrate our students representing our school proudly and consistently, living our school values through the School Wide Positive Behaviour Support (SWPBS) reward program.

# Statement of Values, Vision and School Philosophy Policy

Strategic Plan Objectives	Our Vision	OUR VALUES – I CARE
<b>Excellence in Learning</b>	Berwick College fosters the pursuit of knowledge and skills. We do our best. We consider new ideas and encourage best practice and we select our learning opportunities	<b>Inquiry – Our Learning</b>
<b>Orderly Learning Environment</b>	Berwick College aims to provide a safe, positive and respectful learning environment for all students to realise their learning potential	<b>Cooperation – Our Community</b>
<b>Rich and Varied Pathways</b>	Berwick College aims to prepare each student for diverse pathway choices and to make a successful transition into further education, training and employment	<b>Achievement – Our Growth</b>
<b>Personal Growth</b>	Berwick College values the unique qualities of each student and accepts their worth as individuals. We meet our expectations. We are accountable for our actions and we work with effort, energy and persistence	<b>Resilience – Our Character</b>
<b>Positive Relationships</b>	Berwick College uses democratic processes in its decision-making and promotes social justice and equality of opportunity. We treat others with consideration and understanding. We are truthful, trustworthy and we work well with others	<b>Empathy – Our Awareness</b>

## BEHAVIOURAL EXPECTATIONS:

Berwick College acknowledges that the behaviour of staff, parents, carers and students has an impact on our school community and culture. It is the right of all members of the school community to experience a safe, pleasant and supportive learning and teaching environment.

Staff have a range of expectations around behaviour and must follow our school and Department policies, the Victorian Public Service Code of Conduct and Values and must uphold the Child Safe policies and standards. Teaching staff must 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 the ICARE Handbook which contains School Wide Positive Behaviour Support Strategies (SWPBS) to explicitly teach appropriate, expected behaviours and contains restorative practices to restore and repair relationships that have been damaged by inappropriate behaviour such as bullying. SWPBS assists schools to improve social, emotional, behavioural and academic outcomes for children and young people. The SWPBS Expected Behaviour matrix lists specific behaviours for key areas of the school such as the yard, library and stadium against the ICARE values.

The expectation is for parents and carers to work cooperatively and in partnership with Berwick College staff to improve learning and wellbeing outcomes for all students. 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 and the Parent Complaints policy.

## EXPECTATIONS OF PRINCIPALS AND SCHOOL LEADERS:

Rights	Responsibilities
<ul style="list-style-type: none"> <li>Teach in an orderly and collaborative environment</li> </ul>	<p>As principals and school leaders, we will:</p> <ul style="list-style-type: none"> <li>model positive behaviour and effective leadership</li> <li>communicate politely and respectfully with all members of the school community</li> <li>work collaboratively to create a school environment where respectful and safe behaviour is expected of everyone.</li> </ul>

# Statement of Values, Vision and School Philosophy Policy

## EXPECTATIONS OF PRINCIPALS AND SCHOOL LEADERS:

Rights	Responsibilities
<ul style="list-style-type: none"> <li>To be informed about matters relating to students, within privacy regulations, that may affect the teaching and learning program for students.</li> </ul>	<p>As principals and school leaders, we will:</p> <ul style="list-style-type: none"> <li>ensure all parents/carers are aware of the expectations outlined in the Department's Respectful Behaviours within the School Community Policy</li> <li>behave in a manner consistent with the standards of our profession and meet core responsibilities to provide safe and inclusive environments</li> <li>plan, implement and review our work to ensure the care, safety, security and general wellbeing of all students at school</li> <li>identify and support students who are or may be at risk</li> <li>do our best to ensure every child achieves their personal and learning potential</li> <li>work with parents to understand their child's needs and, where necessary, adapt the learning environment accordingly</li> <li>respond appropriately when safe and inclusive behaviour is not demonstrated and implement appropriate interventions and sanctions when required</li> <li>inform parents of the school's communication and complaints procedures</li> <li>ask any person who is acting in an offensive, intimidating or otherwise inappropriate way to leave the school grounds.</li> </ul>

## EXPECTATIONS OF TEACHERS AND NON-TEACHING SCHOOL STAFF:

Rights	Responsibilities
<ul style="list-style-type: none"> <li>To teach in an orderly and collaborative environment.</li> <li>To be informed about matters relating to students, within privacy regulations, that may affect the wellbeing, engagement and learning program for students.</li> </ul>	<p>As teachers and non-teaching school staff, we will:</p> <ul style="list-style-type: none"> <li>Model positive behaviour to students and teach the school ICARE values consistent with the standards of our profession</li> <li>Discuss both class and individual student goals on a regular basis</li> <li>Create a classroom Relational Learning Plan to build positive relationships with students</li> <li>Acknowledge student efforts and results in both curriculum and behaviour, providing opportunities for all students to achieve success</li> <li>Mark rolls accurately each lesson and follow up student absence</li> <li>Set the scene at lesson commencement and clearly communicate behaviour expectations using the start and end of class routines, ICARE focus, Learning Intentions and Success Criteria</li> <li>Use SWPBS and restorative approaches to resolve all conflict and to encourage students who demonstrate the ICARE values to continue with their positive approach to their schooling</li> <li>Create and maintain safe and stimulating learning environments</li> <li>Initiate and maintain regular and constructive communication with students and parents about learning, engagement and wellbeing</li> <li>Work collaboratively with parents to improve learning and wellbeing outcomes for students with additional needs</li> <li>Communicate with the principal and school leaders in the event we anticipate or face any tension or challenging behaviours from parents</li> <li>Treat all members of the school community with respect.</li> </ul>

# Statement of Values, Vision and School Philosophy Policy

## EXPECTATIONS OF PARENTS AND CARERS:

Rights	Responsibilities
<p>Parents and carers have a right to expect that their child will be educated in a safe and inclusive environment where courtesy, care and respect for the rights of others are promoted.</p>	<p>As parents and carers, we will:</p> <ul style="list-style-type: none"> <li>• Ensure our child's prompt arrival and regular attendance at school</li> <li>• Show an active interest in our child's school, learning and progress</li> <li>• Support their child in their preparedness for the school day</li> <li>• Work with the school to achieve the best outcomes for our child</li> <li>• Initiate and maintain regular and constructive communication with school staff regarding our child's learning, engagement and wellbeing, including notifying the school of student absence as soon as reasonably possible</li> <li>• Display and model respectful, positive behaviours and values to our child</li> <li>• Support the implementation of Berwick College policies and procedures to ensure a safe learning environment for all students</li> <li>• Treat all school leaders, staff, students, and other members of the school community with respect and courtesy.</li> </ul>

## EXPECTATIONS OF STUDENTS:

Rights	Responsibilities	SWPB Classroom Expectations
<p>Students have a right to:</p> <ul style="list-style-type: none"> <li>• Learn in a safe, respectful, fair and stimulating learning environment</li> <li>• Participate fully in the school's educational program and extra-curricular activities so they can fully develop their knowledge and skills without distraction, intimidation, harassment and all forms of bullying including cyberbullying</li> <li>• Receive reasonable assistance to resolve school-related problems</li> <li>• Receive ongoing communication and feedback about their progress</li> </ul>	<p>As students, we will:</p> <ul style="list-style-type: none"> <li>• Uphold the school ICARE values of Inquiry, Cooperation, Achievement, Resilience and Empathy and model the expected positive behaviours to all members of the school community</li> <li>• Behave in a safe and responsible manner</li> <li>• Follow staff instruction and adhere to uniform requirements</li> <li>• Take responsibility for our own actions and learning</li> <li>• Demonstrate respect for self, others as well as the school environment</li> <li>• Attend school every day when the school is open for instruction and make the most of our educational opportunities</li> <li>• Develop into independent learners who set and achieve learning goals and manage resources effectively</li> <li>• Not disrupt the learning of others.</li> <li>• Not use a mobile phone on site or bring harmful, illegal or prohibited items on site</li> <li>• Not engage in any type of bullying behaviours.</li> </ul>	<p>The following classroom expectations protect the rights of all students and help all students to achieve their best.</p> <ul style="list-style-type: none"> <li>• Students are to wear the correct school uniform. Bags, (other than lap top cases), are not permitted in class.</li> <li>• Students are to arrive to class, home group and assemblies on time and wait until the bell to be dismissed.</li> <li>• Students are expected to bring the correct equipment for each class, including stationery, planner, writing material and a charged device i.e. laptop</li> <li>• Students are to remain in class for the duration of the lesson and attempt all tasks to the best of their ability.</li> <li>• Students are not permitted to use mobile phones, headphones or air pods in class.</li> <li>• Students are to show courtesy and respect to all members of the class.</li> </ul>

# Statement of Values, Vision and School Philosophy Policy

## EXPECTATIONS OF COMMUNITY MEMBERS:

Rights	Responsibilities
	<p>As community members, we will:</p> <ul style="list-style-type: none"><li>• model positive behaviour to the school community</li><li>• treat other members of the school community with respect</li><li>• support school staff to maintain a safe and inclusive learning environment for all students</li><li>• utilise the school's processes for communication with staff and submitting complaints.</li></ul>

## 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 (for more information, see our Complaints Policy).

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, Vision 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 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 the Student Wellbeing and Engagement policy and the SWPB Continuum of Response for minor and major behaviours. Bullying will be managed in accordance with our Bullying Prevention and Response Policy.

Our Statement of Values, Vision and School Philosophy policy 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.

**EVALUATION:** This policy will be reviewed every three years.

CONNECTED  
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Every Conversation  
Matters



Child Protection Week



**Join the City of Casey's Child Safe Team as we discuss the types of abuse and how to respond.**

**Discover the value of conversations and strategies to engage with children to keep them safe.**

**Suitable for parents, carers and educators.**

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**Tuesday 3 September, 6.45pm-8pm**

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Bunjil Place Library  
2 Patrick Northeast Drive, Narre Warren

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Free

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Scan the QR code to book

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Adult event

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[connectedlibraries.org.au](https://connectedlibraries.org.au)

