Our Vision
Our school learning community strives to prepare students for their future.

Values
We believe in developing respect, responsibility and resilience through a challenging and diverse learning environment.

COMING EVENTS CALENDAR

<table>
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<th>Date</th>
<th>Event</th>
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<tr>
<td>Monday 20th – Thursday 23rd October</td>
<td>Scholastic Book Fair</td>
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<td>Tuesday 21st October</td>
<td>Crazy Hat Day</td>
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<tr>
<td>Monday 27th October</td>
<td>School Council Meeting - 6.00pm</td>
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<tr>
<td>Monday 3rd November</td>
<td>Curriculum Day - Student Free Day</td>
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<td>Tuesday 4th November</td>
<td>Melbourne Cup Day – Public Holiday</td>
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Principal Report 15th October 2014

School Review
On the last Monday of term 3 we had our School Review. Our reviewer sent through her report over the holidays. This report will be tabled at School Council this month. Our reviewer congratulated our whole school community on the progress we had made over the past 4 years. It was extremely beneficial to have the same reviewer as we had previously that she could truly appreciate the success we have had.

Our school’s academic data has improved over the past 4 years and we achieved all our targets in our previous Strategic Plan. The students Attitude to School Survey was a highlight with our students achieving above the State average, indicating that our students feel safe and their learning is happening in a safe and orderly environment.

Our review panel has indicated a few areas for us to focus on in our next plan. Student absences and lateness has been highlighted as an area we need to work on as absences have gone up over the last 4 years. Transition between year levels is another area we will be looking at in our new plan. Our academic rigor is to continue through setting challenging targets in our next plan to consolidate the excellent achievements we have made.

Enrolments
We are still taking enrolments for 2015 and if you know of anyone who has yet to make their decision please suggest that they call me to arrange a tour of our school.

School Council
Our next School Council meeting is Monday, 27th October at 6pm in the staffroom.
Final Curriculum Day for 2014

Monday, 3rd November (day before Melbourne Cup Day) is our final curriculum day for 2014. The staff will be working on our new school Strategic Plan for 2015 to 2018. The strategic plan is the school’s statement to its community about what it stands for and intends to do, over the next four years, to improve student outcomes. It defines what the school values most and sets out the school’s goals and targets, key strategies for improvement and its resourcing priorities. Consultations through forums, surveys and information in school newsletters about the development of the plan also provide an important means of involving the school community in setting school directions. The Department provides guidelines, including a plan template, for the preparation of the school strategic plan which covers student learning, student engagement and wellbeing, and student pathways and transitions.

Bullying

I thought it was timely to put some information in our newsletter about bullying. The information below is from the education department’s site. It is interesting to note that there are many types of bullying BUT, in some cases, it may not be nice behaviour but it is not bullying. I hope you take the time to read the information provided and have a chat to your child about the differences between bad behaviour and 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.

This table describes the categories of bullying.

<table>
<thead>
<tr>
<th>Category</th>
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<tr>
<td>Direct physical bullying</td>
<td>hitting, kicking, tripping, pinching and pushing or damaging property</td>
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<tr>
<td>Direct verbal bullying</td>
<td>name calling, insults, teasing, intimidation, homophobic or racist remarks, or verbal abuse.</td>
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<tr>
<td>Indirect bullying</td>
<td>action designed to harm someone’s social reputation and/or cause humiliation. Indirect bullying includes:</td>
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<td>lying and spreading rumours</td>
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<td>playing nasty jokes to embarrass and humiliate</td>
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<td></td>
<td>mimicking</td>
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<td></td>
<td>encouraging others to socially exclude someone</td>
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<td></td>
<td>damaging someone’s social reputation or social acceptance</td>
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<tr>
<td>Cyberbullying</td>
<td>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.</td>
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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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**Welfare News**

**Bounce Back:** For the next few weeks our focus is on bullying, specifically what bullying is and isn’t, why people bully and what actions to take if a student feels they are being bullied. I have placed below the definition of bullying as often other inappropriate behaviour is defined as bullying.

**Bullying is:** Bullying is repeated verbal, physical, social or psychological aggressive behaviour by a person or group directed towards a less powerful person or group that is intended to cause harm, distress or fear.

**Bullying isn’t:** There are also some behaviours, which, although they might be unpleasant or distressing, are not bullying:

- **mutual conflict** - which involves a disagreement, but not an imbalance of power. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation.
- **single-episode acts** of nastiness or physical aggression, or aggression directed towards many different people, is not bullying
- **social rejection or dislike** is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

**Michael Grose Article:** The article this week is called ‘The secret to raising happy, confident kids’. This article talks about promoting independence in kids and tips to assist students to build confidence, competence, creativity and character.

Hayley Taylor
Welfare Coordinator
The secret to raising happy, confident kids

Despite what you may think, the fundamental job of the parent has not changed since the dawn of time. And it’s never too early to start.

The first habit from Stephen Covey’s wonderful book The 7 habits of highly effective people states that we should start every project or undertaking with the end in mind. This principle holds true for any activity whether it’s planting a veggie patch, renovating a house or raising children. When you know what you are trying to achieve then choosing the right strategies becomes easy.

The end game or goal for parents is redundancy. Yes, you read it right. Your job is to make yourself redundant as a parent from your child’s earliest possible age. It always has been and always should be.

When redundancy is your aim most of your time, effort and energy will go into promoting independence. You’ll stop doing things for kids and start giving them opportunities to do things themselves. You’ll spend most of your active parenting time teaching, explaining and prodding your child toward independence.

INDEPENDENCE LEADS TO THE 4 CS

When independence becomes your priority, suddenly will reveal a pathway to the development of other positive qualities and traits in your children. These include the key four: confidence, competence, creativity and character. Here’s how:

Confidence comes from facing your fears and doing things for yourself.

Competence comes from the opportunity to develop self-mastery that independence offers.

Creativity is developed when kids solve problems themselves as opposed to someone solving them on their behalf or, worse, sheltering them from any risk of harm.

It’s amazing how resourceful kids can be when they are given the chance to resolve their own problems. Character, which is essential for success, is forged under hardship and is needed if kids are to live a sturdy life. Kids need to be exposed to disappointment, failure and conflict if character strengths such as grit and perseverance are to be forged.

INDEPENDENCE TAKES MANY FORMS

Independence has many guises and can be developed in many ways, though in the end it is adults who are the gatekeepers for their children’s independence.

On a basic level developing independence is about developing children’s autonomy. Without realising it, many parents make choices on their children’s behalf. Kids build self-confidence when they do things for themselves, and make their own decisions.

Independence is built when children spend time in unpredictable circumstances and environments such as the bush, and also have the opportunity to navigate their neighbourhoods on their own. There may be some risk involved but that is where the learning lies. Eliminate the risk and you eliminate the learning.

Allowing kids to follow their own impulses even if they are different to your own is the key to gaining independence. This may mean that your children choose healthy interests and pursuits that you are unfamiliar with, or even swim against the tide of your values.

Allowing kids to take responsibility and own their own problems builds confidence and competence. Start by expecting kids to help at home. Look for ways to develop self-help skills and don’t take their problems on as your problems.

MANAGE VISUALLY

When your end game is redundancy and your priority is independence building then managing your kids in a visual way becomes your most obvious strategy. Management by mouth, in contrast, is a dependency strategy. So talk less, use signs, lists and rosters backed up by consequences to develop independence and responsibility in your children.

CREATE JUNIOR VERSIONS OF INDEPENDENCE

It can be scary and also difficult developing independence in one big step. So smart parents intuitively develop junior versions of independence by breaking up big activities into digestible bits. Want your three-year-old to make the bed? Then start by arranging the bed down and the pillows (a junior version of making the bed) and let them work their way up from there. Similarly, if you want your five-year-old to walk to school on his own but it’s currently beyond him, then accompany him most of the way and let him walk the last 200 metres on his own. That’s a junior version of walking to school.

In all the noise and commotion about raising kids today it’s easy to forget that the job description for parents hasn’t changed since the dawn of time. Love them, bond with them, teach them and spend time with them. But also work like mad to develop their real independence so they become capable of handling what life will throw their way.

Then you’ll know your job as a parent is done! It doesn’t mean you won’t stop worrying about them... that’s a story for another time. But it does mean you’ve finished the main task of parenting, that is, to make yourself redundant at the earliest possible age.
Crazy Hat Tuesday

‘Silver Coin Donation’

On Tuesday 21st of October during the ‘Buy One Donate One Book fair’,

Students are invited to wear a ‘Crazy Hat’. This is not a free dress day. **All students must wear their school uniform.**

Students are encouraged to make a ‘Crazy Hat’. Weather permitting, there will be a parade in the morning at 9.10am, so students can model their creations.

All money raised will be used to purchase books from the book fair for our school.

**Crazy Hat Ideas:** famous landmark or person, your favourite book, animal, sport, plant, favourite toy or motor vehicle.

Any questions see Mrs Diveney - Coordinator
LIBRARY NEWS

SCHOLASTIC BOOK FAIR
’Buy One Donate One’

Monday 20th October to Thursday 23rd October

Books will be on sale in the school library before school between 8.45am to 9.15am and after school between 3.30pm to 3.45pm on Monday, Tuesday, Wednesday and Thursday ONLY.

‘Buy One Get One Free’ Book Fair is a non-commission book fair and with only books for sale (no pencils, rubbers etc). When you purchase a book you can choose another book of the same value or less.

In the past we have had parents and friends of the school participate in creating fond memories by donating a book, purchased from the book fair. Decorative certificates will be inserted in these books, with the purchaser’s details. It’s amazing the appreciation the students have for these donated books when they see the certificates. Certificates will be inserted into all donated books on the day of purchase.

Mrs Diveney
(Coordinator)

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BIRTHDAYS!!!

OCTOBER

16th Grace N 00A
Riley B 34A

17th Josh A 56B

19th Rielley B 00A
Ashlea A 34C

20th Cameron L 12C
Jesse L 34B

23rd Michael M 12B

27th Jessica S 12B

28th Jada A 34B
Rhiannon C 56B

29th Ruthranjali A 00B
Aaliyah B 12C
Taitum H 34A
SCHOOL BANKING

Banking certificates are given out at assembly when a child reaches 10, 20 and 30 deposits for a year. If your child receives a certificate, please complete the redemption card on the back of the certificate for your child to receive a prize of their choice and return it in your child’s bankbook the following Tuesday.

CRICKET BAT PROMOTION

Every week your child banks, their name will go into a draw to win a cricket bat at the end of the year. The more times they bank, the more chances they have to win. Good luck!

BANKING HELPERS

If anyone is interested in helping with the School Banking on a Tuesday morning from 9.00am to 10.00am please leave your name and number at the office.

1. Thank you

“CRANBOURNE CASH”

Clyde Primary School is pleased to announce that we have joined The Good Guys “Cranbourne Cash” incentive program.

For every $25 spent at The Good Guys Cranbourne, we will be rewarded with $1 in Cranbourne Cash towards our tally. The amount raised will be used for necessary equipment &/or fundraising purposes.

To take advantage of this offer all you need to do the following:

*Advise your salesperson that you want Cranbourne Cash allocated to Clyde Primary School.

For example: If you purchase a washing machine for $500 we will receive $20 in Cranbourne Cash.

For further information regarding this program please contact Damien at The Good Guys Cranbourne on 5991 6000
CADBURY CHOCOLATE FUNDRAISER

We still have a number of outstanding payments due for the Cadbury Fundraiser.
Please return any money and unopened and undamaged chocolates to the office as soon as possible as we need to finalise our account.
Thank you

PFA NEWS

The Parents and friends Association is always happy to welcome new members and extends this invitation to all but especially to our new families joining the school. The PFA objectives are to promote a spirit of genuine cooperation between parents, staff & students of the school and to provide financial assistance for the development of the school’s facilities and teaching resources.

Donations

We are now collecting items for our School Christmas Raffle.
Any donations would be greatly appreciated and can be left at the office.
Thank you.

Bright Star Kids Fundraiser

Name Labels, Clothing, Wall Stickers & School Bags. Keep track of your kid’s belongings with great value Name Labels for school. Shop on line at http://www.FDR1525.brightstarkids.com.au

Canteen Roster – Term 4

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<tr>
<th>Date</th>
<th>Naomi Batty</th>
<th>Amelia Carrolan</th>
<th>Kirsty Jenkins</th>
<th>Helen Sucher</th>
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We have limited stock of the fruit nuggets as they are being discontinued. They will be available until sold out.