



JUMBUNNA

"TALKING TOGETHER"

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Week 5 – Principal Update

Keeping Somie Rise Safe, Respectful and Ready to Learn

At Somerville Rise Primary School, every student has the right to feel safe, be respected and learn without disruption. Creating this environment is a shared responsibility between students, staff and families, and we are incredibly proud of the way the overwhelming majority of our students demonstrate our school values of Kindness, Creativity and Curiosity each day.

An important part of maintaining a safe and positive school is ensuring students have clear expectations about acceptable behaviour. We understand that children will make mistakes, experience big emotions and sometimes require support to make better choices. Our role is to teach appropriate behaviours while also maintaining clear boundaries when behaviour impacts the safety, wellbeing or learning of others.

Our Golden Rules

Our behaviour expectations are centred around four simple mantras:

-  Everyone has the right to learn.
-  Teachers have the right to teach.
-  Everyone has the right to be respected.
-  Everyone has the right to be safe.

Behaviours such as physical aggression, threatening or intimidating behaviour, verbal abuse, deliberate damage to property, persistent disruption or behaviour that places another person at risk are not acceptable at Somie Rise.

Our Staged Response – The 5 Rs

When behaviour does not meet our expectations, staff use our consistent staged response:

- 1. Remind** – Students are reminded of the expected behaviour and given an opportunity to make a positive choice.
- 2. Redirect** – Staff explicitly redirect the student towards the appropriate behaviour or provide additional support to help them succeed.
- 3. Reset** – A student may be provided with an opportunity to reset, regulate and prepare themselves to successfully re-engage.
- 4. Remove** – When behaviour continues or presents a safety concern, a student may be removed from the situation or learning environment. Serious behaviours may require an immediate response at this stage.
- 5. Restore** – Following an incident, our focus shifts to repairing relationships, reflecting on what occurred and supporting the student to make a different choice next time.

Our staged response does not mean every incident begins at Step 1. Where behaviour presents an immediate risk to the safety or wellbeing of students or staff, the school will respond at the level appropriate to the seriousness of the behaviour. This is always a case by case process with one important message – keeping ALL of our students and staff safe.

Somerville Rise Primary School

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Support and Accountability Work Together

Supporting a student does not mean removing expectations or consequences. Equally, providing a consequence does not mean withdrawing support.

Our goal is always to understand why a behaviour occurred, teach the skills needed to prevent it happening again, repair any harm caused, and maintain a safe environment for everyone.

Families are important partners in this work. When significant or repeated behaviours occur, we will communicate with families and, where appropriate, develop additional supports and strategies for the student.

By maintaining high expectations, responding consistently and working together, we can continue to ensure Somie Rise is a school where all students feel safe, supported and able to be their best.

Keep living the dream!

Matt Jackson
Principal

Wellbeing Update – Conflict vs Bullying

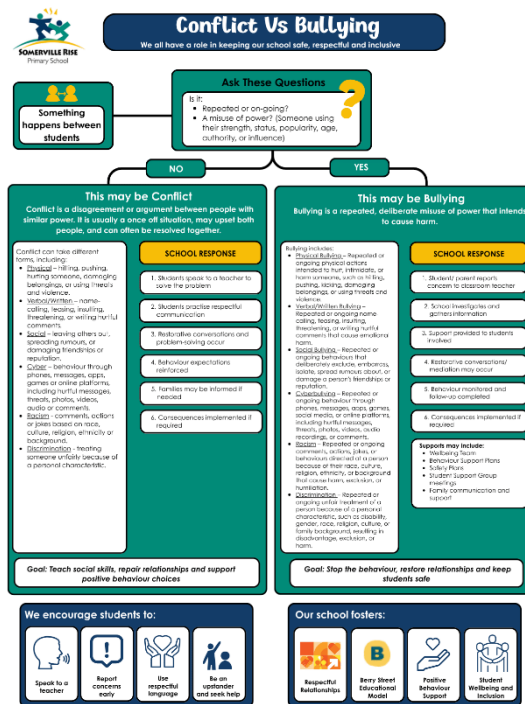
We would like to acknowledge and thank our Anti-Bullying Sub - Committee, School Council and Wellbeing Team for their collaborative work in developing our new Conflict vs Bullying Flowchart, which we recently shared on Compass.

The flowchart helps our school community understand the difference between conflict and bullying and outlines the processes we use to support students. Our approach focuses on helping students reflect, develop positive social skills, seek support and repair relationships through restorative conversations.

This work is supported by our Social and Emotional Learning (SELs), the Berry Street Education Model and the Respectful Relationships framework, which all contribute to building positive, respectful and inclusive relationships across our school.

Thank you to everyone involved for your ongoing commitment to student wellbeing and creating a safe and supportive school community.

Amy Nettleton
Mental Health and Wellbeing Leader



This flow chart is informed by the school's Bullying Prevention Policy, Student Wellbeing and Engagement Policy and Inclusion and Diversity Policy.

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What's happening at Somerville Rise Primary School!

Term 3 – Week 6

Monday 17th August
Friday 21st August

Term 3 Sprint 2 Curriculum Overviews available
Whole School Assembly – 2.45pm
Somie Rise Storytime 2:30pm in the Room 7

Term 3 – Week 7 – Book Week

Monday 24th August
Wednesday 26th August

Book Fair Opens
Book Week Costume Parade
Book Week Incursion
District Basketball
Somie Rise Storytime 2:30pm in Room 7

Thursday 27th August
Friday 28th August

Term 3 – Week 8

Monday 31st August
Wednesday 2nd September
Friday 4th September

Term 3 Sprint 2 Curriculum Overviews available
School Council 5:30pm
Whole School Assembly – 2.45pm
Somie Rise Storytime 2:30pm in the Room 7

Term 3 – Week 9

Monday 7th September
Thursday 10th September
Friday 11th September

District Athletics Carnival
Foundation Farm Excursion
Somie Rise Storytime 2:30pm in Room 7
School Disco Fundraiser

Term 3 – Week 10

Tuesday 15th September
Friday 18th September

F – 2 Where is the Green Sheep? Excursion
Annual Footy Day Parade and Centro Visit
Footy Day Hotdog Day
Last Day of Term 3 – 2:30pm finish

Other Important Dates

Monday 5th October – Curriculum Day #3 – Student Free Day
Monday 2nd November – Professional Practice Day
Friday 18th December – Curriculum Day #4 – Student Free Day

#KeepYourEyesonSomieRise #FromGoodtoGreat

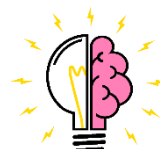
At Somie Rise we value...



Kindness



Curiosity



Creativity

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