

SAFETY – RESPONSIBILITY – COOPERATION – HONESTY – RESPECT – LEARNING

TERM FOUR	
Tues 16 Oct	School Council Meeting
Wed 17 Oct	Italian Poetry Competition
Thurs 18 Oct	Walk to School
Thurs 18 Oct	1M Woolworths Food Discovery Walk
Fri 19 Oct	Trivia Night (adults only) 7pm
Wed 24 Oct	Prep Fairy Tale Performance (cost to parents)
Thurs 25 Oct	Walk to School
Mon 5 Nov	Curriculum Day (no students at school)
Tues 6 Nov	Melbourne Cup Public Holiday
Fri 9 Nov	Remembrance Day Service (2.30pm)
Tues 13 Nov	School Council
Tues 20 Nov	Grade Two Swimming (20 th to 30 th Nov)
Mon 26 Nov	Italian Day
Tues 4 Dec	Family Celebration Evening
Tues 4 Dec	Year Seven Transition Day
Thurs 13 Dec	Gr 1/2 The Gruffalo's Child - Athenaeum
Mon 17 Dec	School Transition Day
Thurs 20 Dec	Grade Six Graduation
Thurs 20 Dec	Class Parties
Fri 21 Dec	Final School Assembly 12.30pm
Fri 21 Dec	Last Day of School 1.30pm Dismissal
TERM ONE 2019	
Wed 30 Jan 2019	Students Return to School

SAVE THE DATE

Family Celebration Evening
Tuesday 4th December

Join us for a wonderful evening celebrating the 2018 school year. More details will be provided next term.



Term Four Curriculum

All curriculum planning at our school is in line with the Victorian Curriculum. Teachers work in teams to develop classroom units, classroom programs and specific activities for students.

This term, topics across the school are:

- Prep Technology and Fairy Tales
- 1/2 Our View of the Views
- 3/4 Africa and South America
- 5/6 Wellbeing

**LOOK WHAT WE
ARE LEARNING
ABOUT**

Prep – Technology and Fairy Tales

Students will:

- ◇ Explore pictures in fairy tales (identification of details in setting)
- ◇ Link words that describe setting with details in pictures
- ◇ Generate words that describe settings from pictures
- ◇ Create drawings of settings in fairy tales, and refer to a list to ensure details are included
- ◇ Create 3D representations of fairy tale settings, and refer to a list to ensure details are included
- ◇ Program a digital device (Sphero) to navigate a fairy tale setting.

Years One and Two – Our View of the Views

Students will:

- ◇ analyse elements of oral presentations
- ◇ practice oral presentations
- ◇ analyse the use of props and body language
- ◇ develop topic specific vocabulary and create sentences
- ◇ investigate digital movie software and use this to record peers
- ◇ create a timeline/storyboard for a documentary
- ◇ film, edit and present a documentary about the school.



Years Three and Four

Students will study:

- ◇ the countries in Africa and South America
- ◇ features of animals that help them survive
- ◇ climate zones in Africa, South America and Australia
- ◇ animals native to Africa, South America and Australia
- ◇ daily life for a child in an African and South American country.
- ◇ population and natural features of each continent



Years Five and Six – Wellbeing/Puberty

Students will:

- ◇ identify causes of stress
- ◇ understand that change is part of life
- ◇ identify changes that occur at puberty
- ◇ identify situations in which help is needed
- ◇ review vocabulary related to a range of emotions
- ◇ identify triggering events that can lead to a particular response
- ◇ investigate mixed emotions or emotional complexity
- ◇ identify and record personal strengths
- ◇ develop understanding of self-regulation strategies
- ◇ identify the influence of self-talk on actions and emotions
- ◇ understand why certain changes occur during puberty
- ◇ identify strategies to assist with personal changes
- ◇ identify supports to assist with personal changes



Parent Opinion Survey

Initial results from the Parent Opinion Survey were released this week. The information from this survey is one of many things that will be considered in planning for 2019. Unfortunately, only 32 of the 90 requests to complete the survey were answered which means our data is not as reliable as it should/could be.

Of those who did respond, many took the opportunity to provide written comments regarding the school. This is greatly appreciated as these comments provide more detail for consideration.

From the written comments it is clear that that we are all 'on the same track', with some common themes and alignment with staff thoughts.

It was terrific to receive written positive feedback regarding:

- focus on mental/health and wellbeing of students
- work done to improve classrooms in the junior wing
- the strong sense of community at the school'
- a continuous school improvement focus
- the new uniform and logo
- staff being approachable
- provision of parent information sessions



Several suggestions were made for improvements, some of which are currently underway. These included:

- development of the school website (underway)
- improvement of the grounds (underway)
- timing of reports
- communication
- homework
- provision of speech therapy.

As mentioned, by one parent in one of the survey, there is always room for improvement and we are constantly looking at ways we can improve. Of course, as opinions can differ this does not mean that everyone will get exactly what they want. What we can assure you is that the feedback provided will be considered and decisions made in good faith with the best interests of students in mind.

Ignore, Think, Tell

What to do when things go wrong.

Learning what to do and how to cope when things go wrong, when others are annoying or when other children misbehave is very important and can be difficult for children. Sometimes, reactions can make situations worse instead of better.

To support our students we are introducing a new strategy – IGNORE, THINK, TELL.

Ignore

When something happens, rather than reacting without thought and possibly doing something to escalate the situation, we are encouraging students to ignore initially and allow themselves time to take the next step which is 'think'.

Think

Straight away at the think stage we want student to think of their own safety by asking themselves, 'am I safe?' If the answer is no, students should immediately move away from the situation.

Next, we want the students to put the situation into perspective and think about how bad it really is for them (we all have different perceptions of what is 'bad') and then decide what action they should take. If anything makes them feel unsafe or uncomfortable they should tell someone.

Tell

Students have been reminded of the importance of letting an adult know when they feel unsafe or uncomfortable, who they should tell and how they might go about this. If we are not aware of the issues students are facing we can't help them. It is often easier to resolve concerns if we know about them straight away.

This stage of the strategy provides an opportunity for teachers to work with children to:

- recognise their use of the strategy
- talk about and clarify the situation
- discuss what will happen next.

We will be working intensively with students on this strategy over the next few weeks to promote understanding and ask that parents/carers reinforce the message at home.



Quiet Space

A can of paint, many plants, a few chairs, and a lot of pruning has transformed our courtyard area into an attractive quiet space for students.

This area is a designated quiet place where students can sit alone and think or be with a group and chat. Students were very excited to have a 'new area' and loved the addition of chairs and cushions. This area will be developed further over the coming weeks.

Help us name this area.

We are after suggestions as to what we could call this area and would love to hear from you. If you have any thoughts please send them along to Cathie as soon as possible



WALK TO SCHOOL

Walk to School is an annual program at Gladstone Views. Teachers meet children at three locations and walk with them to school. Parents are welcome to join the walk.

The aim of the program is to encourage walking to school and provides an opportunity for families to see who lives near them and possibly organise for children to walk together in the future.

Walk to School will be held on:

Thursday 11th October

Thursday 18th October

Thursday 25th October

Meeting Points

- △ The milk bar on the corner of Carrick Drive and Clarke Drive.
- △ The milk bar on the corner of Carrick Drive and Trentham Drive.
- △ The corner of Wolverton Drive and Adrian Court near Gladstone Park Secondary College.

Teachers will arrive at meeting points by 8.20am.

Walks start at 8.30am