

A Community of Wellbeing and Learning

Foundation Newsletter

Term 4, 2025



"The best way to predict your child's future is to create it."

Matrix of Expected Student Behaviour

| ALWAYS | CLASSROOMS | PLAY AREAS | TOILETS AND TAPS | CANTEEN | TRANSITIONS | ASSEMBLY | DIGITAL TECHNOLOGY AND ONLINE | IN THE COMMUNITY |
|---|--|--|---|--|---|---|--|--|
| <ul style="list-style-type: none"> We listen to the person talking and I use manners We are honest We ask for consent when using other people's belongings and take care of property We take our hats off inside | <ul style="list-style-type: none"> We persist at our work independently and in groups We share and take turns We follow all classroom rules and routines We share equipment and play spaces We include others | <ul style="list-style-type: none"> We use positive, safe and kind language We put rubbish in the bin We sit in designated areas We share equipment and play spaces We include others | <ul style="list-style-type: none"> We respect privacy We keep the toilets clean We tell a teacher if the toilets are dirty or unsafe | <ul style="list-style-type: none"> We wait our turn We use our manners | <ul style="list-style-type: none"> We move sensibly throughout the school We maintain personal space | <ul style="list-style-type: none"> We enter and exit quietly We listen to the speaker and follow instructions We keep communication positive We seek permission when taking photos and posting information about others online We stand respectfully for the National Anthem and Acknowledgment of Country | <ul style="list-style-type: none"> We follow the GVPs Digital Technology Agreement We keep communication positive We seek permission when taking photos and posting information about others online | <ul style="list-style-type: none"> We respectfully represent our school We are responsible citizens We are inclusive and respect diversity We wear our correct school uniform with pride |
| <ul style="list-style-type: none"> We keep our hands, feet and objects to ourselves We are where we are meant to be We move sensibly and safely throughout the school We ask for help if we need it We follow instructions We are upstanders by reporting inappropriate behaviour or damage | <ul style="list-style-type: none"> We use equipment appropriately We are responsible citizens | <ul style="list-style-type: none"> We wear our hats during Sunsmart months We wait our turn We sit in the designated areas We use equipment correctly We follow the rules of the game We line up when the music starts | <ul style="list-style-type: none"> We go to the toilet and have a drink during breaks We flush the toilet and wash our hands with soap and water We leave when we are finished | <ul style="list-style-type: none"> We wait in line We only purchase and eat our own food | <ul style="list-style-type: none"> We line-up and walk in two lines We keep to the left and stay together We look where we are going | <ul style="list-style-type: none"> We leave aisles, entry and exit points clear We sit with our class | <ul style="list-style-type: none"> We keep passwords and personal details private We only access sites we have permission to use We only communicate online with people we already know We report anything inappropriate to an adult or parent immediately | <ul style="list-style-type: none"> We obey community safety rules We are aware of stranger danger |
| <ul style="list-style-type: none"> We always try our best We understand that mistakes are a part of learning We accept decisions and follow instructions | <ul style="list-style-type: none"> We are prepared for learning We show resilience, have a growth mindset and reflect positively on our learning We contribute to group tasks We STOP, LOOK and LISTEN when the teacher asks | <ul style="list-style-type: none"> We participate | <ul style="list-style-type: none"> We listen attentively | <ul style="list-style-type: none"> We learn from our mistakes | <ul style="list-style-type: none"> We have the equipment we need to learn | <ul style="list-style-type: none"> We follow the school values We action important messages | <ul style="list-style-type: none"> We follow classroom expectations We use school devices for learning purposes | <ul style="list-style-type: none"> We line up before the bell rings |

We are friendly, generous, helpful and considerate of others



OSH Club - After school care is available each day from
7am -9am & 3:30pm - 6:00pm
 Please contact the office for more information

Gladstone Views Primary School
 217 Carrick Dr, Gladstone Park VIC 3043
 Phone: (03) 9338 6083
 Email: gladstone.views.ps@education.vic.gov.au
www.gvps.vic.edu.au



This term, we'll keep building on Reading, Writing, Speaking and Listening through the Little Learners Love Literacy program. Students will review all the letters they've learned so far and tackle the last sounds from Stage 6 before moving forward to Stage 7.1, getting ready for Grade One. The sounds covered will include: ai, ay, ee, ea, -y, igh, ie -y, oa, and ow.

To boost their reading skills, students will practice reading the same texts multiple times to develop fluency. We'll also introduce partner reading sessions during Literacy time, where kids can listen to each other and offer helpful feedback. Writing activities will focus on creating well-formed sentences and short pieces that use proper spelling and punctuation.

On top of this, students will work on their phonological and phonemic awareness through a range of targeted exercises, helping them better recognise and play with the sounds in words.

Numeracy

This term in Numeracy, Foundation students will focus on strengthening their understanding of numbers through various key topics, including data collection, spatial awareness, counting, place value, and measurement.

Students will take part in a wide range of hands-on activities and interactive games designed to make learning engaging and fun. By exploring real-life examples, they will develop a deeper understanding of how these mathematical concepts apply to everyday situations, helping to give their learning purpose and context.

Alongside these areas, students will continue to build their knowledge of the calendar by learning the days of the week, months of the year, and seasons. This will be incorporated into our daily morning routine to reinforce their understanding of time and how it relates to their environment and experiences.

Inquiry

This term, our big inquiry question for Foundation students is:
How do daily and seasonal changes affect the environment?

Students will begin by activating their prior knowledge and making connections to understand how weather and seasons change throughout the year. They will explore how different elements like rain, clouds, temperature, and wind influence the world around them during various seasons.

Through a variety of hands-on experiments and interactive activities, students will investigate the effects of weather patterns and seasonal shifts on plants, animals, and their surroundings. This learning journey will help them develop a deeper appreciation of the natural cycles that shape our environment every day and throughout the year.

Preparing Your Child for Grade 1

- Math Skills:** Encourage your child to estimate and count items during daily activities, such as estimating the number of blocks needed to build a tower, then counting to check accuracy.
- Language Skills:** Read diverse books together and ask your child open-ended questions about the story to enhance comprehension, critical thinking, and vocabulary development.
- Cognitive Skills:** Introduce more complex puzzles and sorting tasks that require your child to categorize by multiple attributes (e.g., shape and color) and explain their reasoning.
- Social & Emotional Skills:** Model and practice problem-solving strategies for conflicts during playdates, encouraging your child to express feelings and negotiate solutions.
- Fine Motor Skills:** Support your child with activities that develop precision and hand strength, like using tweezers to pick up small objects or practicing letter formation with guided tracing.
- Listening and Following Directions:** Challenge your child with multi-step instructions that require memory and sequencing, such as "After you put your toys away, find your backpack and bring it to me."

Term 4 Welcome

Welcome to Term 4! We're gearing up for an exciting and dynamic term ahead. Our home reading initiative will continue with regular diary reviews and fresh books added every Monday. This term, we're also introducing iPads to enrich our learning activities. Plus, we're eagerly anticipating our Camp Program - Stay Late event. We truly appreciate your support and involvement as we continue our 2025 adventure together!

Foundation Team



Niamh McIntosh-Bartlett



Kylee German

| Learning Schedule | | | | | |
|-------------------|----------------|----------|--|-------------------------------------|--------|
| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| 8:55-9:15 | Morning Circle | | | | |
| 9:15-10:15 | | | | | |
| 10:15-11:15 | | FB - SEL | FA - Performing Arts FB - Performing Arts | | |
| 11:15-12:00 | Lunch and Play | | | | |
| 12:00 -1:00 | | | | FA - Physical Education FB - Art | |
| 1:00-2:00 | | | | FA - Art FB - Physical Education | |
| 2:00-2:30 | Recess | | | | |
| 2:30-3:30 | | FA - SEL | | PMP | |



School begins at 8:55am



School ends at 3:30pm

Every Day Counts!

5 minutes late = 3 lost school days a year
 10 minutes late = 6 lost school days a year
 15 minutes late = 9 lost school days a year
 After 9:00am children must go to the office to record a late arrival.

Important Dates

| | | | |
|------|----------------------------|-------|---------------------|
| 7/10 | Students return for Term 4 | 31/10 | Teachers day |
| 8/10 | P & S Excursion | 7/11 | PJ Party- Stay late |
| 3/11 | Student free day | 18/12 | Term 4 End |
| 9/12 | F-6 Step Up Day | 15/12 | School Concert |