Matrix of

Matrix of Expected Student Behaviour

ALWAYS	CLASSROOMS	PLAY AREAS	TOILETS AND TAPS	CANTEEN	TRANSITIONS	ASSEMBLY	DIGITAL TECHNOLOGY AND ONLINE	IN THE COMMUNITY
• We listen to the person talking and I use manners • We are honest • We ask for consent when using other people belongings and take care of property • We take our hats off inside	• We persist at our work independently and in groups • We share and take turns • We follow all classroom rules and routines	• We use positive, safe and kind language • We put rubbish in the bin • We eat in designated areas • We share equipment and play spaces • We include others	• We respect privacy • We keep the toilets clean • We tell a teacher if the toilets are dirty or unsafe	• We wait our turn • We use our manners	• We move sensibly throughout the school • We maintain personal space	• We enter and exit quietly • We listen to the speaker and follow instructions • We show appreciation by clapping appropriately when asked • We are mindful of people around us • We stand respectfully for the National Anthem and Acknowledgement of Country	• We follow the GVPS Digital Technology agreement • We keep communication positive • We seek permission when taking photos and posting information about others online	• We respectfully represent our school • We are responsible citizens • We are inclusive and respect diversity • We wear our correct school uniform with pride
• 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	• We use equipment appropriately • We are responsible citizens	• We wear our hats during Sunsmart months • We wait our turn • We eat in the designated areas • We use equipment correctly • We follow the rules of the game • We line up when the music starts	• 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	• We wait in line • We only purchase and eat our own food	• We line-up and walk in two lines • We keep to the left and stay together • We look where we are going	• We leave aisles, entry and exit points clear • We sit with our class	• 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	• We obey community safety rules • We are aware of stranger danger
• We always try our best • We understand that mistakes are a part of learning • We accept decisions and follow instructions	• 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	• We participate	• We listen attentively	• We learn from our mistakes	• We have the equipment we need to learn	• We follow the school values • We action important messages	• We follow classroom expectations • We use school devices for learning purposes	• We line up before the bell rings

BE RESPECTFUL

BE SAFE

BE A LEARNER

BE KIND

We are friendly, generous, helpful and considerate of others









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

GLADSTONE VIEWS PRIMARY SCHOOL

A Community of Wellbeing and Learning

Grade 3/4 Newsletter

Term 4, 2026



"Coming together is a beginning, staying together is progress, and working together is success."

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Literacy

In Term 4 in writing, students will build their skills across a range of genres and purposes. They'll dive into Narrative writing, creating stories full of character and imagination, before switching gears for Persuasive writing, where they'll learn to build a case and win an audience over. To build stamina and confidence, students will also complete a piece under NAPLAN-style test conditions, giving them valuable practice with timed writing tasks. Rounding things out, we will end the year with Open Cycle Writing, which allows for student choice as they pick their own topic and genres to write in.

In reading, we will continue our focus on on vocabulary and fluency, and rich comprehension strategies through an engaging Author Study. Using carefully chosen mentor texts, students will practise visualising, predicting, connecting, summarising, monitoring, and questioning as they read. They will build the kind of thinking that helps them dig beneath the surface of a text. We hope to for our students to become active, curious readers who can find both the literal and inferential meaning in what they read.

Mathematics

In Term 4, we will cover a broad range of strands. Students will begin with a Data Investigation, collecting, organising, and interpreting data to answer questions and draw conclusions. In Location, they'll build skills in describing position, direction, and movement, including using and interpreting maps and grids. The 3D Objects unit will focus on identifying, describing, and comparing the properties of three-dimensional shapes. Students will also explore Probability, developing their understanding of chance and likelihood in everyday contexts. Finally, the term will build toward Multiplication and Division, strengthening fluency and problem-solving strategies.

Wellbeing, Health and Inquiry

In Term 4 students will investigating two big ideas that shape the world around them:

Forces: Why do things move, stop, speed up, or change direction? Students will explore pushes and pulls through hands-on experiments. They'll discover that forces are all around us, even when we can't see them!

Heat: Where does heat come from, and how does it move? Students will test how different materials heat up and cool down and explore the difference between conductors and insulators.

In Wellbeing, classes will work on different areas depending on what they need such as problem solving, routines, catastrophe scale and emotional regulation strategies.

Fidget Tools in the Classroom

We wanted to send a note about fidget tools, as it's something that's come up across the cohort recently and we'd love your support in helping us manage it well.
Fidget toys can be a wonderful tool for some students, but across our classrooms we've noticed a few recurring challenges- toys going missing, being swapped between students, or becoming a distraction rather than a support. To help us keep things running smoothly for everyone, we ask that:

- Fidgets only come to school where a family has spoken directly with their child's teacher about it beforehand.
- Any fidget brought in is **small, silent, and used to support focus** — not something that draws attention or disrupts learning.
- **Your child's name is written on it**, so it can be returned if misplaced.
- As a general guide: **if it would be upsetting to lose, it's best kept at home.** With so many students and busy classrooms, we aren't able to track down items that go missing.

We really appreciate your understanding and support with this. It helps us create calm, focused learning spaces for all students. If you have any questions, please don't hesitate to reach out to your child's classroom teacher.

Term 4 Important Dates

2nd November	Curriculum Day	**1st December**	End of Year Concert	**17th December**	Last Day of School
3rd November	Melbourne Cup Public Holiday	**8th December**	Step up Day	**18th December**	Curriculum Day