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 5/6

Newsletter

Term 4, 2026



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Reading

Term 4 is off to a fantastic start in Year 5/6 as students continue developing their reading skills through an engaging Author Study. Students will explore a range of quality texts and discover how authors use language, characters, settings and literary choices to communicate ideas, themes and messages.

Throughout the term, students will explicitly develop and apply a range of comprehension strategies, including visualising, predicting, connecting, summarising, monitoring and questioning. These strategies will support students to build both literal and inferential meaning, helping them understand not only what is happening in a text, but also what the author may be suggesting or implying.

Students will practise visualising scenes and ideas, make predictions using evidence from the text, and connect what they read to their own experiences, other texts and the wider world. They will also learn to summarise key information, monitor their understanding and identify when meaning becomes unclear.

Through rich discussions and responses to texts, students will develop their ability to ask and answer questions, use evidence to justify their thinking and make increasingly sophisticated inferences. They will explore how authors make deliberate choices and consider how these choices influence the reader's understanding and response.

The Author Study will provide students with opportunities to read deeply, think critically and share their ideas with confidence. By consistently applying these comprehension strategies, students will strengthen their ability to construct meaning, discuss texts thoughtfully and become increasingly independent and reflective readers.

Writing

Term 4 promises to be an exciting and engaging term in writing for our Year 5/6 students. Throughout the term, students will explore a range of text types including Historical Fiction and Open Cycle Writing, while continuing to strengthen their understanding and application of the Traits of Writing.

In Historical Fiction, students will explore how authors combine historical settings, events and contexts with fictional characters and storylines. They will research historical periods, develop believable characters and use descriptive language to create engaging narratives that are grounded in the past. Students will also consider how authors use language and detail to help readers understand what life may have been like during different periods of history.

Open Cycle Writing will continue to provide students with opportunities to independently apply the writing skills and strategies they have developed across the year. Students will make choices about their topics, text types and writing style, allowing them to develop their creativity, confidence and individual authorial voice.

Throughout the term, students will continue participating in weekly spelling, grammar and word study lessons to strengthen vocabulary, improve spelling accuracy and support increasingly sophisticated writing choices.

We are incredibly proud of the growth our students have made as writers throughout the year. Term 4 will provide further opportunities for students to experiment, create, persuade and communicate their ideas as they continue to develop into confident, capable and purposeful writers.

Inquiry

In Term 4, our Year 5/6 students will investigate the big question, **"How does energy impact objects and processes?"** Through hands-on investigations and scientific discussions, students will explore different forms of energy and how energy can be transferred and transformed. They will investigate how energy affects the movement, heating, cooling, sound and functioning of objects, while developing their ability to identify patterns, make predictions and use evidence to explain their observations. Students will also consider how energy is used in everyday systems and processes, building their understanding of how energy influences the world around us. Through practical investigations, students will develop their scientific inquiry skills, including planning fair tests, recording and analysing results, and communicating evidence-based explanations.

Mathematics

Term 4 promises to be an engaging and challenging term in Mathematics for our Year 5/6 students. Throughout the term, students will develop their mathematical reasoning, problem-solving and fluency as they explore BIDMAS, Financial Mathematics, the Four Operations and Measurement, aligned with the Victorian Teaching and Learning Model 2.0.

In BIDMAS, students will develop their understanding of the order of operations and learn to apply this knowledge when solving calculations involving multiple operations. They will use mathematical reasoning to work systematically, identify efficient strategies and explain the steps they have taken to reach a solution.

Students will explore Financial Mathematics, applying their mathematical skills to real-world situations involving money. They will work with concepts such as budgeting, calculating costs, finding change, comparing prices and making informed financial decisions. This will provide opportunities for students to develop practical mathematical skills that they can apply beyond the classroom.

In Four Operations, students will consolidate and strengthen their skills with addition, subtraction, multiplication and division. They will apply efficient written and mental strategies to solve increasingly complex, multi-step problems and develop their ability to check whether their answers are reasonable. Students will be encouraged to explain and justify their mathematical thinking.

Students will also review and consolidate their understanding of Measurement, applying their knowledge of units, conversions and measurement relationships to a range of practical problems. They will develop confidence in selecting appropriate units and strategies and applying measurement skills in real-world contexts.

Throughout the term, students will continue to develop their mathematical vocabulary, fluency, reasoning and problem-solving skills. We look forward to seeing students confidently apply their mathematical knowledge, explain their thinking and approach new challenges as capable and curious mathematicians.

Ways to help your child at home

Encouraging your child to complete their weekly literacy and numeracy homework, including reading for a minimum of 30 minutes each day.

Ensuring your children are getting adequate sleep every night (at least 8 hours), avoiding screens and devices for 30 minutes before they go to bed.

Encouraging your child to take care of their personal wellbeing by being active outside, socialising with peers, eating healthy foods, maintaining their personal hygiene and getting fresh air.

8:55 **School begins at 8:55am**

3:30 **School ends at 3:30pm**

Important Dates

5th October	Term 4 Begins	7th December	Year 6 Luna Park Excursion
19th October	Firefighter Incursion	8th December	Statewide Transition Day/GVPS Step Up Day
GVPS School Concert	GVPS School Concert	15th December	Year 6 Graduation