

NEWSLETTER

UPCOMING DATES

- **Wednesday 6th December**
Year 6 Luna Park
- **Tuesday 12th December**
Step Up Day
- **Wednesday 13th December**
School Concert
- **Friday 15th December**
Class Parties
- **Tuesday 19th December**
Year 6 Graduation
- **Wednesday 20th December**
Last Day of Term 4 – Assembly 12:30
1pm finish
- **Wednesday 31st January**
First Day of Term 1 2024
Grades 1/2, 3/4, & 5/6
- **Thursday 1st - 6th February**
Foundation Assessments
- **Wednesday 7th February**
Foundation Students begin school full time
8:55am – 3:30pm

Mr Alex's Principal Message

Dear Gladstone Views Primary School community,

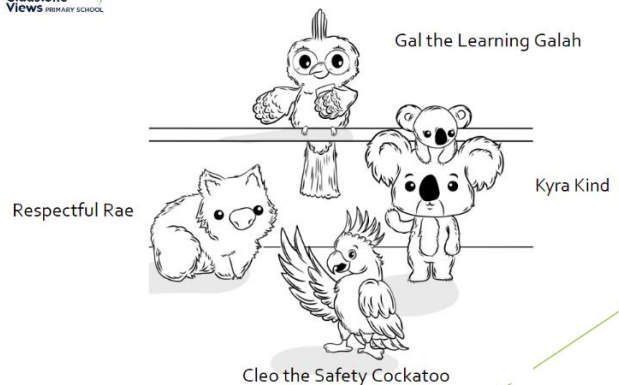
At Gladstone Views Primary School our Vision Statement is to create productive citizens of the future.

In partnership with the community, our mission is to assist every student to become literate, numerate, healthy and socially responsible in a caring, safe, supportive, stimulating and challenging environment.

We are proud of our Community **School Values** and expect all members of our school to be **Respectful, Safe, Kind and continual Learners in their daily lives.**



Values



Foundation Transition 2024

The 2024 Foundation students have had their 2nd and 3rd transition session over the last two weeks. Parents and carers have been informed about the wellbeing and learning approaches of the school and tips and tricks outlined by current Foundation parents. Students have been working together with the 2023 teachers on team building activities, getting to know each other and familiarising themselves with their new learning environment.

Inquiry Curriculum

On Monday 27 November, Miss Mim and our curriculum team will be meeting with an external consultant to begin the process of upleveling our Inquiry curriculum and teaching. Inquiry can be described as an approach whereby teachers guide students to varying degrees through truth finding and building shared understandings of topics of learning. It involves project based learning and design thinking where students are afforded opportunities to engage in choice of learning approaches based on teacher-led topics and agreed parameters for learning and assessment. More information about Inquiry Based Learning can be found on this fact sheet.

[Inquiry-based learning - Department of Education, Australian Government](#)



On the 11th hour of the 11th month Gladstone Views Primary School recognised Remembrance Day. On Monday 13 November our school stopped whilst our student leaders read a script to acknowledge our servicemen and servicewomen. The school then acknowledged 1 minute silence to acknowledge our servicemen and servicewomen who have served and who are currently serving. Thanks to those families who purchased a poppy as all monies raised going to the annual Poppy Appeal supported Australian veterans and their families.

Have you seen this Bike?

It went missing from the school on Thursday 9th November.
If you have any information, could you please contact the office on 9338 6083.



Holiday Program at GVPS.

We are excited to announce a proposed 2024 holiday program that aims to make the upcoming break both enjoyable and enriching for our students. At Gladstone Views, we believe in providing continuous opportunities for growth and fun, even outside the traditional school term. This holiday program is designed to offer a mix of engaging activities, skill-building workshops, and recreational opportunities, ensuring that our students not only have a fantastic time but also continue to learn in a vibrant and supportive environment. The program would run for 1 week within the breaks starting at the end of term 1 2024. We would love to hear if you would be interested in sending your child to the program.

[Expression of Interest for GVPS School Holiday Program](#)

Student Classroom Placement 2024

The opportunity for families to provide suggestions to the school regarding 2024 classroom placement based on the wellbeing and learning needs of your child/children has now closed.

The school will try its best to accommodate these suggestions, but due to classroom placements being a nuanced and challenging process involving careful consideration of various factors ensuring a positive and conducive learning environment for each student this can pose difficulty. Educators must weigh academic abilities, learning styles, social dynamics, and individual needs to create well-balanced classrooms. Striking the right balance is akin to solving a complex puzzle, as the goal is not only to support academic growth but also to foster a sense of belonging, wellbeing and community. The process demands collaboration among teachers, administrators, and support staff, all working together to provide students with the best possible educational experience. While it can be demanding, thoughtful classroom placement ultimately plays a crucial role in shaping a positive and inclusive learning atmosphere for students to thrive and become the responsible citizens of the future.

GVPS 2024 Step Up Day – Tuesday 12 December

At GVPS school Step-Up Day serves as a pivotal transition moment, providing students with a sneak peek into the upcoming academic year or a new educational phase. This event involves students moving to the next grade level or in the case of our Year 6s students moving to Secondary School, their chance to familiarise themselves with new teachers, classrooms, and routines. Step-Up Day plays a crucial role in alleviating anxiety and promoting a sense of excitement and preparedness for the changes ahead. Students get the opportunity to meet their future teachers, explore the layout of their new classrooms, and connect with peers who will be sharing their educational journey. This event not only helps in easing the apprehension associated with change but also sets a positive tone for the forthcoming academic year. Your role in this process is to support your child's transition by talking positively about the year ahead and continuing to build resilience. **The good news is that resilience skills can be learned.** Ideas to support the building of resilience by parents can be found here.

[Resilience guide for parents and teachers](#)

Internal Bell Times

The school is currently reviewing our internal bell times with the Department of Education and the school consultative committee. The aim is to improve the amount of time dedicated to the morning literacy block and to include time for our morning circles, positive primers and health snack / brain break. We believe this will positively impact our students' positive psychology and learning outcomes. We are also attempting to increase the student lunch eating time inside prior to lunch break in an effort to reduce the amount of waste heading outside into the grounds. This can be a challenging task with parameters set by the Victorian Government School Agreement. Once we have settled this proposal this will be taken to the School Council.

Wellbeing Update

School Wide Positive Behaviour (SWPB)

In the background, Miss Kristy Holmes, our Director of Wellbeing, is enhancing our School-Wide Positive Behaviour framework in 2024. This is an ongoing commitment to fostering a supportive and inclusive learning environment. To improve this framework, it is essential to engage in regular assessments, gathering feedback from students, parents, and educators alike. This data-driven approach enables us to identify strengths and areas for growth, ensuring that our positive behaviour initiatives align with the evolving needs of our school community and our matrix of expectations here at GVPS. Investing in professional development opportunities for staff can further refine our understanding and implementation of positive behaviour strategies. Additionally, creating avenues for student involvement and leadership within the framework allows us to tailor interventions that resonate with their experiences and perspectives. By continuously refining and expanding our positive behaviour framework, we are not just managing behaviour but actively cultivating a culture where every member of our school feels valued, respected, and motivated to contribute positively to our collective vision of creating the responsible citizens of the future. More information on SWPBS can be found [here](#)

[School-wide positive behaviour support](#)

Miss Kristy is also developing a family friendly fact sheet outlining our processes when we are addressing / managing student unexpected behaviour. We aim to establish clear communication channels between school and home regarding the management of unexpected student behaviour is crucial for fostering a collaborative and supportive educational environment. By sharing transparent guidelines, strategies, and expectations, we ensure that parents and guardians are well-informed about how we address unexpected behaviour. This clarity not only helps in maintaining consistency between school and home but also empowers families to reinforce positive behaviour at home. By keeping everyone on the same page, we can collectively contribute to the holistic development and wellbeing of each student, fostering a sense of unity and shared responsibility when creating the responsible citizens of the future. This document will provide clarity between the school and parents as to how we will support all students involved.

Meeting Expectations at GVPS – Logical Consequences for Students who do not meet Expectations.

As part of our ongoing commitment to providing a safe, nurturing, and effective learning environment for your children, we wanted to share some important information about the logical consequences that we employ when students do not meet our school's expectations. Our philosophy is that teaching behaviour is the same as teaching reading and maths. Children need to be taught how to make the right choices in line with our Matrix of Expectations.

At GVPS, we believe in fostering a positive climate for learning through respect, safety, kindness and continual learning. Our expectations for student behaviour are designed to create a supportive community that allows every child to reach their full potential and become responsible citizens of the future. However, we also understand that students demonstrate behaviours that do not align with our school's values or expectations.

Logical consequences are a fundamental component of our approach to addressing negative behaviour. These consequences are intended to be educational, helping students understand the impact of their actions and encouraging personal responsibility. We strive to ensure that the consequences are fair, reasonable, age-appropriate and considerate to the needs of all students involved. They are designed to teach valuable life skills such as problem-solving, decision-making, and empathy in line with our vision.

The specific consequences a student may face will depend on the nature and severity of their actions and the individual circumstances of the student. Some examples of logical consequences include:

- 1. Restorative Practice** - Students may be required to repair or make amends for any damage or harm caused to others or school property. This includes 4 star Apologies.
- 2. Loss of Privileges:** Students may temporarily lose privileges such as yard time, attendance at excursions/incursions (because they pose a risk to their safety and of others) or participation in extracurricular activities.
- 3. Reflection and Learning:** We often encourage students to reflect on their actions and learn from them through assignments, conversations and/or discussions.
- 4. Conflict Resolution:** Our school places a strong emphasis on teaching conflict resolution skills, and students may be required to participate in mediation or peer resolution processes.
- 5. Paying it forward** to the school community - Students may be asked to be involved in an exercise where they are helping the school or other students in the aim to learn, help and repair the situation.

We have found that these consequences, when applied consistently and fairly, contribute to our students' personal growth and character development. Our goal is to help students make better choices, understand the consequences of their actions, and develop the skills necessary to navigate the complexities of the world and ultimately become responsible citizens of the future. Ultimately, these processes are put in place, so we do not have a repeat of the behaviour, this is the ultimate consequence.

Parents and Carers Club at GVPS

If you are interested in joining the GVPS parents' and carers club. The club is open to all families and provides an opportunity for interested parents to work together in support of the school and students, and help to establish a strong sense of community.

If you are interested in the parents' club, please register here: [GVPS Expression of Interest Link](#).

Note: For additional background, general information on parents' clubs in Victorian government schools can be found here: [Parents Club](#).

<https://www2.education.vic.gov.au/pal/parent-clubs/policy>

<https://www2.education.vic.gov.au/pal/parent-clubs/guidance/forming-parents-club>

Positive, Respectful, and Courteous Communications

As we continue to foster a positive and inclusive learning environment, we would like to take a moment to remind everyone about the importance of positive, respectful, and courteous communications with the school whether that be face to face, phone, email or via Dojo.

We firmly believe in upholding our core values of respect, safety, kindness, and being continual learners. These values guide us in our interactions with one another, and we kindly ask that you embrace them as well when engaging with our school community and educational team at GVPS.

Respect: We encourage all parents to treat fellow parents, students, teachers, and staff members with respect. This includes actively listening, considering different perspectives, and addressing concerns in a calm and constructive manner. Let us strive to create an atmosphere of mutual respect and understanding.

Safety: The safety and well-being of our students are of utmost importance. When communicating with the school, please be mindful of the sensitivity of certain matters, especially those related to student well-being. We encourage open and honest discussions while respecting the privacy and confidentiality of individuals involved.

Kindness: Acts of kindness can have a profound impact on our school community. Let us set an example for our children by choosing kindness in our communications. Whether it's a simple thank you, a word of encouragement, or offering support to one another, every act of kindness contributes to a positive school environment.

Being Learners: Education is a lifelong journey, not only for our students but for all of us. As parents, we have the opportunity to model the value of being continual learners. Let's approach conversations with an open mind, willing to learn from one another, and to grow together as a community.

By adhering to these principles, we can build stronger connections within our school and ensure a supportive environment for our children's growth and development.

Please remember that open lines of communication are always available to you at GVPS. If you have any concerns, questions, or suggestions, feel free to reach out in a calm, respectful manner. Thank you for your ongoing support and partnership in creating a positive school community.

Creating a Positive school Community

Assembly and Dates

As the school prepares for our end of year concert , we have outlined the following dates for our assemblies until the end of year.

Friday 24 November

Friday 8 December

Wednesday 20 December (Last day of term)

In the aim to improve the look of our community assembly a reminder of our expectations are:

In assembly we all:

- enter and exit quietly
- show appreciation by clapping appropriately when asked
- are mindful of people around us
- track the speaker

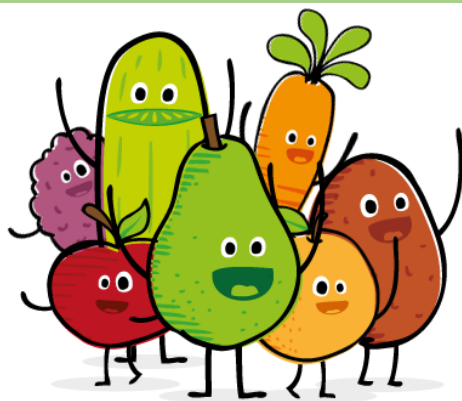
Students and teachers enter from the front gym door and community members enter and exit from the rear entry.

School Hours of Operation – Drop Off Times

To ensure the safety of our students we provide supervision within the school hours of operation 8:45am to 3:45pm. We have noticed recently that some students are arriving on school grounds prior to our hours of operation. We ensure that we provide supervision from 8:45am and until 3:45pm. Parents/carers are responsible for the care and supervision of students travelling to and from school.

We do offer before and after school care if families require this service with hours of operation being 7:00am - 8:45am and 3:30-6:00 pm.

Nude Food in Term4 at GVPS



Nude food day occurs every Wednesday in Term 4 at GVPS. Students of GVPS are encouraged to attempt to bring no packaged food on this day, no wrappers or glad wrap and only reusable sandwich bags. Nude food day will be every Wednesday. Let's try putting our food in plastic containers. It will help to reduce rubbish in our school grounds. Litter has been very apparent around the school, mainly around the oval. We are appreciative of the positive feedback that we are receiving in regards to Nude Food days. We are all becoming sustainable and responsible citizens for the future. We can't wait to see which class becomes our nude food champions!

To be inclusive of all students and families with regard to this action, we are acknowledging all efforts by students toward nude food. By this we mean students who have packaging or lunch orders who choose to take rubbish home will also be rewarded with Dojo points for participating.

Mrs Silva and the JSC



Families leaving Us.

If you are planning on leaving us, and your children are not continuing enrolment in 2024 please let the school know by contacting the office on 9338 6083.

1 / 2 Swimming

Our 1/2 students are into their second week of their swimming and water safety program at the Broadmeadows Swimming Pool. Students have been practising their swimming strokes and developing their confidence in the water. Thank you to all the teachers, ES and parents including Jarrod Kaeding, Benjamin Turner, Amanda Taylor, Jason Harmes, Robert Don and Tegan Engellenner for supporting our students at the pool.



CONCERT

Concert Overview

Date - Wednesday 13th of December

Times

- **Food Trucks** - 5:00 to 6:30
- **Performances** - 5:30 to 6:30

5:00pm



5:30pm



Where - Gladstone Views Primary School Oval (in Gym if bad weather)

Concert Details

Seating and Stage Side Viewing Area

- Students will have a seating area in class groups during performances
- Limited seats available for parents/carers - priority seating for those in need
- Feel free to bring your own seating / picnic rug
- Stage side viewing area - for parents/carers of students currently performing



Food Trucks - 5:00 to 6:30

- Golden Crunch Tucker - Burgers, chips, drinks
- Peppes Coffee - Coffee, hot chocolate, chai, ice coffee, muffins and biscuits
- Check the Running Sheet and don't forget to be ready for your performance (the food can't be that yummy!)

Performances - 5:30 to 6:30

- Parents/carers must supervise children
- Everyone will sing the whole school song at the end of the concert - so stick around until the end!

Performances - Running Sheet

Start 5:30 / End 6:30

- 1) **1/2A / 1/2B** - Sunroof
- 2) **FA, FB, FC** - Riptide
- 3) **1/2C / 1/2D** - High Hopes
- 4) **5/6C / 5/6D** - Let Em Pray + Kung Fu Fighting
- 5) **3/4A / 3/4B** - Blinding Lights
- 6) **3/4C / 3/4D** - Song Mash Up
- 7) **5/6A / 5/6E** - Cruel Summer + EDM
- 8) **Choir** - All I Want for Christmas is You
- 9) **Band** - Ride
- 10) **Staff Performance** - Surprise!
- 11) **Whole School Song** - Here









COSTUME IDEAS

Costume Intro

- Below is some costume inspiration If you wish to dress up for the concert
- Feel free to dress up in alternate style outfits as long as it captures the theme
- Alternatively, wear casual clothes and show off your style
- Remember all outfits should be appropriate and comfortable to dance in (flat shoes)

Costume Ideas

- Please consider the environmental impact of buying new
 - op shops, reusing clothes and borrowing is a great way to reduce waste

Class	Think	Costume Ideas
1/2A 1/2B - Sunroof	Bright Colours, jeans, colourful	  
Foundation - Riptide	Beach, light colours, closed sandals	  
1/2C 1/2D - High Hopes	Smart casual, dark colours, denim	 

<p>5/6C 5/6D - Let Em Pray + Kung Fu Fighting</p>	<p>Baggy clothes, casual, beanies, hip hop</p> <p>or</p> <p>Karate, Taekwondo</p>	
<p>3/4A 3/4B - Blinding Lights</p>	<p>Formal, red and black colour scheme</p>	
<p>3/4C 3/4D - Song Mash up</p>	<p>Dance outfits, bright colours, accessories</p>	
<p>5/6A 5/6E - Cruel Summer + EDM</p>	<p>Swiftie outfit (Taylor Swift inspired outfits)</p> <p>Or</p> <p>Baggy clothes, casual, beanies, hip hop</p>	

ART ROOM REQUEST

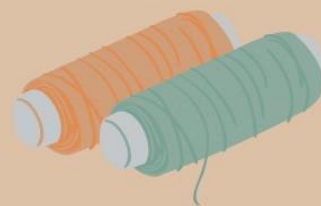
Hello Parents and Carers,

The art room is seeking donations of the following items to assist in making our creations for the remainder of the year:

- magazines
- newspapers
- old novels that are no longer needed and ready for the bin
- thread/twine
- trimmings such as lace
- buttons

If you are able to donate any of these items, it would be much appreciated.

Ms Martin and Miss Caitlin



MATRIX OF EXPECTATIONS



Always	Learning Areas	Play Areas	Toilets and Taps	Canteen	Transitions and Common Core Areas	Assembly	Digital Technologies	In the Community
<p>I listen to the person talking and use manners.</p> <p>I am honest.</p> <p>I show kindness.</p> <p>I accept adult decisions and follow instructions.</p> <p>I take care of school property.</p>	<p>I have a go.</p> <p>I respect learning and teaching.</p> <p>I cooperate in group work.</p> <p>I share and take turns.</p> <p>I put my hand up to share.</p>	<p>I use positive language.</p> <p>I tell the truth.</p> <p>I put rubbish in the bin.</p> <p>I share equipment and play spaces.</p> <p>I include others.</p>	<p>I respect privacy.</p> <p>I use toilets and taps responsibly.</p> <p>I tell the teacher if the toilets are unsafe or dirty.</p>	<p>I wait my turn.</p> <p>I use my manners.</p>	<p>I use a quiet voice.</p> <p>I maintain personal space.</p>	<p>I enter and exit quietly.</p> <p>I show appreciation by clapping appropriately.</p> <p>I am mindful of people around me.</p>	<p>I follow the GVPs Digital Technology agreement.</p> <p>I only write things that are considerate of others' feelings.</p> <p>I seek permission before posting information about others.</p>	<p>I use my manners.</p> <p>I wear my uniform with pride.</p> <p>I respectfully represent my school.</p>
<p>I keep my hands, feet and objects to myself.</p> <p>I am where I'm meant to be.</p> <p>I move safely and give people their personal space.</p> <p>I make good choices.</p> <p>I listen and follow the instructions in an emergency.</p>	<p>I use equipment appropriately.</p> <p>I make responsible decisions.</p>	<p>I wear my hat during the SunSmart months.</p> <p>I wait my turn.</p> <p>I eat in the designated areas.</p> <p>I use equipment correctly.</p> <p>I follow the rules of the game.</p>	<p>I go to the toilet and have a drink at play times.</p> <p>I flush the toilet then wash my hands with soap.</p>	<p>I wait behind the line.</p> <p>I only purchase and eat my own food.</p>	<p>I line-up and walk in two lines.</p> <p>I keep to the left and stay together.</p> <p>I look where I am going.</p>	<p>I leave aisles, entry and exit points clear.</p> <p>I sit with my class.</p>	<p>I keep passwords private.</p> <p>I only access sites I have permission to use.</p> <p>I only communicate online with people I already know.</p> <p>I report anything inappropriate to an adult or parent immediately.</p>	<p>I obey safety rules.</p> <p>I am aware of stranger danger.</p> <p>I ensure I wear correct uniform when participating in out of school activities.</p> <p>I follow instructions and remain with my group.</p>
<p>I always try my best.</p> <p>I am prepared for learning.</p> <p>I participate.</p> <p>I listen attentively.</p> <p>I learn from my mistakes.</p>	<p>I have the equipment I need to learn.</p> <p>I follow the school values.</p> <p>I follow the classroom expectations.</p>	<p>I am lined up before the bell rings.</p> <p>I try to resolve problems on my own or with the yard duty teacher.</p> <p>I think before I act.</p>	<p>I know the music means stop what I am doing.</p> <p>I go to the toilet if needed.</p> <p>I line up.</p>	<p>I am ready to order.</p> <p>I line up in the correct line.</p>	<p>I arrive at class on time.</p>	<p>I listen to messages carefully.</p> <p>I am an attentive audience member.</p>	<p>I use the internet to research and learn new skills.</p> <p>I follow protocols.</p> <p>I use digital technologies for assigned tasks only.</p>	

