



# NEWSLETTER

## UPCOMING DATES

- **Last Day Term 2- Friday 23 June**  
School Assembly 1.30pm. All Students Dismissed at 2pm.
- **Crazy Hair Day – Friday 23 June**  
Students Invited to attend with a crazy hair style.
- **Upcoming Foundation 2024 School Tours-** Enrolments due by 28 July  
See attached.
- **5 /6 Interrelate Incursion – 20 June**
- **Curriculum Day- Monday-**  
Monday 10 July
- **Three Way Conferences –Wed 19 July 12.30-6.45pm. 7pm finish.**  
**School dismissal 12.15pm**
- **Altered Start Time – Thurs 20<sup>th</sup> July.**  
Students start school at 10am

## Mr Alex's Principal Message

Dear Gladstone Views Primary School community,

As I write to you it is hard to believe that there is only one more week of term 2. I trust that everyone had an enjoyable long weekend with family and friends.

In learning our Foundation students have had a visit from Mad Science learning everything about science and have continued to develop their independent reading stamina. Our 1/2s this week also had a deep dive into science focusing on spotting the difference and how temperature can change the original state of matter. The 3/4s have been working on writing their information texts and using mentor's texts to develop their skills. In 5/6 have continued their learning from the Interrelate Program.

This fortnight has come with its challenges, we have experienced a high educational team absence this week and this is expected to continue this term due to COVID, personal circumstances and other illness. As a school we attempt to replace teachers but due to the teacher crisis there are no replacements at our agencies. At times, it is likely that if your child's teacher is absent your child will continue their learning in other classrooms. We understand this frustration and further, can be inconsistent for your children and can be disruptive. With this, our teachers in our sub schools plan the learning sequence for all the students in the cohort and do know your children well. In this way, learning can continue regardless of the classroom your child is in. We ask that you

continue to build resilience in your children as this is likely to be the case throughout your child's schooling.

We thank you for your understanding as this is a current reality at our school and across the education sector.

## End of Term at GVPS - Crazy Hair Day

The students of 5/6C thought it would be a nice end to Term 2 on Friday 23rd of June to invite the school community to wear crazy hair. No donations required. Wear your crazy hair with pride. On this day, assembly will take place at 1:30pm, with dismissal from the classrooms at 2pm.

## Social and Emotional Learning at GVPS

We are very excited to announce that we have been able to appoint a Social and Emotional Learning teacher (SEL). This will be a great asset to our school to teach social-emotional skills, equipping students with essential skills such as self-awareness, self-management, responsible decision-making, relationship building, and social awareness. This will also include intervention groups for students who require a more targeted and intensive approach to build on their social skills and peer relationships.

## GVPS presentation to Northern Centre for Excellence in School Engagement (NCESE)

I was privileged to be asked to present to the Northern Centre for Excellence in School Engagement - Banksia Gardens - Project REAL and other Principals and school leaders in the area. Our school has a very close relationship with this educational setting who has supported our school to deliver social and emotional learning in our classrooms. I presented our school's current transformational learning journey with School Wide Positive Behaviour, Trauma informed practice with particular focus on morning circles and brief emotional uplifts.

This table illustrates the key work in which the NCESE and Project REAL is supporting GVPS to improve the wellbeing and learning of all GVPS students.

NCESE BUILDING BLOCKS FOR ENGAGEMENT				
RELATIONSHIPS	STRONG STUDENT-STUDENT RELATIONSHIPS	STRONG TEACHER-STUDENT RELATIONSHIPS	STRONG TEACHER-TEACHER (STAFF) RELATIONSHIPS	STRONG LINKS WITH FAMILIES & COMMUNITY AGENCIES
SCHOOL LEADERSHIP, VALUES & CULTURE	IDENTIFY RISK FACTORS, RISK PATHWAYS & INTERVENTIONS	FOCUS ON WHOLE SCHOOL SAFETY, HEALTH AND WELLBEING	IMPLEMENT ENRICHMENT PROGRAMS	ADOPT TRAUMA INFORMED APPROACHES
CURRICULUM & PEDAGOGY	FOCUS ON EMOTION REGULATION & SEL	FOCUS ON EXECUTIVE FUNCTIONS	MEANINGFUL, RELEVANT CURRICULUM & PEDAGOGICAL PRACTICES	ESTABLISH HIGH STANDARDS AND EXPECTATIONS

### Parent Teacher Interviews Term 3

COMPASS portal for booking a conference with your child/dren's teacher is open.

Three Way Conferences will take place on Wednesday 19th July with a **12:15pm School dismissal**.

Conferences will run between **12:30 - 6:45pm with a 7pm finish**.

15 minute appointments.

Specialists PE and Performing Arts will also take appointments from 1pm - 5pm

**There will be an altered start time for Thursday 20th July school at 10am.**

Before and after school care is available and funded by the school for the times during the interview period. Please let the school office know if you are booking this service.

### Mr Alex's Long Service Leave

I wanted to inform the community that I will be taking July 10 - July 23 as long service leave. During this period Mrs Mim Di Filippo will Act as school Principal and Miss Kristy Holmes will act as the Assistant Principal. I have full trust that both Mim and Kristy will lead the school incredibly well during this period and I know the community will support them as you support me.

## Creating a Positive school Community



Kyra Kind



Respectful Rae



Cleo the Safety Cockatoo



Gal the Learning Galah

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.

**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 Continual Learners:** Education is a lifelong journey, not only for our students but for all of us. As GVPS community members, 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.

## Wellbeing Update and High Impact Wellbeing Strategies

As we continue to navigate through the challenges of the pandemic and other challenges, it is more important than ever to prioritise the well-being of our students. In this issue, we will be discussing High Impact Wellbeing Strategies, with a focus on **strategy 3 Establish and Maintain Clear Classroom Expectations**.

We are excited to share with you some of the high-impact strategies we have implemented at Gladstone Views Primary School to prioritise the wellbeing of our students and to establish clear classroom expectations. Our aim is to create a nurturing environment where students can thrive academically, socially, and emotionally. Here are some highlights of our efforts:

### **1. Prioritising Wellbeing:**

At GVPS the importance of fostering positive mental health and emotional wellbeing. We have integrated various strategies into our curriculum and school culture to support our students' overall wellbeing. These strategies include:

- Mindfulness and relaxation techniques: Our students engage in regular mindfulness exercises to promote self-awareness, emotional regulation, and stress reduction. These practices help create a calm and focused classroom environment.
- Morning and afternoon circles including positive primers and Brief Uplifting Moments
- Social-emotional learning (SEL): We have incorporated SEL programs into our curriculum to develop essential life skills such as empathy, self-management, and responsible decision-making. These skills empower students to navigate challenges effectively and develop healthy relationships.
- Greetings at the door
- Zones of regulation and emotional literacy
- Student Support Service Officers (SSSOs): Our dedicated team of SSSOs and support staff provide individualised and targeted support to our students with specific concerns or challenges that students may face. This team supports us to collaborate with external agencies to offer additional support when necessary.

### **Establishing Clear Classroom Expectations:**

To ensure a positive and productive learning environment, we have established clear classroom expectations that are consistently communicated and reinforced. These expectations include:

- **Respect and kindness:** We emphasise the importance of treating others with respect and kindness. Students are encouraged to listen attentively, take turns, and support each other's learning.
- **Active participation:** We encourage active engagement in class discussions and activities. Students are encouraged to ask questions, share their perspectives, and contribute to a collaborative learning environment.
- **Responsibility and accountability:** We foster a sense of responsibility and accountability by setting clear academic and behavioural expectations. Students are expected to complete their work in the time given, come prepared to class, and take ownership of their learning journey.

Through these clear expectations, we aim to create a classroom environment that promotes mutual respect, active learning, and personal growth.

If you have any questions or would like further information about our wellbeing strategies or classroom expectations, please do not hesitate to contact us. We value your partnership in creating a positive and thriving school community.

## GVPS School Values



Kyra Kind



Respectful Rae



Cleo the Safety Cockatoo



Gal the Learning Galah

As part of our curriculum, we explicitly teach the expected behaviours aligned to our school values of **being respectful, being safe, being kind and a continual learner**. You will see a copy of our Matrix of Expectation in this newsletter which is used to model appropriate behaviour and the language is used across the school to acknowledge appropriate behaviour and redirect inappropriate behaviour. We are in the process of updating our documentations to reflect kindness.

It would be great if you were able to use this **shared values language** at home with your children, so this behaviour and language is reinforced at home. You will see further examples of our shared values language within our **Matrix of Expectations**.

## Message from the School Council

Thank you to those community members who continue to support Amanda Mead in the school canteen as this can be a busy service during the week.

The council is aware of the teacher shortage and the illness plaguing GVPS and the wider education system we are supporting the school to navigate this challenge. We understand that with teacher absence this will come with replacement teachers and the possibility of children continuing their learning in other classrooms. We also ask for your support in this area. But if you do have concerns, voice them with the school.

The council is aware of small cohorts of students who even with universal programs, tailored support and interventions by the school and other agencies continue to disrupt the learning of themselves and others. This in turn can have an impact on the wellbeing of individuals and the wider school population. The Council knows that this can be of concern to parents and carers, and we also know that Mr Alex and the team are aware of these concerns. The school is implementing School Wide Positive Behaviour Supports and Trauma Informed practice every day in the classroom to improve the teacher's ability to facilitate calm and orderly classrooms. There are also a number of targeted interventions in place for students who need more support and many other outside agencies focused on supporting mental health and wellbeing of students. The potential inclusion of a Social Emotional Learning teacher, the work of Ms Kristy Holmes at Mental Health and Wellbeing Practitioner and Mrs Di Filippo as Assistant Principal of Wellbeing and Learning work in collaboration with students and families to improve the wellbeing and engagement at school. If you do have any concerns, please reach out to the school.

Some people have enquired about school holiday programs. To hold this at Gladstone Views Primary School is not a financially viable option and staffing this would be an added challenge. As a result, the council will put together a list of potential Holiday Programs in the local area which families can explore if they need this resource.

We were disappointed with the response from The Hon. Natalie Hutchens regarding the grounds fund proposal. We are in the process of developing another community letter expressing this disappointment with another proposal letter. We are really aware that our foundation space needs to be upgraded. At this stage we are keen to explore the removal of the two planter boxes in this space.

We are looking to establish a parent group to meet semi-regularly to build relationships among parents across the community. If you are interested, please sign up in the link below.

[GVPS Parent Group](#)

### [Can you help Amanda Mead in the School Canteen?](#)

Amanda is looking for parent and carer volunteers to support Amanda in the canteen. If you can spare a few hours of your time to help we would love to hear from you.

At Gladstone View Primary School we always welcome positive and constructive feedback on how we are going. If you would like to provide feedback to us, please do so via our email address [gladstone.views.ps@education.vic.gov.au](mailto:gladstone.views.ps@education.vic.gov.au)

### [Annual privacy reminder for our school community](#)

Our school collects, uses, discloses and stores student and parent personal information for standard school functions or were permitted by law, as stated in the Schools' Privacy Policy.

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# MATRIX OF EXPECTATIONS



Always	Learning Areas	Play Areas	Toilets and Taps	Canteen	Conditions 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 GYPS 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 tables, 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 ball 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>	



## CSEF Program Application 2023

A friendly reminder if you are eligible and would like to apply for the CSEF program for 2023 to please hand your application forms with a copy of your current card to the office. Applications for 2023 close on the 23 June 2023.

## Winter Uniform

If you would like to order a winter tunic for your child, please contact the office 9338 6083.

Significant Dates			
2023 Term Dates			
Curriculum Day	All Years	Monday 10 <sup>th</sup> July	No students at school
Three Way Conferences	All Years	Wednesday 19 <sup>th</sup> July	12.15pm Dismissal
Altered Student Start Time	All Years	Thursday 20 <sup>th</sup> July	Students start school at 10am.
Last day Term 2	All years	Friday 23 <sup>rd</sup> June	2.00pm Dismissal
Term 3	All years	Mon 10 <sup>th</sup> July - Fri 15 <sup>th</sup> Sept	
Term 4	All years	Mon 2 <sup>nd</sup> Oct – Wed 20 <sup>th</sup> Dec	
Curriculum Day	All years	Monday 6 <sup>th</sup> Nov	No Students to attend
Melbourne Cup Public Holiday	All years	Tues 7 <sup>th</sup> Nov	No Students to attend





# FOUNDATION 2024

**2024 Enrolment Applications Are  
Due By  
28 July 2023**

**Upcoming GVPS School Tours**

**Thursday 15 June 4pm-5pm  
Wednesday 12 July 4pm-5pm  
Wednesday 26 July 4pm-5pm**



**To book a tour please call our office Ph 9338 6083.**

**Written notification of Foundation (Prep) enrolment received  
by 11th August 2023**

**GLADSTONE VIEWS PRIMARY SCHOOL**

Ph: 9338 6083 Mon-Fri 8am-4pm

217 Carrick Drive, Gladstone Park.

[gladstone.views.ps@education.vic.gov.au](mailto:gladstone.views.ps@education.vic.gov.au)

# LEARNING IN 3/4C

## Reading

*3/4C has been learning about non-fiction text features and using the 'Somebody, Wanted, But, So, Then' strategy in reading to summarise a text.*

## Writing

*In 3/4C Ms Anna and Mrs Silva have been helping us write information reports about different types of animals all around the world.*

## Maths

*In Maths we have been learning about vertical algorithms with addition and subtraction.*

## Science

*In Science 3/4C has been learning about solids and liquids by melting things in boiling hot water and freezing things by putting them in an ice tray then placing it in the freezer.*

## Class Motto

*We are like a river flowing with ideas and  
our kindness is free in 3/4C!*

By Karla and Eric

Class Captains

# Regional Cross Country



On Wednesday the 14th of June, five students represented GVPS competing in their 3rd round of Cross Country at Kilmore Racecourse. Sadly all of our students didn't make it to the next round. However, we participated well, and all had a great time.

The track was muddy and wet, and it was cold which made the conditions very difficult to run in. Congratulations to all the students for doing their very best in those conditions.

Alessia Mazzeo 5/6E, PE Captain



I Had so much fun competing in the cross country. I hope to do better next year. I love running for my school. Mason Unantenne.3/4D

