

NEWSLETTER

UPCOMING DATES

- **28th July**
Foundation 2024 Enrolments Due
- **3rd August**
AFL Girls Regional Final
- **3rd August**
100 Days Of Foundation (Dress up)
- **4th August**
Hooptime
- **7th August**
12A & 12C Rippon Lea Excursion
- **9th August**
Year 6 to year 7 Acceptance slips for Government schools to be returned.
- **11th August**
12B & 12D Rippon Lea excursion
- **14th August**
3/4 Museum excursion
- **Week of 21st to 25th August**
Book, Literacy & Numeracy Week
- **29th August- 9am-11am**
Special Persons Day Stall

Mr Alex's Principal Message

Dear Gladstone Views Primary School community,

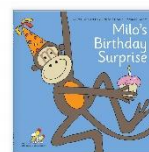
Parent/Teacher Conferences

Thank you to parents and students who attended the Three-way Conferences last Wednesday. It is through your efforts that we can strengthen the bond between our teachers and parents, fostering a strong sense of collaboration and trust. The positive impact of these interviews extends beyond the immediate interaction, as it lays the foundation for ongoing communication and partnership throughout the year. By working together, we can ensure that our students receive the support they need to thrive academically and emotionally.

I would also like to acknowledge and thank the staff for facilitating the individual conferences on these evenings. Their hard work and commitment make our school a great place for learning and growth.



Foundation and Milo's Birthday



It was great to see the smiles, dress ups and so many families join in the celebration of the Foundation student learning on phonological awareness. Students dressed up in their favourite letter character participated in a parade and party to celebrate.

NAPLAN

Literacy and Numeracy (NAPLAN) results have arrived and have been sent home this week with children in year 3 and 5. Students' NAPLAN reports will continue to show how they are tracking against their peers and provide an indication of their skill levels against national averages and where we would expect them to be in order to get the most out of schooling. This provides valuable information to teachers about how we can continue to support your child. Each set of NAPLAN results is an important milestone but it's also important that students know that one result does not define them – these results are about making sure every student gets the support they need so they can continue to get the best from their learning.

Social Skills Program

We have commenced our social skills sessions for students to develop functional skills that will enable them to participate fully in the classroom, playground, and wider community. Objectives are based around developing social skills that involve students being able to participate in whole group and small group activities, effectively accessing the playground, recognising, and modifying their own behaviour, developing strategies that are transferable to different environments.

2023 Parent / Caregiver / Guardian Opinion Survey

Our school is conducting a survey to find out what parents / caregivers / guardians think of our school. The Parent / Caregiver / Guardian Opinion Survey is an annual survey offered by the Department of Education that is designed to assist schools in gaining an understanding of families' perceptions of school climate, student behaviour, and student engagement. The survey is optional, but we encourage all families to participate. Our school will use the survey results to help inform and direct future school planning and improvement strategies.

All families are invited to participate in the survey.

The Parent / Caregiver / Guardian Opinion Survey will be open from Monday 7th August to Friday 8th September 2023. The survey will be conducted online, only takes 20 minutes to complete, and can be accessed at any convenient time within the survey period on desktop computers, laptops, tablets or smartphones. The online survey will be available in English and 10 other languages including Arabic, Greek, Hakha Chin, Hindi, Japanese, Punjabi, Simplified Chinese, Somali, Turkish, and Vietnamese.

More information to follow.

Enrolment for 2024

The school is in the process of finalising the Foundation Enrolments for 2024. If your child hasn't been enrolled for 2024, can you please provide the school with complete documentation of the enrolment process by Friday 28th July.

Year 7 Confirmation College Placements

Students in Year 6 have received a Year 7 Placement Confirmation letter for 2024. Could all parents of Year 6 students please fill out the Acceptance Slip and return it to your child's classroom teacher by Wednesday 9th August.

WELLBEING at GVPS

Wellbeing Update and High Impact Wellbeing Strategies

Empowering Our Students: Fostering Student Self-Efficacy through High Impact Wellbeing Strategy 5 - Foster student self-efficacy.

We are excited to share with you a key component of our High Impact Wellbeing Strategy that aims to empower our students and cultivate their self-belief: Fostering Student Self-Efficacy. At Gladstone Views Primary School, we firmly believe that fostering self-efficacy is crucial in shaping confident and resilient individuals who can thrive academically and in their personal lives.

What is Self-Efficacy?

Self-efficacy, a concept introduced by psychologist Albert Bandura, refers to an individual's belief in their own ability to succeed in specific situations or accomplish particular tasks. When students possess a strong sense of self-efficacy, they are more likely to approach challenges with a positive attitude and are better equipped to persevere in the face of setbacks.

How Does High Impact Wellbeing Strategy Foster Student Self-Efficacy?

Our High Impact Wellbeing Strategy incorporates various elements that work together to support and nurture student self-efficacy. Here are some key aspects of the strategy:

- 1. Strength-Based Approach:** We recognise and celebrate each student's unique strengths and talents. By focusing on their individual abilities, we encourage them to believe in their capabilities and build a sense of self-worth.
- 2. Growth Mindset:** Through targeted educational programs and classroom practices, we promote a growth mindset culture. Students learn that intelligence and abilities can be developed through dedication and effort, rather than being fixed traits. This helps them understand that their skills can improve with practice and persistence.
- 3. Goal Setting and Achievement:** Our students are encouraged to set achievable goals and are supported in working towards them. Celebrating even the smallest victories builds their confidence and reinforces their belief in their abilities.
- 4. Positive Role Models and Mentors:** We foster a supportive environment where students can look up to positive role models, including teachers, staff, and senior students. These mentors exemplify self-efficacy in action and inspire our students to aim high.
- 5. Encouraging Risk-Taking:** We create a safe space for students to take intellectual and social risks without fear of failure or judgment. This empowers them to step outside their comfort zones and discover their potential. **The Benefits of Fostering Student Self-Efficacy:**

When our students develop a strong sense of self-efficacy, they experience a wide range of benefits that extend beyond the classroom:

- Increased resilience in the face of challenges and setbacks
- Improved academic performance and motivation to learn
- Enhanced problem-solving and decision-making skills
- Greater willingness to engage in extracurricular activities and leadership roles
- Improved mental wellbeing and reduced stress levels

Join Us in Nurturing Self-Efficacy:

As parents, guardians, and educators, we all play a vital role in fostering student self-efficacy. By providing encouragement, offering constructive feedback, and supporting their endeavours, we can empower our students to believe in themselves and reach their full potential. Together, let's continue to work hand in hand to create a positive and nurturing environment that fosters self-efficacy and helps our students flourish.



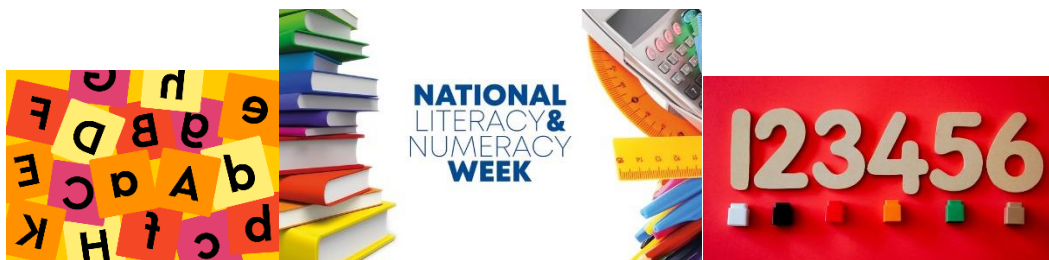
Coming Soon! - GVPS Compass Student Event Permission

To give permission for your child's participation for an event or excursion you will need to complete the permission form in Compass. Paper notes will no longer be sent home. To do this you will need to go to 'Events' it will say 'Awaiting Consent'. Payment will be made via QKR, EFT or cash. If you are paying cash, please send **the correct amount** as we do not carry change.



Can you help Amanda Mead for the Special Persons and Father's Day Stall?

We are looking for parent and carer volunteers to support Amanda for the Special Persons and Father's Day Stall on 29th August 9am-11am. If you can spare a few hours of your time to help we would love to hear from you. Please contact the office to register your interest 9338 6083.



Literacy and Numeracy Week (Week beginning 21st August).

Literacy and Numeracy Week is an initiative that was started by the Australian government to encourage reading, writing, and numeracy in students as well as recognize their achievements and the work of teachers and parents in the fields.

As part of GVPS Literacy and Numeracy Week, will be celebrating student learning on **Tuesday 22nd August 3:45 – 4:45pm**. We will be inviting parents and carers for an afternoon of fun and activities. Students and their parents/carers can roam from classroom to classroom (incl. Specialist classrooms) and complete various literacy and numeracy activities. We hope to see you there!

Gladstone Park Secondary College - Si parla italiano

Italian Immersion at Gladstone Park Secondary College has run for more than ten years with great success. It continues to provide GPSC students with the benefits of CLIL (Content and Language Integrated Learning). Students in Immersion experience the full breadth of the curriculum offered at our college while studying Mathematics and Humanities in Italian. During the Italian language classes students learn new vocabulary and grammar that will facilitate their understanding of the above-mentioned subjects.

Immersion has been widely implemented overseas and research has demonstrated that students exposed to this teaching approach:

- are more stimulated and subsequently motivated
- improve their literacy skills and develop a range of critical thinking skills
- achieve higher results in a variety of subjects compared to those students who are exclusively taught in English
- acquire a great deal of the foreign language used, in our case Italian
- develop a deeper intercultural understanding that enables them to appreciate the values of the community and become better global citizens.

Another advantage of being an immersion student at GPSC is that the class remain together for those years developing great friendships, communication, problem solving skills and became a special community of like-minded learners.

Asking yourselves questions such *Will learning in another language be too much? Is Immersion going to be too hard? Will their learning experience be positive or stressful?* is perfectly normal. This is what a parent who decided to enrol their child in the Immersion Program has to say about it:

“It’s the best decision we have made about her education.

She is now in year 8. We can attest, that our daughter has thrived and is having such a positive learning experience in the Immersion program. In her own words, ‘I love Immersion’. [...] She loves going to school every day and doesn’t want to miss one day.

We and our children cannot speak highly enough of their Immersion teachers. Our children always have something positive to say, and again, we’d like to thank the Immersion teachers for giving our children a very positive learning experience, for being so supportive, for your dedication, encouragement, compassion, guidance and helping our children grow. We appreciate you.

[...] This program will give participating children an enhanced education and will provide the skills needed in their future success. The Italian Immersion Program is such a beneficial and valuable learning experience, and it would be such a shame if this opportunity is missed. The only one thing this program is missing is enough students to fill the class for the program to begin.”

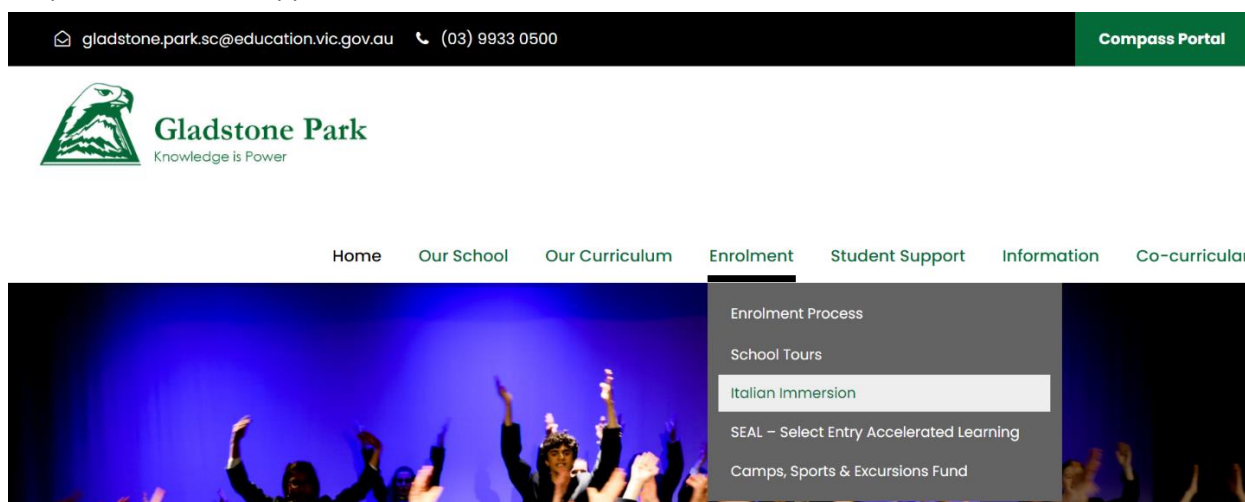
A previous Immersion student who completed VCE Italian at GPSC states:

In my personal experience, I found that being in the immersion program and continuing to study Italian in VCE gave me the opportunity to both study Italian as a language and learn about the country's culture and history. Our study became more than just grammar, and practice. It became understanding the language in context, making it more immersive and enjoyable. Particularly in year 12, we were able to take our learning into our own hands and choose the topics we studied, meaning we got to focus on what interested us, and created a more engaging environment for learning.

The final closing date for applications is Friday 4th August. Please see information below on how to register your interest to be a part of this program.

TO ENROL:

- 1) Go to Gladstone Park Secondary College main website. Once you are in, go to section **Enrolment** and a dropdown menu will appear. Click on **Italian Immersion**.



- 2) Read the information on the page, then scroll down until you see this:

TO REGISTER YOUR INTEREST PLEASE [Click here](#)

- 3) As soon as you click on the link, a Word document will be downloaded to your computer. Go to *Downloads* and open it. Read the document, then click the EDUTEST link:

You must apply on-line for the testing by using the following link.

<https://aus.edutest.com.au/D/?t=8bu55719>

to register your child for the Immersion selection, on Saturday the 19th of August.

If you have any queries, particularly if GPSC is not your designated neighbourhood school, please contact the Italian and Immersion Coordinator, Mrs. Bianca Ellul at bianca.ellul@education.vic.gov.au

Significant Dates for 2023

Term 3 Ends	All years	Friday 15 th September	
Term 4 Commences	All years	Monday 2 nd October	
Curriculum Day	All years	Monday 6 th November	No Students to attend
Melbourne Cup Public Holiday	All years	Tuesday 7 th November	No students to attend
Term 4 ends	All years	Wednesday 20 th December	

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:

- Wool
- Buttons
- stuffing (old cushions)
- thread
- material
- trimming

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>	

