**PRINCIPAL’S REPORT**

**Welcome Back For Term Two**
Welcome back to everybody for Term Two! I hope everyone was able to rest a little over the holidays. Welcome to Tracy Jom, a new staff member, who will be working as part of the Prep and Year 1 teams with the Targeted Student Learning. I would also like to welcome the new families who have joined us this term – welcome to our wonderful learning community!

**Student Safety Before School**
We take the safety of our students (your children) very seriously at our school, it is an incredible privilege to be part of their development, growth and achievement. The recent media reports of the incident at a Primary School in Box Hill is a reminder of how careful and vigilant we need to be.

Staff supervise the yard from 8:45am. Any student arriving prior to this time is not supervised by us, meaning that a parent or guardian **must** remain with them until 8:45am.

We understand that this can be difficult, which is why we have arranged for Camp Australia to provide Before School Care to our community from 6:45am, and you can find further information or register for the use of the program on their website: [https://www.campaustralia.com.au/Service/GlenWaverley/3543](https://www.campaustralia.com.au/Service/GlenWaverley/3543)

Over the last couple of weeks we have been sending a note home asking parents of students who arrive early to support us in ensuring the safety of the children by supervising them until the yard duty supervision commences.

Thank you in advance for helping us maintain a safe and secure school environment.

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**UNIFORM SHOP**
Situated in the West Wing on the School Grounds
Open Monday between 3.00 – 4.30 pm
Closed Public Holidays and School Holidays
Please bring your own bag for purchases as we are an environmentally friendly school
Orders may be left with the office

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**SCHOOL LUNCH ORDERS**
Lunch orders are available from our service provider Balance Living Catering five days a week.
Ordering is done through an online service, details of which are available on our website or visit [http://www.balancedlivingcatering.com.au/school-lunch-ordering.html](http://www.balancedlivingcatering.com.au/school-lunch-ordering.html)

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**Important Dates For Your Diary**

**April**
- 21st: Year 4 Camp – Anglesea
- 22nd: Curriculum Day – No Students at School
- 25th: ANZAC DAY – Public Holiday
- 28th: Chess Lesson 6
- 29th: Interschool Sport Round 1
- 29th: Mad About Science

**May**
- 2nd: Mad About Science
- 5th: Chess Lesson 7
- 6th: Interschool Sport Round 2
- 12th: Chess Lesson 8
- 13th: Interschool Sport Round 3
- 18th: Fitness Challenge Event
- 18th: Fun Run & Cross Country
- 19th: Chess Lesson 9
- 26th: Chess Lesson 10

**June**
- 1st: Melbourne Zoo Excursion
- 2nd: Chess Lesson 11
- 3rd: Interschool Sport Round 4
- 3rd: CERES Environment Park Excursion
- 9th: Chess Lesson 12
- 15th: Hands on Science
- 16th: Hands on Science
- 16th: Chess Lesson 13
- 23rd: Chess Lesson 14
Traffic Safety

Since arriving at Glen Waverley PS I have been both amazed and staggered at the traffic situation at drop off and pick up time. Our school certainly has an efficient process for getting our students into school and out to their parents at the end of the day.

Staff play an important role in the safety of our students during this time both as the directors of traffic and through the curriculum programs we provide that cover road safety, particularly around being a pedestrian.

The most common cause of pedestrian trauma in 3 – 9 year olds is ‘dart-out’ (entering the road between cars and not seeing, or misjudging, a gap in the traffic). Pedestrians under the age of 10 are particularly vulnerable because of their physical size and under-developed abilities for dealing with traffic situations, both cognitive (attention focus, interpreting traffic signs) and perceptual (locating sounds, judging speed, peripheral vision). Given these limitations, children under the age of 10 do not have the ability to cross roads without adult help.

10 – 14 year olds are also vulnerable, but because of their failure to apply safe pedestrian skills rather than their lack of skills. They are more prone to ‘risk taking’ behaviour.

Generally children have difficulty in using the road because:-

- Judging speed and distance accurately is difficult for them. They may let a slow car pass and cross in front of a fast one.
- They may have a reduced ability to take note of objects, such as cars, in their peripheral vision.
- They concentrate for only a short time and may notice only one thing at a time.
- They may have trouble working out where sounds come from.
- They are small and often can't see over cars or bushes. Drivers can't see them easily.
- They are constantly moving. They may have trouble stopping at the kerb and may dart into traffic.
- They imitate inappropriate behaviour.

As parents you too play an important role in the safety of our students and there are a number of things you can do that will assist us:

- Model appropriate pedestrian behaviour. This means always using the crossing at the intersection of Springvale and High Street Roads if you are crossing from the Mountain View Hotel car park. Children mimic adult behaviour, both good and bad.
- Explain what you are doing when you cross the road together. This helps them understand your actions.
- Teach your child how to look and listen for traffic. They need to be taught how to look, listen and think about traffic.
- Be patient as you enter the school drive ways, following the instructions of the staff member and turn only from the left hand lane on Springvale Road.
- Adhere to the speed limit as you travel through the school car park.
- Discuss with your child where you will pick them up, so you are moving quickly through the school at pick up time, enabling other parents to enter the school ground to collect their children.
- Use the Mountain View Hotel car park and walk over to the school to collect your child, rather than entering the school ground in your car.
- If parking at the Mountain View Hotel, please remember that we are fortunate that the management allows us to have access to their car park during all school days and particularly when excursions and camps are being held. We need to be aware of and responsive to the needs of the Mountain View Hotel and park as they request; further down in the south east section of the car park – away from the hotel and Bottle Shop.
- Only allow your child to exit on the left hand side of the car, so they are not entering the traffic moving through the school.
- If you have parked in the school ground and collected your child, please hold their hand as you move through the car park.
- Please leave the two designated disabled car parks for the parents with disabled children.
- Respect our neighbours as you move and park around the school.

I understand that it may be inconvenient at times or mean that you need to walk a little further, however when it involves the safety of our children it is worth the extra effort.
2016 Enrolments
I would like to remind families with children who will be beginning school in 2017 that we are taking enrolments now. To assist us we would appreciate your enrolment forms as soon as possible so we know how many places we have left. We are constantly receiving forms and hence I strongly encourage you to ensure you return your child’s enrolment form to the office as soon as possible.

We also ask that members of our school community to assist us by informing any of their neighbours of the enrolment procedures and direct them to the office to collect an enrolment form or our school website – www.glenps.vic.edu.au. School tours are available every Tuesday morning commencing at 9:30 and also upon request. Please call the school on 9802 9938 to book a tour.

Twilight Sports Evening
I would like to thank everyone involved in organising the many aspects of the Twilight Sports evening for their commitment to our students and this exciting event. A special thank you to Mr Warren and Mrs Bailey for organising the sports component of the evening and to the Community Relations Committee (lead by Ms Thiruvasagan) for organising the food vans, I am sure you will agree they were a great success. Thank you to all the parents and students that came along to support the event, it was a lovely opportunity for me to meet more of our families.

Curriculum Day OSHC Program
Parents are reminded that tomorrow the OSHC Program will run to support families during the Curriculum Day. School staff are working off site tomorrow so all students who come to school will go to the OSHC program. Parents can book their child into care by visiting the school’s website: http://www.glenps.vic.edu.au/

School Council
The next School Council meeting is Monday 2nd May.
• Our Committee meetings will begin at 6.30pm;
• We are holding our Annual Reporting meeting at 7.30pm, directly before our General meeting;
• Our General meeting will commence at 8.00pm.
Parents are welcome to attend any of these meetings.

NAPLAN Tests
NAPLAN Tests will be held in the week beginning 9th May for all Year 3 and Year 5 students. Test days are Tuesday, Wednesday and Thursday. A brochure will be forwarded to parents as soon as they are available to the school.

Student Attitude to School Survey
The Attitudes to School Survey is an annual student survey for Year 5 to Year 12 students offered by the Department of Education and Early Childhood Development to assist schools in gaining an understanding of students’ perceptions and experience of school. Our school will use the survey results to plan programs and activities to improve your child's schooling experience. Students from Year 5 and 6 at our school will participate in the survey in the next few weeks. All responses to the survey are anonymous. The survey results will be reported back to the school at the end of July.

Please speak to your child’s teacher if you would like more information.
PRINCIPAL’S AWARDS

Congratulations to the following students who received a principal’s award recently:

Branaa (4SD) for preparing a Year Four Camp Information Booklet and Bilaal (4SD) for being a wonderful friend.

0CB: Hishan – For his amazing work.
0EL: Hari – For his writing about the weekend.
2MP: Oscar – For sharing his personal Home Learning.
      Surya – For his cyber safety tips.
      Charlie, Rathila, Annika, Simba, Senuth and Akein – For their ability to tell the time.
      Rishan, Charlie, Rithila and Akein – For their procedure for making a Bee and the wonderful bees they had made.
4AM: Ujwal and Dulein – For their tallying of data and then the graphs they produced from the data they had collected.
4TS: Archi and Anthony – For showing and explaining their Magic Squares to me. Some amazing problem solving.
5PK: Sofea – For her iMovie of Advanced Australia Fair.

Term One Terrific Kids Award
Prep Area: Owen (0CS) Owen is a focused worker. He asks questions when he doesn’t understand what is required of him or what we are learning to do. He is becoming more confident within the classroom to initiate discussion when working collaboratively and to share his thoughts and ideas. Owen always demonstrates respect to other students and includes them in his play.

1/2 Area: Mavishka (2RY) Throughout the term, Mavishka has worked diligently in all areas of learning. His confidence and willingness to contribute ideas has developed and been greatly valued among his peers. Mavishka’s positive attitude and capacity to persist in the face of challenges has ensured he reaches his personal best. Keep up the great learning and that incredible smile we see everyday!

3/4 Area: Sevin (3AJ). The level 3/4 Kiwani’s award is going to go to Sevin for demonstrating excellent getting along skills and always looking out for his peers. Sevin always has something encouraging to say to other people and is wonderful to have around.

5/6 Area: Hanna (6JM) Hannah is a highly motivated student who loves learning. She is committed to developing her skills across all areas of her education. Hannah has excellent organisational skills, getting-along skills and constantly challenges herself to achieve her personal best. She is caring and considerate of others, and exudes a humble confidence that sets a wonderful example for her peers and other students in the school. Well done Hannah on your positive attitude and infectious personality!
Term One Principal’s Learning Awards

Congratulations to the following students who received The Principal’s Learning Award for Term One 2016:

0SM: Russell - for being positive, determined and persistent across all areas of his learning. He is a positive and friendly member of the classroom community who is always willing to lend a helping hand. Russell always listens carefully and plays by the rules inside and outside of the classroom. He is always striving to perfect his work and ensure that it is his personal best. Well done on the fantastic learning Russell, keep up the good work superstar!

0CS: Navindu - for always approaching learning with a confident and enthusiastic attitude. He shares his thoughts and ideas with the grade and is a good friend to everyone in the grade. I have been impressed by the way he is developing a resilient attitude. Keep up the great work Navindu!

0EL: Jessica has been working very hard during class to improve her writing. She is starting to sound out letters by herself and knows to start a sentence with a capital letter and end with a full stop. She is a kind and caring friend to everyone in our class and she is a valued member of our classroom community. Congratulations on an amazing start to Prep and keep up the fantastic learning!

0CB: Zachary for always trying his best in everything he does at school. He is persistent in his learning, dedicated to improving and always willing to ‘have a go’ at learning tasks. Zachary is a good friend and classmate, always caring for others and the school environment with a smile on his face! Congratulations Zachary on making such a fantastic start to school in Australia.

0LT: Isira has demonstrated a positive attitude towards school and is always motivated to try his best. He takes pride in his work and sets good examples for other children. Isira listens attentively and shows exceptional understanding of the topics taught in class. He always models beautiful manners and safe behaviour when interacting with teachers and peers. Keep up the fantastic work!

1OD: Congratulations Aki on an outstanding start to the 2016 school year. You have demonstrated the ability to work hard throughout all learning tasks as evidenced by the high quality work that you produce. You have excellent team work skills and have shown fantastic getting along behaviour both in and out of the classroom. You are a determined and resilient student; we are lucky to have you in 1OD. Keep up the great work Aki!

1EP: What a wonderful beginning to the year you have had, Parnika. You have consistently demonstrated outstanding getting along skills both in the classroom and the playground. You are always offer assistance to those in need and ensure that your peers feel included and valued when working in groups. You are an excellent role model to the rest of the class, speaking politely to students, teachers and visitors and always using your manners. We are so lucky to have you in our class! Congratulations, Parnika.

1DH: Anuki is a popular member of the class who always completes learning tasks to her personal best. She is showing excellent progress in all curriculum areas, demonstrates attentive listening and contributes enthusiastically to class discussions. Anuki is a great role model for her classmates. Well done Anuki!

1SR: Nimhan - for consistently showing the ‘You Can Do It - 'Five Keys to Success'. Nimhan has a positive attitude towards learning and school. Well done Nimhan, keep up the excellent learning and YCDI approach!

1CP: Afsheen - for always making sensible choices for her learning and approaching her learning tasks with a positive attitude. She consistently tries her personal best and sets a good example to others in the class. Keep up the amazing work Afsheen!
Term One Principal’s Learning Awards (Cont’d)

2RY: Reyhan - for always being enthusiastic about his learning and having the courage to take risks. It is inspiring to see Reyhan make sensible decisions on how best he can work in the classroom, therefore enabling him to tackle challenges and achieve success. You are commended for the way in which you support your peers when undertaking academically rigorous tasks. Congratulations on your achievements and keep up that incredible smile we see every day!

2MT: Shayden through this term has developed an advanced understanding of the content he has been taught. He concentrates and focuses on the rigorous learning that is occurring within the classroom and he completes his learning to a high standard. He always performs exceptionally well and provides assistance to any fellow students to improve their learning outcome as well. Shayden is a fantastic student and should be congratulated for his determination to achieve his best with his learning. Excellent Learning Shayden!!

2MP: Raya is a cheerful and friendly member of the class who interacts well with her peers. She has an enthusiastic and positive attitude towards school and actively participates in all activities. Congratulations and well done Raya!

2RR: Charles has been a diligent student since the beginning of the term, has a positive attitude to learning, and always tries his personal best. Charles continues to show exceptional growth in his writing and has improved significantly in using correct conventions, editing and publishing. Charles has even used his own after school time to strengthen his learning and should be extremely proud of his achievements.

3AJ: Shaloni - for being such a positive member of our class. She has demonstrated persistence in all her learning tasks and has made some excellent friendships. Well Done Shaloni!

3AG: Ryan is to be congratulated for showing diligence in all areas of school life. Ryan is a model of discipline and focus. He always aims to the best he can be. Ryan, well done for always working hard, giving your best efforts, challenging yourself, working hard in a team, as both a leader and a participant and for always treating others with respect.

3GE: Stephanie displays a delightful attitude to school and her learning. She has a wonderful smile on her face every day and looks forward to attending school. Keep up the wonderful attitude Stephanie.

3JK: Vihan - for working hard and giving effort in all learning tasks. You approach all tasks with enthusiasm and have shown a positive attitude to learning this term. Well done Vihaan.

4TS: This is awarded to Anujana for always working diligently to achieve her personal best! You constantly practice listening to your inner voice which allows you to ask meaningful questions that help your peers and yourself during our learning time. You always reflect on our mathematics norms and making connections between how these norms can be related to all areas of your learning. Anujana also makes great effort towards including her peers during classroom discussions and learning activities. Congratulations Anujana on being such a well-rounded learner that is aware of herself and her environment.

4PS: Senhus has been a fantastic role model in 4PS with his positive attitude towards learning. He always listens attentively and actively share his thoughts and strategies during class discussions. Senhus concentrates at all time to ensure that he is learning at his highest level. Well done Superstar and keep up the wonderful effort!

4SD: Bree has settled in exceptionally well into her new level. She shows positive behaviours towards her learning and makes sure she is always organised for the learning task at hand. Bree has been putting in a clear and excellent effort into her learning, setting a wonderful example for her peers.

4AM: Dasuni has consistently demonstrated a mature and responsible approach towards her learning in the classroom. It has been wonderful to see her growth as a lifelong learner who displays behaviours of all the YCDI keys to success, in turn, also setting a positive example for the rest of her peers. Keep up the fantastic learning Dasuni, you should be so proud of your achievements. Congratulations!
Term One Principal’s Learning Awards (Cont’d)

5PK: Aditi is a pleasant and well mannered student that always tries her best. She looks forward to school each day and is always respectful of others. Aditi demonstrates confidence by willing to have a go at tasks that are challenging not only academically, but also within a social setting. Congratulations on an amazing achievement Aditi and keep up the wonderful learning.

5TS: Congratulations Anushka on receiving this award. You are a fabulous friend to everyone, always caring and willing to collaborate and share with your friendly smile. You exemplify the YCDI values. It is wonderful to see your enthusiasm and self-confidence as you develop further strategies to extend your knowledge of maths concepts and skills. You also continually strive to work towards achieving challenging reading and writing goals. You should be very proud of your many accomplishments.

5PA: Taslima has had an outstanding start to Year 5 in 2016. She is a role model and leader in demonstrating the five keys to success, especially Resilience, Confidence and Getting Along. As well as Taslima’s successes in ‘You Can Do It’ personal development, she has shown exceptional commitment to her academic development. Taslima consistently applies effort to extend herself during learning tasks and this helps her achieve success in her learning. Congratulations Taslima.

5SR: Nika has a fantastic and positive attitude to her learning. It has been wonderful to see her confidence develop this term. Nika consistently takes risks to challenge herself and develop her knowledge about a range of concepts. Well done, Nika.

5JC: Congratulations to Karthik for demonstrating an exceptionally positive attitude towards learning and the capacity to improve through feedback and self-reflection. In the classroom, Karthik eagerly seeks suggestions from peers and teachers to improve his writing and also actively engages in whole class discussions to evaluate his own thinking. His willingness to learn and improve has led him to an array of excellent works, including a gold mining invention, writing publications and engaging digital presentations. The effort, care and persisting growth mindset that Karthik shows in both school and home learning has been a terrific model for the class. Well done, Karthik, on an outstanding achievement.

6JM: Yang is a vivacious student who demonstrates a positive attitude towards his learning. He has worked hard to refine his getting-along skills and to increase his self-confidence this term. It has been a joy to watch Yang blossom into an even more bubbly, confident and persistent student who accepts challenges and displays a growth mindset at all times. Well done Yang on a fantastic term!

6ER: Congratulations Varun. You have showed outstanding resilience, sportsmanship and persistence this term. You have been a wonderful role model during Interschool sport, representing our school with respect and integrity. You have been incredibly resilient when faced with challenges, both academically and personal, remaining positive and demonstrating a willingness to find your own solution.

6SL: Denisha has enjoyed an amazing start to Year 6, and should be congratulated on her achievements to date. She has shown excellent leadership in her role as Fawkner House Captain, and demonstrated many of these leadership qualities in the classroom. Denisha is a keen learner, and displays fantastic application in her learning. She is able to readily grasp new concepts and takes risks with new strategies to advance her understandings. I look forward to seeing what Denisha can achieve in 2016 - keep up the great work!

6LD: Saket is a valued member of 6LD. He is always polite and strives to achieve his personal best in all learning tasks and curricular activities. He is always willing to help others and assist them in understanding a topic or a set task. Saket is always ready for learning and is consistently organised for the school day. Well done Saket for being an excellent role model for the class and the rest of the school. Congratulations on a fantastic start to Year 6.

Robyn James
Principal
Building Deep Relationships With Children

As an educator, this week is an extremely exciting one for me and a highlight of the academic year! Along with a number of staff, I will be attending the Year Four Camp – which provides the most amazing opportunity for teachers and educators to build meaningful relationships with our students beyond the classroom. The experiences shared on camp have a direct impact upon our ‘sense of belonging’ and help to build an even deeper understanding of others within our learning community.

As parents we understand, and are often told, about the importance of building deep and meaningful relationships with our children. This can have a profound effect on their emotional resilience, their daily interactions with others, how they communicate with others and the general feelings of satisfaction in their lives. As parents we play a huge part in forming and shaping who our children may one day become. Through focussing on building deep and meaningful relationships we can help to assure that our children are happier and more confident with whom they are. As research on learning tells us, happy children have a greater potential for learning.

If we are honest with ourselves, every parent wants a great relationship with their children but how do we achieve this when times are tough and children change with each generation?

Michael Grose provides some practical ideas for us through the website parentingideas.com.au

- **An effective way of promoting such relationships is through establishing family traditions**, which can help to build close families. For example, most strong families are underpinned by a strong focus on sharing meal times together. In these families, every child, no matter what their age, is expected to come to the meal table.

- **Individual parent–child relationships** need to go deep. Deep relationships provide leverage. They also survive the potential storms of adolescence, during which relationships can become stormy and intense. Certainly some ages are more amenable to positive relationship building than others. Developmentally, it’s easiest to build deep relationships in the formative years: five through to ten years of age.

- The easiest way to build a deep relationship between yourself and each of your kids is to spend regular one-on-one time together.
  - Go somewhere for a whole day with a child.
  - Go away for a weekend with just one child. Do things you enjoy.
  - If possible, go camping.

- **Share an interest with a child.** Having something in common, whether it’s a shared love of sport, books or a hobby, creates an individual bond that goes deep. A shared interest also creates ‘natural’ opportunities for one-on-one time. Make it happen
  - One-on-one time needs to be organised.
  - It generally won’t happen by accident.
  - It takes time. It takes energy. It takes a support mechanism to make it happen.
  - But one-on-one time is so worth the effort.
  - One-on-one time is the coat hook upon which each of your children will hang their memories of you.
The Victorian Premiers’ Reading Challenge is now open and Glen Waverley Primary School is excited to be participating.

The Challenge is open to all Victorian children from birth to Year 10 in recognition of the importance of reading for literacy development. It is not a competition; but a personal challenge for children to read a set number of books by 9 September 2016.

Children from Prep to Year 2 are encouraged to read or ‘experience’ 30 books with their parents and teachers. Children from Year 3 to Year 10 are challenged to read 15 books.

All children who meet the Challenge will receive a certificate of achievement signed by the Victorian Premier and can choose to have their name included on the online Honour Roll. If you would like your child’s name to appear on the Honour Roll, please sign the attached form and return it to your school.

To read the Premier’s letter to parents, view the booklists and for more information about the Victorian Premiers’ Reading Challenge, visit: [www.education.vic.gov.au/prc](http://www.education.vic.gov.au/prc)

If you would like your child’s name to appear on the Victorian Premiers’ Reading Challenge online Honour Roll, please sign the form sent home and return it to your school.

**TERMS AND CONDITIONS**

**Definitions:** *Department* refers to the Victorian Department of Education and Training, *Person* refers to the child/adult listed below in the consent declaration.

1) **Privacy Protection**

The Department takes its privacy obligations seriously and any personal information collected or used by the Department will be handled in accordance with the *Privacy and Data Protection Act 2014* (Vic). This law sets out what we must do when the Department collects, uses, handles and destroys personal information. Personal information includes personal details such as an individual’s name and school that could be used to identify an individual.

2) **Collection, use, disclosure and storage of personal information**

If you provide your consent your school will collect and disclose your child’s first and last name, and the name of the school to the Department. The Department will then:

- Publish your child’s name on its online Honour Roll located at: [www.education.vic.gov.au/prc](http://www.education.vic.gov.au/prc) at the completion of the Challenge with no other identifying factors such as early childhood setting name.

3) **Accuracy, access to information and withdrawal of consent**

The Department will endeavour to ensure that any personal information held about your child is up to date and accurate. You can access, correct and withdraw personal information held by the Department by written request in accordance with the Department’s Information Privacy Policy located at: [http://www.education.vic.gov.au/Pages/privacypolicy.aspx](http://www.education.vic.gov.au/Pages/privacypolicy.aspx)

Consent may be withdrawn at any time by writing to the Department’s Privacy Unit on: *privacy.enquiries@edumail.vic.gov.au*.

*If you have any questions about this form, or if you need more information, please contact the PRC Challenge Coordinator at the Department* [readingchallenge@edumail.vic.gov.au](mailto:readingchallenge@edumail.vic.gov.au) *or (03) 9637 3624.*
2RY had some serious FUN during the ‘RACV Street Scene’ incursion which deepened our knowledge about road safety and the importance of being a responsible passenger and pedestrian. Following the incursion students wrote a recount about their experience in the format of a diary, letter, postcard or reflection.

I learnt you should wear a helmet while you are riding a bike.
-Vidu

I learnt that if you are not 145cm tall you cannot sit in the front seat.
-Nuovan

In a car crash the airbags pop out.
-Mavishka

I found it interesting that it matters how tall you are to be able to sit in the front seat of a vehicle.
-Thevindu

It is not good to hear that some people cross the road without looking.
-Alan

We got to learn about road safety by playing stop, look, listen, think, go!
-Odella
In Prep our Science Inquiry Unit is called ‘Are we living in a material world?’. We are learning to: Describe what we think the role of a scientist is. What I’m looking for: What you think a scientist is and what they do. Your personal best. This is because: We are going to be scientists in the classroom throughout the term.

Science is...
- Science can be about animals and baby cubs. – Daniel
- Science is about the world around us—Safwan
- Science is about making potions and making things explode – Kade
- Science is about learning – Dillon
- Science is about putting water and bottles together and doing things to see what changes – Lehara
- Science is about different things – Nartana
- Science is about learning about different things like making things – Arnav
- Science is about machines and people that look at different things – Russell

A Scientist...
- Wears goggles to protect their eyes – Rex
- Scientists can make toys – Thiyansa
- Scientists know about lots of things and how they work – Ruhein
- Scientists make potions with water and bottles – Akain
- Makes things that you can do and make things that explode like a volcano – Ria
- Can be a boy or a girl – Aiden
- A person who wears a long white coat and makes potions – Lavendra
- Scientists can make petrol and oil. They also learn how to make machines to clean teeth – Isath
By Lewis 3AJ:

"During the school holidays, my family went to Phillip Island with my cousins, aunt and uncle. The highlight of our stay was seeing the Penguin Parade. Even better, we saw Mr Kitch and his family there! After a long wait, the penguins finally came ashore, travelling in large groups for safety. We were very close to them as they waddled past on the way to their penguin houses. We would have seen hundreds in all. We also enjoyed looking at the Highland cattle and Clydesdale horses at Churchill Island. We can't wait for next school holidays!"

The picture was drawn by Rhys – 1DH
Helping your child with reading at home or in the classroom

Would you like some tips on how to help your child with their reading? If so, you are invited to come to a “Parent Helpers Program” at school. This will take place in the staffroom on Monday the 2nd of May at 9.30-11.00 a.m.

If you are available to help with reading, to and with children at school, please let your child’s teacher or me know.

I am looking forward to meeting you there and working with many of you in the classrooms.

Thanks,
Mrs Lyn Clugg.
Reading Recovery Teacher
Camps, Sports and Excursions Fund

The Victorian Government unveiled a $148 million initiative in August 2015 to ensure all Victorian students can take part in school trips and sporting activities. The Camps, Sports and Excursions Fund (CSEF) will run over four years and provide payments for eligible students to attend camps, sports and excursions.

Families holding a valid means-tested concession card or temporary foster parents are eligible to apply. $125 per year will be paid for eligible primary school students, with $225 per year paid for eligible secondary school students. Payments will go directly to the school and be tied to the student.

CSEF Eligibility

Below is the criteria used to determine a student's eligibility for the Camps, Sports and Excursions Fund (CSEF).

Criteria 1 - Eligibility
To be eligible for the fund, a parent or legal guardian of a student attending a registered Government or non-government Victorian primary or secondary school must:
- on the first day of Term one, or;
- on the first day of Term two;
  - Be an eligible beneficiary within the meaning of the State Concessions Act 2004, that is, be a holder of Veterans Affairs Gold Card or be an eligible Centrelink Health Care Card (HCC) or Pensioner Concession Card (PCC) holder;
  OR
  - Be a temporary foster parent, and;
  - Submit an application to the school by the due date.

* A special consideration eligibility category also exists. For more information, see: www.education.vic.gov.au/csef

Parents who receive a Carer Allowance on behalf of a child, or any other benefit or allowance not income tested by Centrelink, are not eligible for the CSEF unless they also comply with one or (a) or (b) above.

Criteria 2 - Be of school age and attend school in Victoria
School is compulsory for all Victorian children aged between six and 17 years of age inclusive. For the purposes of CSEF, students may be eligible for assistance if they attend a Victorian registered primary or secondary school. Typically, these students are aged between five and 18 years inclusive.

CSEF is not payable to students attending pre-school, kindergarten, homeschooling, or TAFE.

Eligibility Date
For concession card holders CSEF eligibility will be subject to the parent/legal guardian's concession card being successfully validated with Centrelink on the first day of either term one, 27 January 2016 or term two, 11 April 2016.

Closing Date
Parents are encouraged to lodge the application form by 29 February 2016, so that payments can be made from March 2016. However schools can accept parent applications up until 03 June 2016.

Payment amounts

CSEF payment amount
The CSEF is an annual payment to the school to be used towards camps, sports and/or excursion expenses for the benefit of the eligible student.

- Primary school student rate: $125 per year.
- Secondary school student rate: $225 per year.

The CSEF is paid directly to your child's school and will be allocated by the school towards camps, sports and/or excursion costs for your child.

How to complete the application form
1. Complete the PARENT/LEGAL GUARDIAN DETAILS section.
   - Make sure that the Surname, First Name, and Customer Reference Number (CRN) details match those on your concession card. You will also need to provide your concession card to the school.
   - If you are claiming as a Foster Parent or a Veteran Affairs Pensioner, you will need to provide a copy of documentation confirming your status as a temporary Foster Parent or provide your Veteran Affairs Pensioner Gold card to the school.
2. Complete the STUDENT DETAILS section for students at this school.
3. Sign and date the form and return it to the school office.

CSEF payments cannot be claimed retrospectively for prior years.

Queries relating to CSEF eligibility and payments should be directed to the school.
The advertisements in this newsletter are in good faith but no responsibility as to the quality of the products or services offered is accepted by the school.

Glen Hill Playgroup

Tuesday or Wednesday
10.00am – 12 noon
Vacancies for Term 2
Cost $35 per term.
Enquiries: Vicki
0409 833 740
GUITAR LESSONS
Glen Waverley Primary School

Guitar lessons are available at Glen Waverley Primary School.

Innovative and Modern Guitar Program.
- Over 20 years experience.
- Modern guitar program with the use of one on one Ipads in guitar lessons.
- Modern, classic and fun songs taught in guitar lessons.
- Learn songs from Taylor Swift, Ed Sheeran, AC/DC, etc.
- Guitar lessons are easy to follow, modern and affordable.

Guitar lessons are available for students in Grade 4 or above. If you would like your child to participate in the program, please call/SMS Paul Varone on 0411 123 655. Limited places currently available.