PRINCIPAL’S REPORT

Dear Members of the Glen Waverley Primary School Community,

Welcome to another very exciting and information packed newsletter! As usual so many marvellous things have occurred at our wonderful school over the past fortnight such as:

Facilities Update
The tradespeople continue to do a marvellous job in ensuring the refurbishment works in Block B are progressing well. Since our last newsletter the final stages of the roof have been completed, handles installed on some of the cupboards, painting and the installation of echo panelling in the corridor is now complete. It is terrific that we are coming to the end of all of the internal works and we hope to have all of the external sections completed by the end of the term. We have included a few photographs for your enjoyment.

Important Dates For Your Diary

August
- 21st Chess – Lesson 4
- 21st After School Chinese Classes
- 22nd Chinese Culture Day Assembly
- 26th SMART8 – Lesson 5
- 27th Basketball Clinic
- 28th Chess – Lesson 5
- 28th After School Chinese Classes
- 29th Year 3 Sleepover

September
- 2nd SMART8 – Lesson 6
- 2nd 2015 Foundation Transition Session
- 4th Chess – Lesson 6
- 4th After School Chinese Classes
- 4th Fathers Day Stall
- 5th Fathers Day Stall
- 5th SDSSA Basketball Round Robin
- 9th Term 3 New Families Afternoon Tea
- 10th Junior School Council – Pajama Dress Up Day
- 11th Schools Spectacular Rehearsal
- 11th Chess – Lesson 7
- 11th After School Chinese Classes
- 12th Schools Spectacular Rehearsal
- 15th Year 6 Camp
- 19th LAST DAY OF TERM 2

ASSEMBLY 1:45 PM – DISMISSAL 2:30 PM

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

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 – these must be in an envelope marked with the child’s name and grade together with payment, correct monies are appreciated.

Help Us Reach Our Goal

Glen Waverley Primary School 774 High Street Road, Glen Waverley 3150
Ph: 9802 9938  Fax: 9886 1590  Email: glen.waverley.ps@edumail.vic.gov.au  Website: www.glenps.vic.edu.au
Year Prep Late Night at School
Our school’s Outdoor Education program is a highlight of a very busy year of learning and on Friday 8th August the Prep children were provided with their very first “Late Night at School”. The children certainly had a wonderful evening where they were able to spend a few extra hours at school whilst completing a variety of tasks such as dinner with their teachers and friends and then culminated into changing into their pyjamas and watching a movie.

The late night was a wonderful evening that was extremely well organised by Ms Teoh and the entire Prep Team. As usual, we were also extremely fortunate to have so many parents assist which is also wonderful. Thank you to everyone who assisted, congratulations to Ms Teoh and the Prep teachers (Ms Baizanos, Mrs Anagnostou and Mrs Tzialis and Learning Assistant Soula) as the evening was something that the children will remember for many years to come.
Annual Disco
There is certainly a great deal of additional excitement in the air at the moment as our annual school disco is being held tomorrow night! A reminder that it is being held at Glen Waverley Secondary College in the Treseder Hall. The Prep to Year Two disco will commence at 5:30 and conclude at 7:00 and the Year 3 – 6 Disco from 7:30 to 9.
I hope to see as many parents as possible tomorrow evening and don’t forget to bring your dancing shoes!

Enrolments
I would like to remind families with children who will be beginning school in 2015 that enrolments are closing rapidly with only a very small number of positions available as places are filling fast. Hence I strongly encourage you to ensure you return your child’s enrolment form to Jenny or Pam as soon as possible.

We also ask that members of our school community 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 at 9:30 and also upon request. Please call the school on 9802 9938 to book a tour.

School Visits
Our school continues to have lots of staff from other schools visit in order to see how we implement our teaching and learning programs which is always an honour and something we should all be incredibly proud of. Last week we had three schools visit us however on Wednesday something very special occurred as the entire staff from Rutherglen Primary School spent the day with us. Their Principal spent a day in our school a few months ago and was extremely impressed and then requested if his entire staff could too. Naturally we were more than pleased to support their visit as it is also an opportune time for our staff to network and also affirm the practices occurring in one another’s schools.

I would also like to acknowledge our wonderful children who are always very well mannered, behaved and ensure they answer all questions well and with dignity. One of the elements of effective teaching is to ensure the children are completely aware as to why they are learning a particular concept and are also able to articulate this. I am very proud to mention that every child in our school is able to do so which is simply outstanding and reflective of our high performing school status.
Below are some of the feedback we have received from the Rutherglen staff:

Confirming, stimulating, inspiring, thank you greatly for sharing your knowledge and expertise Glen Waverley.

Thanks to the teaching staff for being so approachable and receptive to our questions. As a result of yesterday’s visit, we are going back to allowing children to select their readers like they used to from a variety of sources. I also liked that you bring in experts to PD all staff rather than individuals going to do PD, as I think this empowers everyone. My mind hasn’t stopped ticking over since our visit and I have already had many professional discussions with others about aspects of their visit.

Yesterday was great for sharing ideas, planning and assessment. Each classroom provided a new idea and each child I spoke to whilst working was inspiring. From my observations and professional discussion, it appears their whole school philosophy is their driving force. Expectations run simultaneously strong across the school, with all staff “on the bus”. Their approach to writing has been very similar to how Karryn has led our team and it was reaffirming to see such amazing work. In reflection, our work towards planning strong, integrated, clear and consistent units across the Foundation – Grade 2 will be rewarding and fruitful for student outcomes. Thank you for your organisation of such an engaging, professional day!

Thank you for organising our school trip on Wednesday was a great day and I can only speak from me, I gained much from the day. A few hints to refine our reading and writing techniques and some affirmation that our maths is on the way. I personally gained from some professional discussion with Helen. She is a contact that I see further discussions and visits will be very beneficial – (she is a NAPLAN marker- got some tips, but is willing to work with me/ my team on focus points that make the difference.) I also gained from the day that their commitment to ‘Hattie’ and his research is their practise. So thankyou once again, My team have so much to chat about, some refinement and some affirmation. So things we can work on and some things we can do better. An inspiring day!

I thought the school philosophy allowed a very tangible measure of whole school practice - student based, staff excellence and practice supported by research. We saw students who could verbalise their learning proficiently and teachers who were passionate about their teaching and continued learning as a whole school collegiate team. It has certainly provoked some valuable reflections on ourselves as practitioners and our implementation of curriculum for increased student outcomes.

Thanks for a fantastic day! It is quite obvious that your school has a very united approach towards excellence in teaching and learning. The leaders we worked with on the day were very open to sharing their expertise with us and we are hopeful in continuing to network with them. We took away ideas which we hope to trial and implement into our unit. It was interesting to have had a conversation with one of your staff about team teaching which challenged our thoughts on our current practise.
CONGRATULATIONS TO THE FOLLOWING STUDENTS WHO RECEIVED A PRINCIPAL'S AWARD RECENTLY:

Prep CB: Cheniru for making great progress with his writing skills
Prep LT: Charlie, Ramika, Kisara, Akein and Archit for writing amazing recounts about the Year Prep, Late Night at School which are featured in the kids Corner section of this fortnight's newsletter

1KG: Erin, Daniel, Keisha and Alfred for being really responsible children by keeping our school yard very clean
1MB: Jayda for being a great friend, Sayuni for finding and writing lots of different ways people communicate as extra home learning, Sevin for making sensible and responsible choices, Sayuri for creating a wonderful drawing, Tatiyanna and Ardhith for making great progress with their spelling and reading, Yannick, Sevin and Sean for writing exciting books with the Reading Eggs factory, Sevin, Yannick, Sean and Herosh for being really responsible children by assisting our school yard
1PK: Oliver for making excellent progress with his English skills
1SR: Sanulya and Thathy for wonderful manners and wonderful reading,

2CW: Ameen for making a beautiful loom band for me and Archi for being a great friend
2ND: Anujana for being the first child in our school to make 100 banking deposits in the school banking program, Ally, Sandhi and Chathuka for completing wonderful writing in Braille as part of their communication unit, Vishal and Yenula for being really responsible members of our school community, Dehein for making scrumptious sausage rolls as part of his English writing program, Dehein and Bilaal for writing a fabulous description of their voracious reading, Thinuri for writing a fabulous letter about a recent incursion which is featured in the Kids Corner of the newsletter and Sandhi and Sophia for being great friends
2PS: Branna for making scrumptious sausage rolls as part of his English writing program

34S: Abi, Ananda and Victoria for making delicious sausage rolls as part of their English learning skills

3DJ: Ranuga, Aditi, Kashish and Jay for fantastic handwriting, Natalie for fabulous maths work and Amy for outstanding drawing of a pet city

4KB: Chanuli for outstanding home learning

5JT: Duvin for amazing reflective writing, Raghav, Riya and Ye Ji for creating a wonderful iMovie about their very own dreamtime story "Dunbi the Owl"
56L: Natasha for making wonderful improvements with her writing skills and Sean for excellent progress with his spelling and comprehension skills

4KB: Amy, Sethini, Nethini and Chanuli for creating wonderful pie graphs involving fractions and decimals about water usage in their homes

4KB: Movinya for publishing a wonderful explanation of how to look after your puppy and Akshaniya for being a great friend

ISR: Sangy for sharing the book "spotlight" which is full of recommendations about how to be happy before going to sleep
Curriculum Day
Last Monday we held our final Curriculum Day for the year where we spent the day reviewing and redeveloping our integrated units of work which consist of the History, Geography and Science units. As a staff we are still very committed to ensuring Science remains a major focus for our students hence in Terms Two and Four this will continue. The overall units we have created are extremely comprehensive, align with the Australian Curriculum and most importantly, will provide the children with continued engaged units of learning.

Please refer to Mrs Gough’s piece for further information.

BIRTHDAYS

Happy Birthday to the following students who celebrated their special day during the second half of August:

Prep LT: Akein
Prep MT: Janessa and Minh
Prep OA: Kevin and Shanza
1MB: Trinity
1PK: Victoria, Yug, Gayodha and Kavinthi
1SR: Ravindu, Rehansa, Lilly and Advaith
2CW: Pawan
2ND: Thinuri
2PS: Akshala and Harani
34S: Isara
4KB: Anirudh
4SD: Pulindu and Nachiket
5JT: Vihan
5PA: Justin and Kausik
5SR: Inha, Ellie, Vignesha and Dyson
56L: Amrita, Kyrylo, Justin and Rituraj
6CG: Neel and Minul
6LT: Nandinee

Wishing everyone a safe and happy fortnight,

Frank Catalano
Principal
We commenced our Curriculum Day last Monday by immersing ourselves in quotes such as the above, as a precursor to the work of the day. Although we were very proud of the Curriculum Inquiry Units we had previously developed at Glen Waverley Primary School, we were also very aware of the importance to remain fresh and at the cutting edge of curriculum research and the Australian AusVELS documentation. Remaining mindful of our school philosophy is paramount for all staff at our school, which, in review is:

1. Building staff capacity is paramount.
2. The students are at the centre of everything we do.
3. Everything we do is based on research and a Whole School Approach.

Over the day, teachers worked collaboratively to create mind maps and flow charts. We mapped curriculum requirements and planned units of inquiry learning that embraced departmental guidelines, extended student learning and capacity, and planned for student voice and high levels of engagement.

In previous years, Curriculum at Glen Waverley PS had been planned using a four team model. The four teams consisted of; 1. Foundation (Prep), 2. Years One and Two, 3. Years Three and Four, and 4. Years Five and Six. You may be interested to know that as we track school history back a further 3 to 4 years, that there were three teams in existence as Years Prep, One and Two were originally combined as one. As the school has continued to grow, we are excited to have an increase in staff numbers that facilitates our evolution into a seven team model, one team for each Year Level.

Inquiry curriculum embraces many areas, specifically History, Geography, Science, Civics and Citizenship, and Economics, while simultaneously linking to all other curriculum;

- Discipline Based Learning (such as English and Mathematics)
- Inter-Disciplinary Learning (such as Design, Creativity or Technology, ICT, Communication or Thinking), and
- Physical, Personal and Social Learning (such as Interpersonal Development or Personal Learning).

In the following tables, you will find topics, guiding questions and/or guiding statements that summarise the foci for Inquiry Learning as we move forward. You may detect that Term Two and Four (highlighted in blue), are indicating an immersion in Science, while Term One and Three (highlighted in pink) focus on the other disciplines of Humanities.
<table>
<thead>
<tr>
<th>Foundation</th>
<th>Year One</th>
<th>Year Two</th>
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<tbody>
<tr>
<td><strong>Term One</strong></td>
<td><strong>Title:</strong> What About Me?</td>
<td><strong>Title:</strong> How does our past family life impact on the present?</td>
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<tr>
<td></td>
<td><strong>Guiding Questions:</strong> Who am I?</td>
<td><strong>Guiding Questions:</strong> How has family life changed or remained the same over time?</td>
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<td>What are families?</td>
<td>How can we show that the present is different from or similar to the past?</td>
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<td>What responsibilities do I have?</td>
<td>How can you record the passing of time in your family?</td>
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<td>What is school?</td>
<td>What are the different features of places and how can we care for them?</td>
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<td>How can spaces within a place be arranged for different purposes?</td>
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<td><strong>Term Two</strong></td>
<td><strong>Title:</strong> What’s It Made Of?</td>
<td><strong>Title:</strong> Schoolyard Safari</td>
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<tr>
<td></td>
<td><strong>Guiding Statements:</strong> Objects are made of materials that have observable properties</td>
<td><strong>Guiding Statements:</strong> Living things have a variety of external features</td>
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<tr>
<td></td>
<td>Science involves exploring and observing the world using the senses</td>
<td>Living things live in different places where their needs are met</td>
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<td></td>
<td>Science involves asking questions about, and describing changes in, objects and events</td>
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<td></td>
<td>People use science in their daily lives, including when caring for their environment and living things</td>
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<tr>
<td><strong>Term Three</strong></td>
<td><strong>Title:</strong> Where Do I Belong?</td>
<td><strong>Title:</strong> What are our Local resources and how they are managed?</td>
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<tr>
<td></td>
<td><strong>Guiding Questions:</strong></td>
<td><strong>Guiding Questions:</strong> What are and how are local resources managed to meet the needs of people?</td>
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<td>Where does food come from and how is food produced?</td>
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<td>What are the similarities and differences between student’s daily lives and their parents?</td>
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### Middle Years

#### Year Three

**Term One**
- **Title:** What does it mean to be a resident of Australia & a citizen of the world?
- **Guiding Questions:**
  - Is Australia a toddler or a teen?
  - What shapes us as a community?
  - Who drives change?
  - How do Global events contribute to a countries development?

**Term Two**
- **Title:** Plants In Action
- **Guiding Statements:**
  - Living things have life cycles
  - Science involves making predictions and describing patterns and relationships
  - Science knowledge helps people to understand the effect of their actions

#### Year Four

**Term One**
- **Title:** How did the great journeys of exploration impact on indigenous civilisations?
- **Guiding Questions:**
  - What was life like for Aboriginal and/or Torres Strait Islander Peoples before the arrival of the Europeans?
  - Why did the Europeans settle in Australia?
  - What was the nature and consequence of contact between Aboriginal and/or Torres Strait Islander Peoples and early traders, explorers and settlers?

**Term Two**
- **Title:** Smooth Moves
- **Guiding Statements:**
  - Forces can be exerted by one object on another through direct contact or from a distance
  - Science involves making predictions and describing patterns and relationships
  - Science knowledge helps people to understand the effect of their actions
<table>
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<tr>
<th>Term Three</th>
<th>Year Three</th>
<th>Year Four</th>
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<tbody>
<tr>
<td><strong>Title:</strong></td>
<td>Sustainability; Who is responsible?</td>
<td>How do we use natural resources to sustain living?</td>
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<tr>
<td><strong>Guiding Questions:</strong></td>
<td>How can we maintain our cultural identify? (Cultural)</td>
<td>Guiding Questions;</td>
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<tr>
<td>How have the physical characteristics of a country dictated land use? (Environmental)</td>
<td>Global: How can we make change sustainable?</td>
<td>How does climate affect where water is found and how we use it?</td>
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<td>How does the environment support the lives of people and other living things?</td>
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<td>How do different views about the environment influence approaches to sustainability?</td>
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<td>How can people use places and environments more sustainably?</td>
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<tr>
<th>Term Four</th>
<th>Year Five</th>
<th>Year Six</th>
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<tr>
<td><strong>Title:</strong></td>
<td>Material World</td>
<td>What are the rights and responsibilities of people within democracy?</td>
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<tr>
<td><strong>Guiding Statements:</strong></td>
<td>Natural and processed materials have a range of physical properties; These properties can influence their use</td>
<td>Guiding Questions;</td>
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<tr>
<td>Science involves making predictions and describing patterns and relationships</td>
<td>Science knowledge helps people to understand the effect of their actions</td>
<td>What are the responsibilities of our elected representatives?</td>
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<td>How do we ensure a democracy is fair?</td>
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<td>How have laws developed in Australia?</td>
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<td>Term Two</td>
<td>Year Five</td>
<td>Year Six</td>
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<tr>
<td><strong>Title:</strong></td>
<td>Desert Survivors</td>
<td>Earthquake Explorers</td>
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<tr>
<td><strong>Guiding Statements:</strong></td>
<td>Living things have structural features and adaptations that help them to survive in their environment</td>
<td>Sudden geological changes or extreme weather conditions can affect Earth’s surface</td>
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<td>Science involves testing predictions by gathering data and using evidence to develop explanations of events and phenomena</td>
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<td>Important contributions to the advancement of science have been made by people from a range of cultures</td>
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<td>Science understandings, discoveries and inventions are used to solve problems that directly affect people’s lives</td>
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<td>Science knowledge is used to inform personal and community decisions</td>
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<th>Year Six</th>
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<tr>
<td><strong>Title:</strong></td>
<td>How can we work towards a fair and inclusive society?</td>
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<tr>
<td><strong>How did migration patterns in the 19th Century shape Australia Today</strong></td>
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<td><strong>Guiding Questions:</strong></td>
<td>What are the economic ramifications that had lasting impact in the 19th Century?</td>
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<td>Who came to Australia and why?</td>
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<td>What effects does changing population have on the physical environment?</td>
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<td>How did government/democracy and Human Rights evolve over the 19th Century?</td>
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<td>What makes a fair and inclusive society?</td>
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<td>How have the status and rights of Aboriginal people changed over time?</td>
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<td>What effect has Indigenous culture had on contemporary Australia?</td>
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<tr>
<th>Term Four</th>
<th>Year Six</th>
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<tr>
<td><strong>Title:</strong></td>
<td>It’s Electrifying</td>
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<td><strong>Change Detectives</strong></td>
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<tr>
<td><strong>Guiding Statements:</strong></td>
<td>Changes to materials can be reversible, such as melting, freezing, evaporating, or irreversible, such as burning and rusting</td>
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<tr>
<td></td>
<td>Scientific understandings, discoveries and inventions are used to solve problems that directly affect people’s lives</td>
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<td>Electrical circuits provide a means of transferring and transforming electricity</td>
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We all know that raising children does not come with a “How To Manual”. As they grow and change so must the ways we handle and discipline our children. Research shows that a steady, calm and fair approach helps children to grow up as well-rounded members of society. Discipline is easy when children are easy. However, it can be downright tricky when children are difficult, have interesting personalities or are at one of the challenging developmental stages. It’s with kids in these difficult categories that we need to get our discipline techniques right.

Michael Grose offers some tips on his website Parentingideas.com.au of how to avoid getting yourself into tricky discipline situations:

1 Repeating yourself
If you do this, you are training your kids to become ‘parent deaf”. Kids learn more from respectful actions than your repeated words, so speak once – twice at most – then DO something.

2 Shouting to be heard
You will get better results by going below the noise baseline to get their attention rather than raising your voice.

3 Setting limits too late
If you set a limit a few weeks after new object or situation is introduced (e.g. a kid gets a new mobile phone, a teen starts going out at night), you will be seen to be taking away a freedom. It’s better to set limits first then loosen them up later.

4 Setting no limits
Boundaries, rules, expectations and standards teach kids what’s expected. Boys love them. They also like to push against them, so you need a firm backbone.

5 Failing to follow through.
Talk! Threaten! Nag! No way! See No. 1 above.

6 Making consequences too harsh
“You’re grounded for a month, Mr 6-year-old” is a tad harsh and will usually bring resentment, not to mention confusion. Stick to the 3 Rs – respectful, reasonable and related to the behaviour – when setting consequences and you can’t go too far wrong.

7 Applying consequences when you, or they, are angry
When anger is in the air kids will become mad at you ... if they listen at all. Calmness makes a huge difference to effectiveness at the point of discipline.

8 Mixing discipline with counselling
Never mix the two as it sends mixed messages. If a child misbehaves manage that situation. If you suspect something negative is going on in their life, then deal with that at a separate time. Keep the two actions separate so they can both be effective.

9 Deferring discipline
Deferring discipline to a child care centre, preschool or school. This is taking the easy way out and teaches kids that you don’t have real authority. Have the confidence to be the authority and take a lead.

10 One parent is always the bad guy
This gets wearing. Also it’s hard to have fun when you are the tough cop all the time. If you are in a two-parent situation take discipline in turns. If you are parenting solo, brings parents into the act.
The Kids Corner section of this fortnight’s newsletter has been written by many of our wonderful students which demonstrate how the complexity of their learning increases as the children move through our school, such as:

Some of the children in Prep LT would like to share their reflections on the “Late Night at School”

Archit:
We had a late night on Friday 8th August. We had it with the Preps and some mums and dads. We had it at Glen Waverley Primary School Prep Area. We had it because we were getting ready for a sleepover in Grade 3. We watched a movie and put on our pyjamas and ate some Tiny Teddy’s. We played on the iPads and we played outside. There were some people who went to Tennis when we were playing on the iPads.

Akein:
We had a late night on Friday 8th August. We went with the Foundation, some mums and dads and some teachers. We had it at Glen Waverley Primary School. We did it because we are having a Sleepover in Grade 3. We were having it in the centre of the classes. We also ate fruit, pizza and biscuits. We brought our pyjamas and wore them. And when we got time to play outside. We got to play tennis and it was really fun! I enjoyed it when we watched the movie.

Kisara:
We had a late night on Friday 8th August. We went with the Foundation and some teachers and some parents came as well. We had it at the Prep Area. We watched Hoodwink and had a snack. We brought our pyjamas and changed into them (then we all went home) but before that I ate one pizza for dinner.

Charlie:
We had a late night on Friday 8th August. All the Prep teachers and some mums and dads came. We had it at Glen Waverley Primary School in the Prep Area. We had to get ready for the Grade 3 sleepover. We brought our pyjamas because it was a late night. I ate 2 slices of pizza during the movie.

Ramika:
On Friday 8th August we had our late night at school. All of the Preps had a play outside and we had some activities inside the classroom. I played on the iPad. All of the Preps had to get out of their uniform and put on their pyjamas. We watched Hoodwinked and we ate 2 slices of pizza. We had a drink and ate Tiny Teddy’s. It was fun, I liked it.

Dihein and Bilaal (Year 2): Voracious Reading Learning Task
My partner is Bilaal.
The book we read is Dinosaur Rescue
The things I did well when reading voraciously were:
- I was very loud and had good expression
- When there was an explanation mark, I raised my tone.

The things I can improve next time are:
- Chunking the words and
- Understanding the words

Thinuri (Year 2) wrote this amazing letter about the Uncle Bill incursion:
Dear Mr Catalano,

On Monday 11th August 2014, I went to see the Aboriginal speaker called Uncle Bill. I learnt a lot of things about Aboriginal culture. I learnt that if you were born 2,000 years ago, your mother would have to make your baby blanket out of possum skins and did you know they used “arm power” to send sound waves to communicate with the other people in their tribe?

Duvin (Year 5) has written his personal reflection on the text, “Diary of a Wimpy Kid”

Page 1: If this was to be a book that someone picks up to read for the first time, they would not have any idea what’s going on!
Suggestion: Mention what happened in the previous book as it is a series

Page 3: The book is in a very good diary format. I guess that’s why the book has so many paragraph issues.

Page 5: The scene changes very quickly. Suggestion: Maybe let the book flow a bit better

Page 8: I like how the words that have a strong meaning are written in a way they stand out

Page 9: I think the story drags on way too much. Suggestion: Be more succinct

Page 12: Might be an error, bit on this page there are no lines like the other pages.

Page 19: Scene changes very quickly (Again)
Page 20: Nice word choice used.

Chapter One: I think it has its ups and downs. Average 7/10
As part of our Water Inquiry Unit, 3AJ invented their own device that would make it easier for developing countries to access fresh, clean water! Our full explanations can be found in our classroom.

Isaiah: The life Saving Straw, is a straw which you use to drink from any water source and it purifies the water.

Hritik: Super water pump, collects water from the oceans and rivers. When the wheels spin all the dirt and bacteria move, then the fresh water leaves through pipes.

Emma: A cleansing water bowl is used by pouring dirty water into the bowl and then the dirty water goes through small holes. Then the dirt gets stuck on the surface of the hole.

Julian: The Water Teleporter, is a device that will help poor people from different countries. It brings water from rivers, oceans and waterfalls to the countries. It can also take dirty water and replace it as clean water by passing it through drains, where it will be blown through the cleaner.

Sana: The water strainer, cleaner tap, is a machine that you can get the water out of. You can get four types of different water. When you want to clean the water, you pour it in and it goes through the several filters, to remove salt, dirt and bacteria. Then it pours into cups.

Jaden: The Clean-o-drinker manager will give you taps for fresh, clean water. There are suckers and spirals that will help the water get clean.

Aryan: The Water Collector, takes dirty water and then you put in special leaves and watery lettuce which makes the water cleaner.
The Year 4 lunchtime Hoop Time Basketball Program has now finished for the year after an exciting conclusion of a day full of matches on Friday 8th August at Nunawading Basketball Stadium. The program involved students participating in five lunchtime clinics which focused on the key skills of bouncing and dribbling, passing, shooting, defending and running into space; tactics and rules of the sport were also explored throughout the clinics. The Hoop Time Day finale at Nunawading Basketball Stadium saw our twenty students divided into three mixed teams of boys and girls. Each team played five matches on the day and although the day revolved around participation and enjoyment, it was still nice to see each team win at least two of their games. As usual, our students were exemplary with their behaviour and represented our school with distinction. The day was very hectic with the juggling of three different teams and draws and it was wonderful to have the support of so many of the parents there. I would particularly like to offer my sincere thanks to parents Phillipa and Nivedita for their assistance on the day. With the success of this year’s program, we look forward to again offering this opportunity to the grade 4 students in 2015.
On Friday 15th August, all of our Year 6 students travelled down to Ashwood Secondary School via bus to participate in the Syndal District Winter Sports Round Robin Day. Students participated in either our AFL, girls netball, mixed netball, volleystars, kickball or soccer rounders team and played against four other local schools. We were very fortunate to have such a beautiful winter’s day and the students achieved wonderful results in all teams. Our soccer rounders team went through undefeated on the day which was an exception effort. The kickball and mixed netball teams also did really well, winning three out of their four matches. Volleystars halved their games with two wins and two losses, and while both the girls netball and AFL teams missed out on winning a game, their improvement from matches played in term 2 was quite remarkable with a couple of very narrow defeats. Overall, it was another fantastic day for both the Syndal District School Sports Association and the participating Year 6 Glen Waverley students. Our attention now turns to the Basketball Round Robin Day on Friday 5th September.

Last week we received a very generous donation of sports equipment from Kavin in 6LT. Kavin and the Perera family have very kindly donated two pairs of cricket pads which the school cricket team will be able to use in Term 4, eight tennis racquets and five brand new Wilson tennis balls – these are sure to come in to good use with the tennis nets that we purchased recently. Alongside the ‘build a new Hall’ fund that has been initiated by GWPS students, it is amazing to see the amount of care, consideration and generosity that our students and families show towards our school. Rest assured that the teachers are just as passionate and enthusiastic about continuing to expand and evolve our school physical education program for the benefit of all of our students!
This year Advanced Art Classes have afforded some of our students amazing opportunities to extend on their Visual Art skill base. Additionally, the artworks themselves have enhanced the aesthetics of our school and enabled other learning opportunities through the use of the artworks in other specialist departments.

This term our Level 1 and 2 students are painting the Art Room chairs with the theme of the alphabet. Each student is responsible for their own chair and their own letter. So far this term they have chosen a letter, decided on a word that begins with this letter, created a design that matches their word, sanded and primed their chair, and are now in the process of painting their design onto their chair. The level of technical proficiency in our students’ execution of their designs has simply been outstanding thus far! Their level of enthusiasm has also matched this.

Our very talented Year 1 and 2 Advanced Art students for Term 3 are as follows:

1MB: Yannik and Jayda  1SR: Rehansa and Dinil  1PK: Abhirup and Janumi
1KG: Umavin and Keisha  2CW: Hsien and Bhu  2ND: Emily, Thilunari and Sandhi
2PS: Karina, Chloe and Fancy

If you would like to observe the progression of the chairs please feel free to drop into the Art Room after school and I would be proud to show you the wonderful progression our students have made with their chairs.

Mr. Hudson
Visual Arts Teacher and Learning Leader
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.

THANK YOU

We recently received a $30 gift card donation from Coles supermarket at The Glen to support the fundraising efforts of the Community Relations Committee. Our thanks to Coles and of course all the wonderful parents who prepare the Cheese Toasties and Milo for the students every week.

VERMONT SOUTH CRICKET CLUB

www.vscc.com.au
New players welcome for season 2014/15

Registration Day

Saturday 30th August & Sunday 31st August (9am-11am)
Livingstone Primary School Oval (Melway 62 G7) Enter via Hanover Rd

Under 12s & 14s Competitive competition
Friday evenings / Saturday mornings
Registration fee $140
(includes club shirt & cap or a $50 clothing voucher)

Under 10s Non competitive competition
Friday evenings 5pm – 7.30pm.
Registration fee $70

MILO in2CRICKET 11 week program (for children aged 4-7)
Sunday mornings (10am – 11.15am).
1st session: Sunday 5th October 2014.
Registration fee $70 (includes Cricket Australia pack)

For further information contact:
MILO in2CRICKET Co-ordinator Robert Wilson 0428 176 275
Email: robert.wilson@coles.com.au
Junior Co-ordinator Rob Moschetti 0417 210 269
Email: rjh@bigpond.com.au
Junior Registration Day

Includes FREE coaching clinic

Wellington Reserve, Mulgrave (Melways 80 C3)
30th of August 2014, 11:00am - 12:30pm

Register for:
- Milo 'Have-A-Go' (5-10 years)
  - First Milo session starts in November and includes 12 training sessions (5 before Christmas, 6 after Christmas).
  - Cost $65 (total) for 12 training sessions.
- Under 11’s / 13’s / 15’s / 17’s Full Season
  - Friday Night & Saturday Morning games
  - Training commences September
  - Cost $150 (Family discounts apply).

Please come along and register for season 2014/15.

Contact: Jackson Fox – Junior Section Coordinator
Ph: 0411 849 741
Email: jackson_tigers@hotmail.com
Web: mwhcc.vic.cricket.com.au

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notting hill
neighbourhood house

We have an exciting Child Services Training course (Certificate 3, Certificate 4 and Diploma) for new and current workers that will be held for 2 hours fortnightly until the course is finished.

We will also be offering training in Certificate 4 Massage Therapy Practice.

You can choose the information session that is most convenient to you on either –

Wednesday 20th August from 7:30-8:30pm or
Thursday 21st August from 12:00-2:00pm
at the Neighbourhood House for both Child Services and Massage courses.

Please register your interest on 9561 0114

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YOUR CHILDREN ARE AMAZING ALREADY.
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