Values:
Respect Excellence Co-operation Responsibility

School Mission - The community of Glenroy West Primary School works in partnership to inspire every child to do their best and encourages them to grow and achieve excellence

School Vision - Inspire, Grow, Achieve

IMPORTANT DATES FOR YOUR CALENDAR
School Website: www.glenroywestps.vic.edu.au

Term 4
October
- Tuesday 29th October- School Council Meeting
- Thursday 31st October- Grade 5-6 Market Stall/ Step Into Prep -2020 9.00am-10.30am

November
- Tuesday 5th November- Melbourne Cup Day holiday
- Wednesday 6th November- School Concert- Matinee session
  Thursday 7th November- School Concert-Evening Session
- Thursday 21st November-2020 Parent Information Evening- Prep Parents at 6.30pm

December
- Tuesday 3rd December- Celebration of Learning @ 2.15-3.15pm
- Monday 9th December- Pupil Free day
- Wednesday 11th December- Parent Helpers Morning Tea
- Friday 13th December- Swimming Program begins & Student Reports available on COMPASS
- Tuesday 17th December- Grade 6 Graduation
- Wednesday 18th December- Students visit new grade and teacher for 2020
- Thursday 19th December- Carols and School Picnic
- Friday 20th December- Last day of Term 4. Dismissal at 1.30pm

SUN SMART- TIME TO PUT ON YOUR GLENROY WEST HAT WHEN OUTDOORS

Principal’s Report Pamela Streete

Dear Parents and Guardians,

The school year continues to very busy with many events in Term 4. Just to name a few of these events are the Cyber Safety information sessions for both students and parents, school concert, swimming program, celebration of learning and transition day. Amongst all these events, we continue to focus on our core learning across all areas of the curriculum.

Writing-For the last three terms we have engaged a Literacy Consultant to assist staff and students to develop and transform their writing practice. I have been absolutely delighted with the excellent results I am seeing on a daily basis as are the staff. Keep up the great work both students and staff. Well done to all.
School Mission - The community of Glenroy West Primary School works in partnership to inspire every child to do their best and encourages them to grow and achieve excellence

School Vision - Inspire, Grow, Achieve

TRAFFIC REMINDERS
Law enforcement officers are working around our area. Please be reminded it is an offence to stop/park/linger near the blind corner of William and York St. ‘No Standing’ means no parking and no stopping, even to drop off children.

When children are walking across the school crossing, please SLOW DOWN AND STOP. It has been noted that some parents are driving too fast and this may cause an accident. It is great to see many parents using the drop off zone am and pm on a daily basis. Thanks to all the parents who have used the Drop off zone and those that continue to obey the traffic safety laws around our school.

ALLERGIES
A further reminder that we have a small number of children across the school who suffer potentially from life threatening allergies. It is appreciated if lunch boxes are free of these foods. Teachers remind their students not to share their food.

Thank you for your continued cooperation.

CYBER SAFETY
Last week, the Year 3-6 students had an information session run by the Police to discuss Cyber Safety. We also offered an information session for parents this week on Monday evening.

Cyber Bullying is the use of the internet and related technologies to harm other people in a deliberate, repeated and hostile manner.

FORMS OF CYBER BULLYING
Whether it’s posting public pictures, social statuses, personal messages, cyber bullying takes many forms. The most common cyber bullying tactics are:

FLAMING
Online fighting using electronic messages with angry and vulgar language.

HARASSMENT
Repeatedly sending nasty, mean and insulting messages.

DENIGRATION
Sending or posting gossip or rumours about a person to damage his/her reputation.

IMPERSONATION
 Pretending to be someone else and sending or posting material to get that person into trouble or danger to damage that person’s reputation or friendships.

OUTING
Sharing someone’s secrets or embarrassing information or images online.

TRICKERY
Talking someone into revealing secrets, then sharing it online.

EXCLUSION
Intentionally and cruelly excluding someone from an online group.

CYBERSTALKING
Repeated, intense harassment and denigration that includes threats or creates significant fear.

Effects
Just a handful of the effects of cyber bullying include:

• Undermining confidence
• Causing stress and hurtful health effects
• Affecting performance and attendance at school

• Depression and a sense of loneliness
• Suicidal thoughts.
PREVENTION

Luckily, there are practices you can put in place today to prevent cyber bullying from happening. Even though there’s no one size fits all solution, here are some steps you can take:

- Tell someone. Remember, it’s not your fault
- Don’t instigate. Don’t respond or retaliate. Ignore.
- Be aware. If you are a parent encourage your children to talk about what they are doing online and whom they are doing it with. Be vigilant.
- Block them. The majority of cyber bullying occurs by someone you already know. Keep passwords safe.
- Always log out. Especially on public computers.
- Don’t be a cyber-bully yourself. It’s easy to be hurtful, so remember what it’s like for the person on the other side.

Parents and carers are encourage to view the following site:


Hope this helps,

Pam Streeter
Principal.
ABSENCES
Please let us know when your child is absent, on the day is most preferable otherwise you will receive a phone call. Parents can contact the school using Compass, phone in after 8am or send a note to the classroom teacher. Thank you for your ongoing cooperation.

BEING AT SCHOOL ON TIME
It is very important for students to learn about punctuality and being at school on time. The Glenroy West P.S. school day begins at 8.50am and this is the time students get organised for the school day. For children who come late it can mean they may be disrupted missing out on these important rituals and processes. We are aware traffic may delay you but we do need to help our children understand that time management is an important skill and being on time is a lifelong skill to develop early. Thank you for your ongoing support.

SUN SMART: HATS
As the weather becomes warmer we will be enforcing the ‘no hat, no play rule’. Hats are required for all sporting and other outdoor activities including the recess and lunch break. Thanks for your ongoing assistance.

PREPARATION FOR 2020
It is almost that time of year when we begin our staff and class planning process for next year. Please let us know if your child will not be attending Glenroy West next year so we can begin to create balanced classes and make arrangements for staff placement for 2020.

PREP ENROLMENTS FOR 2020 IS NOW OPEN
All 2020 Foundation students to receive a free schoolbag, hat and satchel once enrolled. Enrolment packs can be collected from the office. The following documents must be brought with you before the pack can be handed out.
The documents are:
- Immunisation history statement, downloaded from My Gov.
- Birth certificate
- Other documentation as required

Please speak to our Administration Enrolment Officer Anita or call the school on 9306-8955. Enrolment forms are available on our school website. School tours are available at your request. Please speak to the Principal or Assistant Principals for further information or to arrange a tour.

NEW PREPS FOR 2020
Some of our new families have begun touring the school. If any existing families have a child intending to begin Prep in 2020 please enrol soon as arrangements for classes are beginning. Even if you are familiar with Glenroy West, it is beneficial for your child to participate in our extensive transition program. Details can be located on our school website and found on https://www.glenroywest.vic.edu.au The children will have different opportunities to spend time in classrooms, meet teachers and other students, attend the library, play games etc. These experiences assist greatly in your child's preparation for starting school next year.

Have a great week ahead,
Pam Streete
Principal.
<table>
<thead>
<tr>
<th><strong>TERM 4-WEEK 2</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Mrs Streete Principal</strong></td>
</tr>
<tr>
<td><strong>Mrs Kyriacou Assistant Principal</strong></td>
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<tr>
<td><strong>Foundation A Ms Mead</strong></td>
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<tr>
<td><strong>Foundation B Ms Bryers</strong></td>
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<tr>
<td><strong>Foundation C Ms Tran</strong></td>
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<tr>
<td><strong>1/2A</strong></td>
</tr>
<tr>
<td><strong>1/2B Mrs Slade</strong></td>
</tr>
<tr>
<td><strong>1/2C Miss Darlington and Ms Luke</strong></td>
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<td><strong>1/2D Ms Cetin</strong></td>
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<tr>
<td><strong>3/4A Josie Plane</strong></td>
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<tr>
<td><strong>3/4B Ms Webster</strong></td>
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<tr>
<td><strong>3/4C Ms Rogers</strong></td>
</tr>
<tr>
<td><strong>5/6A Mr Hutchison</strong></td>
</tr>
<tr>
<td><strong>5/6C Ms King</strong></td>
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</table>
## Student of the Week

### TERM 4-WEEK 3

<table>
<thead>
<tr>
<th>Name</th>
<th>For working hard during reading and contributing ideas.</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mrs Streete Principal</td>
<td>For working hard during reading and contributing ideas.</td>
<td>Ayan 12C</td>
</tr>
<tr>
<td>Foundation A</td>
<td>For being a risk taker in her writing.</td>
<td>Clara</td>
</tr>
<tr>
<td>Ms Mead</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1/2B Mrs Slade</td>
<td>For being a risk taker in his persuasive writing.</td>
<td>Jud</td>
</tr>
<tr>
<td>1/2D Ms Cetin</td>
<td>For his fantastic effort and risks then in Writing.</td>
<td>Adithya</td>
</tr>
<tr>
<td>3/4A Josie Plane</td>
<td>For being responsible and always ensuring the lego is cleaned up after breaks.</td>
<td>Aki/Arsh Karanveer</td>
</tr>
<tr>
<td>3/4B Ms Webster</td>
<td>For being courageous and making new friends at school</td>
<td>Madhav</td>
</tr>
<tr>
<td>5/6A Mr Hutchison</td>
<td>For being caring and open minded towards those around her.</td>
<td>Sama</td>
</tr>
<tr>
<td>Performing Arts Mrs Silveira</td>
<td>For being very focused and doing their best to listen, follow instructions and act during the acting rehearsal for our school concert.</td>
<td>Jud 12B Melanie 12B Kribik 12D</td>
</tr>
</tbody>
</table>
INQUIRY INTO NUMERACY
In Numeracy, we have been exploring various addition and subtraction strategies. These include, counting on, counting back, doubles and near doubles and tens of friends strategies. We are also learning about fair share, the beginning of learning division strategies. As part of our Numeracy warm up, we practice counting daily. This includes counting forwards and backwards. We are practising counting by 1s, 2s, 5s and 10s. This term, we are also learning about measurement and geometry, and patterns. In our classrooms, students continually use a range of resources, such as, dice, ten frames, bead frames, number lines, counters, 100s charts and icy pole bundles to support them in Numeracy.

INQUIRY INTO READING
In Term 4, Foundation students will be learning about different comprehension strategies. These include; identifying text features of fiction text and nonfiction text, retelling (beginning, middle and end), fluency and questioning.

Students will continue to set individual reading goals in Literacy and enjoy independent reading time from our class library. Students will be using Digital Technologies such as, Reading Eggs and Book Creator on the iPads to support their learning at school. We encourage students to read at home daily for 15 minutes using their take home readers and learning their oxford words to help support their learning. sk them to tell you what they have read (retelling) and ask them questions about the book e.g. what is your favourite part / who are the characters?
INQUIRY INTO WRITING

In Writing, we will continue to use different strategies to write simple sentences and text such as recounting and recording our ideas. We will be using different language experiences to help us with our vocabulary in writing. We are learning about different writing strategies we can use to make our writing “pop” such as alliteration, onomatopoeia and similes.

Students have personal writing goals that include spelling, text structure, handwriting and using different punctuation types. Students are encouraged to use the 5 star sentences checklist to begin self-editing their work. On Mondays we explore a new sound for spelling which we explore through a list of words and practise throughout the week. Students are also learning how to form all letters neatly and correctly on dotted third lines.

SPEAKING & LISTENING

Students have the opportunity to share their knowledge and communicate their ideas with their peers and through Seesaw and oral presentations. We also encourage students to share their learning journey with their family. Students are encouraged to demonstrate Learner Profile attitudes, such as, communicators, inquirers and being open-minded whilst working cooperatively in groups to continue to build on their confidence in speaking and listening.

HOME LEARNING

Students are given home learning to complete each week. It is given out on a Monday and is expected to be returned on a Friday. Home learning consists of a numeracy, reading, writing and inquiry task. All home learning is a continuation of what students are inquiring into at school.

Students are expected to complete 15 minutes of reading at home each night – reading and discussing your reader (Home readers to be returned to school daily for note/notices and changing of note/notices and changing of books). G.W.P.S. also offers Mathletics and Reading Eggs to all students which is also completed weekly at home on a computer or iPad.
Foundation students attend the school library weekly, each student is allowed to borrow library books. All library books are returned to the classroom by Friday of each week. Please ensure students are returning library books to ensure they are allowed to continue to borrow from the library.

<table>
<thead>
<tr>
<th>Our Unit of Inquiry for Term 4</th>
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<tbody>
<tr>
<td><strong>How We Express Ourselves</strong></td>
</tr>
<tr>
<td><strong>Central idea</strong></td>
</tr>
<tr>
<td>Feelings help us express ourselves and understand others.</td>
</tr>
<tr>
<td><strong>Key Concepts</strong></td>
</tr>
<tr>
<td>Perspective</td>
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<tr>
<td>Reflection</td>
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<tr>
<td><strong>Related Concepts</strong></td>
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<tr>
<td>Emotions</td>
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<tr>
<td>Communication</td>
</tr>
<tr>
<td><strong>Lines of Inquiry</strong></td>
</tr>
<tr>
<td>Ways we can communicate our feelings</td>
</tr>
<tr>
<td>Understanding other people’s feelings</td>
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<tr>
<td>Reactions to other people’s emotions</td>
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</table>

For our How we Express Ourselves unit, we will be learning about how feelings and emotions and how we express and communicate them. We will also be learning about how we can understand other people’s feelings and how we can react to them.
GRADE 1/2 WRITING

All students in Year 1 and 2 have been inquiring into writing persuasive pieces about how we should use Earth’s resources responsibly. We have been using powerful writing strategies, such as the power of 3, VIP (visualise, imagine, picture), alliteration and connectives.

Fowzy in 1/2C has been working hard on using punctuation.

Enzo in 1/2D loves using alliteration and connectives such as because.

Kribik in 1/2D loves using alliteration like jumping jellyfish are joyful.

Ahana in 1/2A has been writing about why the school needs a new swimming pool.

Ashraya in 1/2C loved being creative and writing about spiders coming out of a box!

James in 1/2D has enjoyed learning all the different Writing techniques.

The 1/2s are enjoying learning all of the great writing techniques and tools to become great authors. They have all been writing like mad!
INQUIRY INTO NUMERACY
In Numeracy, we will be exploring angles. Students will learn to estimate angle sizes and use a protractor to check their accuracy. We will be learning to solve written problems, including problems that require students to follow multiple steps to find their answer. Students will use their knowledge of all four operations (addition, subtraction, multiplication and division) to solve these problems and explain their thinking. Students will be exploring fractions and decimals, and learning to apply this when dealing with Australian currency.

INQUIRY INTO READING
Grades 3 and 4 will be reading a range of non-fiction texts and learning to summarise information and infer meaning. Students will be learning to identify author’s purpose in a text and give evidence to justify their answers. Students have been busy setting individual reading goals in Literacy and enjoying independent reading time using our class library. Students have also been using Digital Technologies, such as, Reading Eggs on the iPads to support their learning at school and at home. We encourage students to read at home daily for 15 minutes.
INQUIRY INTO WRITING
In Writing, we will be looking at various text types, including narrative and information texts. We will be expanding students’ vocabulary using The Writing Model, and encouraging students to use a range of descriptive vocabulary and writing strategies (such as similes and onomatopoeia) in their writing. Students will be working towards creating powerful imagery in their writing and using narrative throughout their other text types.

SPEAKING & LISTENING
Students have the opportunity to share their knowledge and communicate their ideas with their peers. They will be working in small groups to create a presentation about digital technologies, which they will present orally to the class. Students are encouraged to demonstrate Learner Profile attributes, such as, communicators, inquirers and being open-minded whilst working cooperatively in groups.

HOME LEARNING
Students are given home learning weekly. It is given out on a Monday and is expected to be returned on a Friday. Home learning consists of a numeracy, reading, writing and inquiry task. All home learning is a continuation of what students are inquiring into at school.
Students are expected to complete 15 minutes of reading at home each night – reading and discussing your reader. G.W.P.S. also offers Mathletics and Reading Eggs to all students which is also completed weekly at home on a computer or IPad.
## Our Units of Inquiry for Term Four

<table>
<thead>
<tr>
<th>Central idea</th>
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<tbody>
<tr>
<td>ICT impacts the community and the way we connect.</td>
<td>The earth is part of a vast solar system.</td>
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</table>

### Key Concepts
- Function
- Connection
- Responsibility

### Lines of Inquiry
- How people communicate and interact through ICT
- Cyber safety and responsibilities online.

### Lines of Inquiry
- The Earth’s position in our Solar System
- Earth’s rotation on its axis causes regular changes
- The exploration of space
- The use of space technology
Imagine a mysterious unfamiliar night...

...Deep in the trees while the wind pushes you while you walk. Footsteps, loud-loud, footsteps. Feeling like your being pulled into the dark-black shadows. Feels like you’re drowning in the waters...

By Dakota

Imagine a dark-dark night...

...where a barrage of missiles land in your trenches. BANG. Then you see a division of soldiers heading towards you.

By Yusha

Imagine a starry night...

...where secrets try to escape. The wind whistles and you feel like you’re being pulled into the sky. Your hearts beating fast. It feels like something is about to happen.

By Zainab

Imagine a scary night...

...one day I woke in thick black ink. The walls are paper with wet ink. There are skeletons everywhere. It is night outside and the full moon shines. I think something is going to happen...BOOM.

By Madhav

The beautiful clear night...

...The metallic-blue colour crosses across the long endless sky. The clear waters sound peaceful. The magical vines swing across the crystal clear lake. The wind whistles.

By Shahista

Imagine a dark starry night...

...creeping through a pitch-black, majestical castle. You go further and see an acid blue portal. Your frightened and try to run, but your trapped. You fall into an abyss that is hypnotic.

By Adeena

Think of a pitch-black night...

...surrounding the space around everything with lean trees towering upon you. Beside you, a lake with murky water gushing past. The moon is full, but dark-dark cluds block it completely. Every sound gets sucked into you like wind touching skin. Hearing loud howls every minute.

By Basit

Students in 34 have been working with our writing coach on a narrative inspired by the story Imagine a Night… by Sarah. L. Thompson. We would like to share some of our opening scenes with you.
Grade 5/6 Curriculum Overview Term 4

INQUIRY INTO NUMERACY
In Numeracy, we have been inquiring into multiplicative thinking. We have been learning to solve problems efficiently by using strategies such as multiplication rather than counting all. We will continue to work on sharing our strategies for problem solving and showing our working out. This term in non-number we have looked at coordinates and shapes using Scratch. We will also be learning about volume and capacity. To end the term, we will revisit key number concepts as determined by students’ maths assessments. You can support our work at home by helping students learn their times tables and encouraging them to share their thinking when solving problems.

INQUIRY INTO READING
In Term 4, Grade 5/6 students have been thinking about the author’s intention. We have investigated how word choices can affect us as readers and how authors can influence us to think about characters as good or bad. We will also look at non-fiction this term and consider the choices authors of non-fiction make to engage and interest the reader. Students have been working on reading Literature Circle books where they practice having text-based discussions and comprehending more complex texts. Students will continue to enjoy their weekly visits to the school library where they can independently choose books to borrow. We encourage students to read at home daily for 20 minutes. You may like to support them by giving them the opportunity to read aloud to you or to answer questions about their book. You could ask them what they are wondering as they read, who the characters are and to share some favourite parts.

INQUIRY INTO WRITING
In Writing, we have been looking at descriptive writing and using powerful writing strategies. We have practised blending our real life experiences with our imaginings and tried bringing new and interesting vocabulary into our work. Students have been able to see what good writers do and how powerful writing strategies can make their writing more interesting. This term we will focus on an explanation text as part of our Unit of Inquiry as well as descriptive/narrative writing. Students have personal writing goals that include spelling, text and sentence structure, handwriting and paragraphing. You may like to ask your child what their goal is to support them with this learning at home.

SPEAKING & LISTENING
Giving students opportunities to share their knowledge and express their ideas is an important part of their learning. Students are encouraged to demonstrate Learner Profile attitudes, such as, communicators, inquirers and being open-minded whilst working cooperatively in groups.
HOME LEARNING
It has been wonderful to see students continue to consolidate the skills they have learnt in the classroom through their home learning activities. Students have been able to make connections to the real world and their own lives through these activities. The link between home learning and students improving their skills is well documented which is why it is important for students to continue their numeracy, reading, writing and investigative skills beyond the classroom. Students are expected to complete 20 minutes of reading at home each night – reading and discussing your book. G.W.P.S. also offers Mathletics and online access to Soundwaves to all students which is also completed weekly at home on a computer or iPad.

Our Units of Inquiry for Term Four

**HOW THE WORLD WORKS**

**Central idea**
Changes in matter can be observed

**Key Concepts**
Function
Causation
Change

**Related Concepts**
Freezing, Floating

**Lines of Inquiry**
Forms of matter
How to change the states of matter
Understand if changes in matter can be reversed

**SHARING THE PLANET**

**Central idea**
Animals adapt to their environments in order to survive

**Key Concepts**
Causation
Connection
Form

**Related Concepts**

**Lines of Inquiry**
What features do animals have to help them survive in different environments
How do they survive in extreme environments
Compare types of adaptations such as behavioural and structural
School Performance – Students have been enjoying learning dance for the whole school performance ‘A New World’. The performance will take place on Wednesday 6th November and Thursday 7th November at the Coburg Town Hall, 90 Bell St, Coburg. Make sure you book your tickets!

Swimming – Students who have enrolled in the school swimming program will begin lessons on 16th December.
Gardening Club consists of SRC Students
A Reflection on Our Fortnight in the OSHC Program

Welcome back to all OSHC children and families for Term 4! We hope you all enjoyed your holidays.
We look forward to a term full of fun times together, playing games, reading books, cooking delicious treats, lots of arts and crafts, movie afternoon on Friday and spending time with friends.

Bookings are essential and can be made via “Xplor care app” which can be downloaded onto your phone. Bookings also can be made via the office 9306-8955 & Donna Kirby 0422584965 until all parents feel confident using the app.

These rich and meaningful experiences have created another enjoyable fortnight in the OSEC.
Have a great fortnight everyone from
Miss Donna.