



Principal's Report

15th February 2024

Late Arrivals and Attendance

It's becoming increasingly noticeable that quite a few students are arriving after 9am, when school has already started. We are now well into the term and routines should have been established by now and it is reasonable to expect everyone is here on time, ready to learn by 8.55am. Students arriving late have a massive impact on other students who may have already started their first lesson for the day. Disruptions to the class affect everyone.

Staffing

I am delighted to share with you the wonderful news for Ms Clare Read and her partner, Chris, who have welcomed the arrival of their beautiful baby boy, Oliver, on Friday 2nd February. We congratulate them and send them our best wishes at this very exciting time in their lives.

After a very short stint at our school, we will be bidding farewell, sadly, to Mrs Angela Jimenez, our recently appointed Integration Aide. Her family circumstances have changed such that she will no longer be able to fulfill the hours required to do the Integration Aide job at our school. We wish Angela all the very best in her future endeavours and have already started the process of finding a suitable replacement. Hopefully an appointment will be made soon.

2024 School Council Elections

What Is A School Council And What Does It Do?

All government schools in Victoria have a school council. They are legally constituted bodies that are given powers to set the key directions of a school within state-wide guidelines. In doing this, a school council is able to directly influence the quality of education that the school provides for its students.

Who Is On The School Council?

For most school councils, there are three possible categories of membership:

A mandated elected Parent category - more than one third of the total members must be from this category. Department of Education (DE) employees can be Parent members at their child's school as long as they are not engaged in work at the school.

A mandated elected DE employee category - members of this category may make up no more than one third of the total membership of school council. The principal of the school is automatically one of these members.

An optional Community member category - members are co-opted by a decision of the council because of their special skills, interests or experiences. DE employees are not eligible to be Community members.

Generally, the term of office for all members is two years. The term of office of half the members expires each year, creating vacancies for the annual school council elections.



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Why Is Parent Membership So Important?

Parents on school councils provide important viewpoints and have valuable skills that can help shape the direction of the school. Those parents who become active on a school council find their involvement satisfying in itself and may also find that their children feel a greater sense of belonging.

How Can You Become Involved?

The most obvious way is to vote in the elections, which are held in Term 1 each year. However, ballots are only held if more people nominate as candidates than there are positions vacant.

Do I Need Special Experience To Be On School Council?

No. What you do need is an interest in your child's school and the desire to work in partnership with others to help shape the school's future.

What Do I Need To Do To Stand For Election?

If you decide to stand for election, you can either ask someone to nominate you as a candidate or you can nominate yourself in the Parent category. DE employees whose child is enrolled in a school in which they are not engaged in work are eligible to nominate for parent membership of the school council at that school. Once the nomination form is completed (available at the office), return it to the school office within the time stated on the Notice of Election. You will receive a Nomination Form Receipt following the receipt of your completed nomination. If there are more nominations received than there are vacancies on council, a ballot will be conducted during the two weeks after the call for nominations has closed.

Remember

If you would like to stand for election and you are not sure what to do, please make an appointment with the office staff to see me.

The 2024 School Council Election process commenced last Monday. Please see the timeline below.

2024 SCHOOL COUNCIL ELECTION PROCESS AND TIMETABLE	
EVENT	DATE
a) Notice of election and call for nominations	Wednesday 14 th February 2024
b) Closing date for nominations	Wednesday 21 st February 2024 4:00pm
c) Date by which list of candidates and nominators will be posted	Friday 23 rd February 2024
d) Date by which ballot papers will be prepared and distributed (if required)	On or before Tuesday, 27 th February 2024
e) Close of ballot	Tuesday 5 th March 2024 4:00pm
f) Vote count	Wednesday 6 th March 2024
g) Declaration of ballot	Friday 8 th March 2024
h) First council meeting to elect office bearers (the Principal will preside)	Tuesday 19 th March 2024 5:30pm



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Notice of Election and Call for Nominations

An election is to be conducted for members of the School Council of Glen Waverley South Primary School. Nomination forms can be obtained from the school office and must be lodged by **4.00pm Wednesday 21st February**.

Following the closing of nominations, a list of the nominations received will be posted at the school by **Friday 23rd February**.

If an election is necessary, ballot papers will be distributed to all families by **Tuesday 27th February** with the ballot closing at **4.00pm, Tuesday 5th March 2024**.

The terms of office, membership categories and number of positions in each membership category open for election are as follows:

Parent Members - 4 vacancies

From the day after the date of the declaration of the poll in 2024 to and inclusive of the date of the declaration of the poll in 2026.

If the number of nominations is less than the number of vacancies, a notice to that effect, calling for further nominations, will be posted in a prominent position at the school.

Curriculum Contributions

Thank you to all the families who have paid the 2024 Curriculum Contributions or are paying through instalments. Your support is greatly appreciated. These contributions pay for your child's stationary items, classroom stationery and equipment, your child's digital learning subscriptions, provision of ICT devices and classroom photocopying. If you have not yet paid your child's 2024 Curriculum Contribution, we would appreciate payment by **Monday 4th March**. Also, thank you to the many families who have generously contributed to the 'Other Contributions' listed to support the school. These include each child's School Sports Victoria (charged to the school for each enrolled student) and Waverley East Sports Association affiliations, first aid supplies, library contributions, grounds maintenance and our building fund. If you have any questions, please do not hesitate to contact our Business Manager, Sherryn Davies.

School's Privacy Policy

Our school collects, uses, discloses and stores student and parent personal information for standard school functions or where permitted by law, as stated in the Schools' Privacy Policy, found on our website, <https://www.gwsps.vic.edu.au/schools-privacy-policy> and the DET website, <https://www.education.vic.gov.au/Pages/privacypolicy.aspx>

For more information about privacy, see: Schools' Privacy Policy – information for parents, <https://www.education.vic.gov.au/Pages/Schools-Privacy-Policy-information-for-parents.aspx>

This information is also available in nine community languages.

GWSPS's Child Safety Code of Conduct

Glen Waverley South Primary School is committed to the safety and wellbeing of children and young people. Our school community recognises the importance of, and has a responsibility for, ensuring our school is a safe, supportive and enriching environment which respects and fosters the dignity and self-esteem of children and young people, and enables them to thrive in their learning and development.

The Code of Conduct aims to protect children and reduce any opportunities for child abuse or harm to occur. It also assists in understanding how to avoid or better manage risky behaviours and situations. It is intended to complement child protection legislation, Department policy, school policies and procedures and professional standards, codes or ethics as these apply to staff and other personnel. The Principal and school leaders of Glen Waverley South Primary School will support the implementation and monitoring of the Code of Conduct, and will plan, implement and monitor arrangements to provide inclusive, safe and orderly schools



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and other learning environments. The Principal and school leaders of Glen Waverley South Primary School will also provide information and support to enable the Code of Conduct to operate effectively.

All staff, contractors, volunteers and any other member of the school community involved in child-related work are required to comply with the Code of Conduct by observing expectations for appropriate behaviour below. The Code of Conduct applies in all school situations, including school camps and in the use of digital technology and social media.

Acceptable Behaviours

As staff, volunteers, contractors, and any other member of the school community involved in child-related work individually, we are responsible for supporting and promoting the safety of children by:

- upholding the school's statement of commitment to child safety at all times and adhering to the school's Child Safety Policy
- treating students and families in the school community with respect both within the school environment and outside the school environment as part of normal social and community activities
- listening and responding to the views and concerns of students, particularly if they are telling you that they or another child has been abused or that they are worried about their safety/the safety of another child
- promoting the cultural safety, participation and empowerment of Aboriginal and Torres Strait Islander students
- promoting the cultural safety, participation and empowerment of students with culturally and/or linguistically diverse backgrounds
- promoting the safety, participation and empowerment of students with a disability
- reporting any allegations of child abuse or other child safety concerns to the school's leadership or child safety officer
- understanding and complying with all reporting or disclosure obligations (including mandatory reporting) as they relate to protecting children from harm or abuse
- making reasonable efforts to ensure as quickly as possible that the student(s) are safe and protected from harm if child abuse is suspected

Unacceptable Behaviours

As staff, volunteers, contractors, and any other member of the school community involved in child-related work we must not:

- ignore or disregard any concerns, suspicions or disclosures of child abuse
- develop a relationship with any student that could be seen as favouritism or amount to 'grooming' behaviour (for example, offering gifts)
- exhibit behaviours or engage in activities with students which may be interpreted as abusive and not justified by the educational, therapeutic, or service delivery context.
- ignore behaviours by other adults towards students when they appear to be overly familiar or inappropriate
- discuss content of an intimate nature or use sexual innuendo with students, except where it occurs relevantly in the context of parental guidance, delivering the education curriculum or a therapeutic setting
- treat a child unfavourably because of their disability, age, gender, race, culture, vulnerability, sexuality or ethnicity
- communicate directly with a student through personal or private contact channels (including by social media, email, instant messaging, texting etc.) except where that communication is reasonable in all the circumstances, related to schoolwork or extra-curricular activities or where there is a safety concern or other urgent matter
- photograph or video a child in a school environment except in accordance with school policy or where required for duty of care purposes



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- in the school environment or at other school events where students are present, consume alcohol contrary to school policy or take illicit drugs under any circumstances

Allergy Management

Glen Waverley South Primary School is concerned about the safety and well-being of all our students. Our school does its best to be an allergy aware school.

We have 1 identified student who lives with the risk of anaphylaxis to nuts and/or dairy foods, eggs, seafood and goat's milk. Anaphylaxis is a severe, rapidly progressive allergic reaction that is potentially life threatening. We have implemented strategies to help keep students at risk of anaphylaxis as safe as we can. Whilst this child is being taught to care for themselves at an age appropriate level, we ask that you help us educate your child on the importance of **not sharing food with others, washing hands** after eating and **calling out to an adult if they think their friend with allergies is sick**. Please consider the children with food allergies when packing your child's lunch or when sending in food for any occasion, including school excursions. Nine foods cause 90% of food allergies. These foods are: egg, sesame, milk, soy, peanut, fish, tree nuts (cashew, almond, pistachio etc.), crustacean (prawns, lobster, crabs etc.) and wheat. Peanuts are the leading cause of severe allergic reactions, followed by tree nuts, shellfish, fish and milk. To learn more about anaphylaxis and food allergies, go to www.allergyfacts.org.au and www.allergy.org.au

The above information comes from: <http://www.allergyfacts.org.au>

Nuts and Nut Products at School

To help ensure the safety of all children, we request that students do not bring peanuts, tree nuts (such as walnuts, almonds, pecans, pistachios, pine nuts and cashews) or any foods that contain nuts as an ingredient, to school. Students are allowed to bring foods that state 'may contain traces of nuts'. As part of the school's guidelines students are not allowed to share their food with other children.

Please refer to the school website to view the school's Anaphylaxis policy,

<https://www.gwsps.vic.edu.au/anaphylaxis-policy2>

Facilities

Following the recent storm on Tuesday, we sustained minor damage to areas across the school including, fallen branches, fallen boundary fence along Greenland Early Childhood Centre, torn shade sail and raised synthetic surface on the Netball court. All of these were reported to the Victorian School Building Authority (VSBA) Make-safe program, who will send out contractors to assess the severity of the damage and put measures in place to minimise any potential hazard or risk, and/or advise what corrective measures/repairs need to be taken.



Con Vellios
Principal

Want to know what is happening at GWSPS?
Like us on Facebook at: <https://www.facebook.com/GWSPS>



Enrolment Information - Privacy Notice

This confidential enrolment form asks for personal information about your child as well as family members and others that provide care for your child. The main purpose for collecting this information is so that GWSPS can register your child and allocate staff and resources to provide for his/her educational and support needs. All staff at GWSPS and the Department of Education & Training (DET) are required by law to protect the information provided in the attached enrolment form.

Health information is collected so that staff at GWSPS can properly care for your child. This includes information about any medical condition or disability your child may have, medication your child may rely on while at school, any known allergies and contact details of your child's doctor. GWSPS depends on you to provide all relevant health information because withholding some health information may put your child's health at risk.

GWSPS requires information about all parents, guardians or carers so that we can take account of family arrangements. Family Court Orders setting out any access restrictions and parenting plans should be made available to GWSPS. Please tell us as soon as possible about any changes to these arrangements. Please do not hesitate to contact the Principal, if you would like to discuss, in strict confidence, any matters relating to family arrangements.

Emergency Contacts: These are people that the school may need to contact in an emergency. Please ensure that the people named are aware that they have been nominated as emergency contacts and agree to their details being provided to GWSPS.

Student Background Information: This includes information about a person's country of birth, aboriginality, language spoken at home and parent occupation. This information is collected so that the school receives appropriate resource allocations for its students. It is also used by the Department to plan for future educational needs in Victoria. Some information is sent to Commonwealth government agencies for monitoring, planning and resource allocation. All of this information is kept strictly confidential and the Department will not otherwise disclose the information to others without your consent or as required by law.

Immunisation status: This assists the school in managing health risks for its students. This information may also be passed to the Department of Human Services to assess immunisation rates in Victoria. Information sent to the Department of Human Services is aggregate data so no individual is identified.

Visa status: This information is required to enable the school to process your child's enrolment.

Updating your Child's Record: Please let the school know if any information needs to be changed by sending updated information to the school office. Please contact the school office on 03 9560 6371 or by email glen.waverley.south.ps@education.vic.gov.au to update any information. During your child's time with GWSPS, we will also send you copies of enrolment information held by us. Please use this opportunity to let us know of any changes.

Access to your child's Record held by the School: In most circumstances you can access your child's records. Please contact the Principal to arrange this. Sometimes access to certain information, such as information provided by someone else, may require a Freedom of Information request. We will advise you if this is required and tell you how you can do this.

If you have any concerns about the confidentiality of this information please contact the Principal. The school can also provide you with more detailed information about privacy policies that govern the collection and use of information requested on this form. The GWSPS Privacy Policy is available via the school office. For more information regarding the school's privacy policy go to:

<https://www.education.vic.gov.au/Pages/Schools-Privacy-Policy-information-for-parents.aspx>



ICAS

We are delighted to inform you that our school will be participating in the world-renowned ICAS competition this year.



What is ICAS?

ICAS is an online academic competition that is designed to assess students' higher order thinking and problem-solving skills in English, Mathematics, Science, Writing, Spelling Bee, and Digital Technologies.

Each assessment celebrates students' accomplishments by providing opportunities for recognition and development. Every student who participates will receive a printed certificate and an online results report. Top performers will be eligible for medals.

We encourage you to consider entering your child into ICAS this year.

Learn more about ICAS [here](https://icasassessments.com/products-icas/): (icasassessments.com/products-icas/)

How to participate in ICAS

If you wish for your child to participate in ICAS this year, please:

1. read about ICAS subjects and prices [here](https://icasassessments.com/products-icas/): (icasassessments.com/products-icas/)
2. read the Privacy Collection Statement below.
3. read the terms and conditions [here](https://icasassessments.com/wp-content/uploads/2023/04/2023-ICAS-Assessments-Schools-TsCs_S2023.V6-1.pdf): (icasassessments.com/wp-content/uploads/2023/04/2023-ICAS-Assessments-Schools-TsCs_S2023.V6-1.pdf)
4. go to Parent Portal to purchase tests [here](https://shop.icasassessments.com/pages/pps): (shop.icasassessments.com/pages/pps)
5. enter our school's access code – NNP951
6. enter your child's details, select the tests you would like to purchase, then proceed to payment.

Please note that the ICAS tests shown for selection are at the school's discretion.

After payment is made via the Parent Payment System, you will receive an order confirmation email, please keep this for your records.

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After payment is made via the Parent Payment System, you will receive an order confirmation email, please keep this for your records.

ICAS Results and Certificates

We will notify you of the date(s) that we run ICAS at the school and when your child's ICAS results are ready. Once we have received your child's ICAS certificate, we will send it home with your child. The back of the certificate shows ICAS results and the login details, "TAP ID and Pin", that you and your child need to enter the [Results Portal](https://orti.icasassessments.com/ortiStudent) orti.icasassessments.com/ortiStudent.

Privacy Collection Statement

The following information is a privacy notification about how your child's data is kept private and secure.

ICAS Assessment is owned by Janison Solutions Pty Ltd (We, Us, Our).

To deliver assessment products, Janison will require your child's School to obtain your consent to provide Janison with certain personal information of students. Janison will collect, store, use, disclose and otherwise deal with such personal information in accordance with its privacy policy (below). We are aware of our



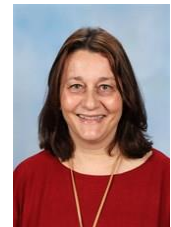
responsibility to protect personal information related to children and students from being disclosed when we deliver an ICAS Assessments product. Unless you, as the child's legal guardian consents, we **will not**:

- collect any personal information or data of children other than the information we need for the successful completion of an assessment, test, or exam.
- transfer any personal information we obtain from a child in the delivery of assessments and tests to any jurisdiction outside of Australia.
- share any personal information relating to children with any third parties (except for those third parties necessary for us to carry out our Services or provide our Products e.g., medal engraving).
- use any personal information or data relating to children for marketing purposes.

You can view our full privacy policy at <https://www.janison.com/privacy-policy/>.

We may retain personal information and data relevant to a child for their future purposes or for research purposes by Janison for the duration of the school life cycle of the child. However, if you or your child at any time wish to have their personal information or data removed from our systems, they or you may opt out by simply contacting our Privacy Officer at privacy@janison.com or by contacting icasassessments@janison.com.

We are proud to offer ICAS and look forward to some fantastic results later in the year. Please do not hesitate to contact me if you have any questions.



Elly Datsopoulos
ICAS Coordinator

Japanese

Word of the Week

This section introduces a Japanese phrase fortnightly. The Japanese captains introduce 'Word of the Week' to all students at assembly every Friday. Children are encouraged to use the word/phrase as much as possible during the following week. Each week students who have proved they can use the word of the week appropriately to either the Japanese captains or Manzaki Sensei will go into the draw to win a prize/house points.

By asking your child to tell you the 'Word of the Week' each week, you not only encourage him/her to use the Japanese language at home, but you also have the opportunity to learn part of the language!

'Word of the Week' this week: どうぞ (do o zo) This means 'here you are' or 'go ahead' e.g. When you are giving something to your child, you could say to him/her どうぞ (do o zo), when your child asks you whether he/she can do something, you could say to him/her どうぞ (do o zo) instead of saying yes.



Miyuki Manzaki
Japanese Teacher

Literacy

The Importance of Home Reading.

All parents and carers play a crucial role in supporting their children learn to read.

You make a difference to your children's reading journey. Your role as an advocate for your children's reading success cannot be overestimated. It has a direct impact on the ease and confidence with which they pursue their reading and writing.

It is the joy and love of sharing a good book on a nightly basis that sets the foundation for their reading success, and ensures that reading is given the priority it deserves. Reading regularly with someone who cares is the inspiration that all readers deserve. It only takes ten minutes a day to build this relationship.

The research is conclusive: When parents successfully support their children's literacy learning from an early age, everyone benefits. When teachers and parents work together to support children's reading and academic success, learning outcomes for all children improve.

Students who read with their parents are better prepared for school. They begin school with knowledge of book language and familiarity with concepts of print. They understand how books work and have many more exposures to text types and vocabulary. Reading is an incredibly important part of a child's emotional and intellectual development. Strong reading skills set your child up for success later in life in many ways.

Effective ways to increase your child's reading skills.

1. Establish a regular reading routine

Research indicates that setting aside time daily to read to and with your child can substantially increase their reading abilities in many areas, including:

- Reading comprehension
- Vocabulary skills
- Learning to recognise words that they already know
- Learning to stretch out unfamiliar words

2. Encourage your child to read on a regular basis

Regularly reading the 'Take Home' reader from the school classroom and/or library strengthens a child's reading skills. Parents are the ultimate role models for their children. When your child sees you reading for your own pleasure, they will see firsthand that reading is about enjoyment and not just about learning.

3. Help your reluctant reader to find books that they love

Finding the right genre or type of story could be the key to finally sparking your child's interest.

4. Use reading examples outside of books

Here are a few techniques that you can try to encourage your child to improve and utilise their reading skills:

- If your child asks to go and see a movie, ask them to look up the movie times for you
- If your child loves to help you make dinner, let them select a recipe from a favourite cook book and read the steps to you. (If you are modifying the recipe, this is also a great way to help your child to improve their matching skills!)
- Encourage your child to read road signs, weather reports, store hours of operation, or emails from other family members.



Some tips for home reading

- Establish a home reading routine. Read aloud with your children every day. Ten minutes for each child around a book of his/her choice. If English is your second language, read in your home language. If you lack confidence in reading aloud, the fact that you are reading with your child is what matters. Talk about the illustrations and contribute where you can. Share your excitement for reading and this will be the model your child will adopt.
- The reader holds the book! There is a lot of power and control in the world of reading. The reader needs to have the power.
- During home reading time, turn off electronic devices and give each child ten minutes of your undivided attention.
- Before you read a book, set your child up for success. Reading is not a test! Reading time is only ten minutes so do some of the following: Keep the introduction short – one minute is enough. Talk about the illustrations and the title. Read the blurb and talk about the author, talk about any unusual words, read a page here and there as your child flicks through the book, discuss the characters. This is a short introduction, not an interrogation. If the book is already a familiar one, then this step is unnecessary.
- If reading time is stressful, move the reading to a new location. Instead of sitting at the kitchen bench, move to the lounge room floor, or go outside and sit under a tree or take the books to the local coffee shop.
- Find a reading time that works for your family. Limit the time and set the timer if reading in the past has always been difficult. It is better to have an enjoyable 10 minutes than a laborious 30 minutes where everyone is left feeling frustrated.
- At the end of the 10 minutes, ask questions that encourage discussion, for example: What was your favourite part? Tell me about the characters. What do you think will happen next? What did you think about that setting? What do like/ dislike about this book? There is no need to interrogate the reader. Make it a conversation as you would in a book club.
- Encourage your child to read independently. A bedside light is one of the best enticements for your child to read before going to sleep. After the 10 minutes of reading with you, the child can elect to continue reading independently.
- The less you interrupt the 10 minutes of reading, the more you are supporting the reader's independence, resilience and confidence. Zip your lips, monitor the miscues, and listen as your child reads.
- Avoid judging your child's reading with words such as: 'good', 'excellent' or 'getting better'. Instead say things about the strategies your child uses when reading such as: 'I like how you read on when you came to that difficult word.' 'I like how you changed your voice to be the voice of the character in the story'. 'I noticed that you reread the bit that did not make sense.'
- If your child is reading independently and has reached the level of chapter books, it is not necessary for you to read aloud together any more. Your job is done. That is not to say, you cannot continue to share reading time because it is what you love to do as a family or that you sit and read silently together or that you talk about the books your child is reading because you are interested in his reading choices. Readers read differently in their heads as compared to reading aloud.
- Visit the local library — make it a family ritual on a set day every week. Let your children select their books while you select books you are interested in reading. Not every book has to be read cover to cover. Your child might select books based on illustrations or factual information about a topic of interest.
- Independent readers pick and choose what they read. They are entitled to read some and reject others. They are entitled to not complete books because they are boring. Readers make choices.
- Model what it means to be an enthusiastic reader. Create a home of readers where everyone reads – It is just what we do in this house! Talk about what you have read. Read aloud what makes you laugh and share it with your child.



These excerpts are from:

https://www.petaa.edu.au/w/Teaching_Resources/Parents_guide.aspx

<https://www.petitjourney.com.au/7-effective-ways-to-increase-your-childs-reading-skills/>



Veronica Lawrence
Literacy Leader

Library News

Students in most classes have had their first visit to the library and have borrowed their first books for the year. One great feature of the new system is that parents will receive a reminder email 2 days before their student's book is due back. The normal loan term is 14 days, but most students choose to return their books each week meaning that a reminder email will only sometimes need to be sent. The system will also send up to three reminders once a book is overdue, letting you know that the books must be returned. Remember to take a look at our online library catalogue at <https://www.libib.com/u/gwsp>

We have lots to look forward to this year! As well as Library Lovers Day this week, we also have National Simultaneous Story Time in Term 2, where students in schools all around Australia are encouraged to join in reading the same book at the same time.

Term 3 is packed with events, kicking off with Book Week in August. This year's theme is Reading is Magic - stay tuned for more details about school-based activities this week, including our much loved Book Character parade, a second-hand book stall to raise money for the Indigenous Literacy Foundation, and more!

If you haven't already done so, please consider joining in with our Family Reading activity for this term which was featured in our first newsletter of the year. If you would like a hard copy, please pick one up from the office and return it to Ms Cook for display in the library once complete.

Happy reading!



Bron Cook
Library Coordinator





From Your Marrung Lead

February 13th marked the 16th Anniversary of the National Apology to Australia's Indigenous Peoples. On 13 February 2008, then Prime Minister Kevin Rudd offered a formal apology to Australia's Indigenous peoples, particularly the Stolen Generations, on behalf of the nation at the Australian Parliament House.

The Apology, and the events that lead to it, are an important part of Australia's history. For more information, visit the information page on the Parliament of Australia website at <https://shorturl.at/guG02> There is also a short video from BTN aimed at middle and upper primary students published on the 10th anniversary of the National Apology <https://www.youtube.com/watch?v=CE7hCCO9jv8>

There are a growing number of books written for young people to help them understand more about the Stolen Generations and the National Apology, some of which we have in our library, such as "Sorry Day" by Coral Vass.



Bron Cook
Marrung Lead

Birthday Treats at School

To avoid disappointment and to support the safety and well-being of all students, we request that Parents/Guardians read the following guidelines carefully.

We have a number of students at our school who are anaphylactic. Anaphylaxis is a severe, rapidly progressive allergic reaction that is potentially life threatening. Certain foods and insect stings are the most common causes of anaphylaxis.

It is very difficult to monitor the ingredients in foods that are brought in for birthdays. It is for this reason that we ask families to please follow these guidelines when bringing food to the school for a birthday.

These guidelines will be strictly adhered to by all staff.

- **NO birthday lolly bags/gift bags**
- **Only ONE item per child eg. One lollypop or one chocolate treat**
- **Only one type/brand of item eg. a bag of Freddo Frogs or a bag of Kit Kat or lolly pops**
- **A list of ingredients MUST be supplied**
- **Food MUST be individually wrapped**
- **No homemade food**
- **No Nuts**

If birthday treats do not meet the above guidelines, the treats will be returned home. Birthday treats are to be delivered by the parent/guardian to the school office.

They will remain at the office until the end of the day when they will be distributed to the students by the classroom teacher at 3.30pm.





Welcome to another year of Fundraising at GWSPS!

There are many fun activities planned this year to raise funds for the school including Twilight Sports, Bunning BBQ's, Trivia Nights and Hot Chocolate Mornings. The Fundraising Committee is always in need of helpers for our various events, both during school hours and occasionally after hours and weekends. If you would like to be added to the Fundraising Helpers List, please contact either myself directly on 0459 221 002, or let the school know you are happy to be contacted.

Any help is appreciated.

Emily Widjaja

Fundraising Committee

PH: 0459 221 002



Dates to Remember

February 2024

Friday	16 th	Lv 5/6 Interschool Sport
Friday	23 rd	Lv 5/6 Interschool Sport
Monday	26 th	Lv 3/4 Excursion – Cranbourne Botanic Gardens
Tuesday	27 th	Lv 5/6 Meet & Greet Interviews: 1.40pm – 6.40pm
Wednesday	28 th	Lv 5/6 Excursion – Science Works Lv 1/4 Meet & Greet Interviews: 1.40pm – 6.40pm

March 2024

Friday	1 st	Division Swimming School Assembly at 2.50pm
Tuesday	5 th	Twilight Sports 4.30pm – 6pm
Friday	8 th	Lv 5/6 Interschool Sport
Monday	11 th	Labour Day – Public Holiday
Tuesday	12 th	Curriculum Day – students do not attend school
Friday	22 nd	Lv 5/6 Interschool Sport
Thursday	28 th	House Cross Country Last Day of Term – school finishes 2.30pm !

School Term Dates - 2024

Term 1	Monday 29 th January to Thursday 28 th March
Term 2	Monday 15 th April to Friday 28 th June
Term 3	Monday 15 th July to Friday 20 th September
Term 4	Monday 7 th October to Friday 20 th December

Curriculum (Pupil Free) Days - 2024

Tuesday 12th March

Friday 7th June

Monday 4th November

Public Holidays - 2024

Labour Day	Monday 11 th March
Good Friday	Friday 29 th March
Easter Monday	Monday 1 st April
Anzac Day	Thursday 25 th April
Monarch's Birthday	Monday 10 th June
Grand Final Friday*	Subject to AFL Schedule
Melbourne Cup Day	Tuesday 5 th November
Christmas Day	Wednesday 25 th December
Boxing Day	Thursday 26 th December



February 2024 – Foundation Timetable

Monday	Tuesday	Wednesday	Thursday	Friday
12 Foundation students 9.00am-3.30pm	13 Foundation students 9.00am-3.30pm	14 No Foundation classes.	15 Foundation students 9.00am-3.30pm	16 Foundation students 9.00am-3.30pm
19 Foundation students 9.00am-3.30pm	20 Foundation students 9.00am-3.30pm	21 No Foundation classes.	22 Foundation students 9.00am-3.30pm	23 Foundation students 9.00am-3.30pm
26 Foundation students 9.00am-3.30pm	27 Foundation students 9.00am-3.30pm	28 No Foundation classes.	29 Foundation students 9.00am-3.30pm	

March 2024 – Foundation Timetable

Monday	Tuesday	Wednesday	Thursday	Friday
				1 Foundation students 9.00am-3.30pm
4 Foundation students 9.00am-3.30pm	5 Foundation students 9.00am-3.30pm	6 Foundation students 9.00am-3.30pm	7 Foundation students 9.00am-3.30pm	8 Foundation students 9.00am-3.30pm
11 Labour Day Public Holiday School Closed	12 Curriculum Day Students do not attend school.	13 Foundation students 9.00am-3.30pm	14 Foundation students 9.00am-3.30pm	15 Foundation students 9.00am-3.30pm
18 Foundation students 9.00am-3.30pm	19 Foundation students 9.00am-3.30pm	20 Foundation students 9.00am-3.30pm	21 Foundation students 9.00am-3.30pm	22 Foundation students 9.00am-3.30pm
25 Foundation students 9.00am-3.30pm	26 Foundation students 9.00am-3.30pm	27 Foundation students 9.00am-3.30pm	28 Last Day Term 1 School finishes 2:30pm	29 Good Friday Public Holiday School Closed





Principal's Award



Raahim Nadeem

For having such a positive approach to his new school, always smiling and very happy to be here. A fantastic start to the new year and to your new school! Well done, Raahim!



Student of the Week



1/2S	Annabelle	For writing an interesting recount and sharing her writing in 'Author's Chair'.
1/2T	Arabella L	For editing simple sentences to make them more interesting by including adjectives and adverbs.
3/4D	Antonio R	For making an effort to become more organised and beginning to share his ideas with the class. Well done and keep this up!
3/4E	Lee U	For writing an interesting narrative plan and confidently sharing it with the class.
3/4T	Mary G	For showing her understanding of Place Value by writing numbers in expanded form. Well done!
3/4P	Lucas Y	For a confident start to the year. Lucas has shown himself to be a capable and caring classmate!
5/6D	April L	For writing an excellent show, don't tell narrative.
5/6R	Nia H	For always stepping up and helping her class when it is needed.
5/6N	Sera S	For being brave and stepping out of her comfort zone to face challenges. Well done!
Japanese	Sophie X	For showing her excellent reading skills of hiragana characters.
Japanese	Romandeep M	For being engaged and counting numbers very well in Japanese class.
Critical Literacy	Haley C	For making interesting contributions to class discussions. Well done!
Critical Literacy	Adam S	For his enthusiastic participation in class discussions. Well done!
Performing Arts	Angela L-O	For confidently arranging rhythms and writing lyrics in her own song.
Sports	Aston L	For fantastic effort when competing in backstroke at District Swimming.
Sports	Jasleen S	For excellent effort when competing in backstroke at District Swimming.