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
Once again, we had tradespeople in our school throughout the past fortnight completing the following tasks:

Science Laboratory – I am very pleased to report that our new Science facility is now complete. The next stage is to purchase furniture and also the relevant science equipment. I am hopeful that the children and staff will be able to use this exciting new component of our school prior to the end of the school year!

Main Building – the trade people have also continued working on the external components of the main building – painting the windows, walkways and walls. I’m sure you will agree that it certainly has made an enormous difference to our school’s entrance.

Additional portable – our additional portable has been delivered and is currently in the process of being established. The trade people have connected the electricity and alarm system and are currently in the process of completing the carpentry works.

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

Principal’s Report

November
12th Hands on Science Incursion Yr 1
12th Chess Lesson 10
13th Interschool Sport Yr 6
17th SMART8 Yrs 3-6
19th Scienceworks Museum Excursion Yr 5
19th Science Incursion – 4MK, 4TS Yr 4
19th Chess Lesson 11
20th Science Incursion – 4AM, 4SD Yr 4
20th Interschool Sport Yr 6
24th 2015 Prep Transition
24th SMART8 Yrs 3-6
26th Chess Lesson 12
27th Interschool Sport Yr 6

December
1st Scienceworks Excursion Yr2
1st SMART8 Yrs 3-6
1st New Parent Information Evening
3rd Chess Lesson 13
8th Year 6 Transition Yr 6
10th Chess Lesson 14
10th Year 6 Graduation Evening Yr 6
11th Community Links Day Yr 6
15th Year 6 Fun Day Yr 6
18th LAST DAY OF TERM 4

Assembly 12:30
Early Dismissal 1:30

School Lunch Orders
Unifom Shop
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
All in all, I am extremely pleased with the various school improvement projects we are completing throughout our wonderful school and look forward to sharing more photos in due course.

**Olympian Visit – Chris Ciriello, Hockey Player**

Last Thursday was certainly very exciting as we had the pleasure of the Australian Hockey player Chris Ciriello visit our school. Chris is the uncle of Mia and Peyton (Year Prep) and his visit was organised by the girls’ grandfather Doug. Chris spoke about the game of hockey, his career, diet, training, what it is like to be at the Olympic Games and an Olympian, the significance of exercise and looking after yourself and most importantly, believing in yourself. The children thoroughly enjoyed Chris’ presentation and were very impressed when he showed everyone his Olympic and Commonwealth Games medals.

Chris is literally a “hockey superstar” who has represented Australia more than 100 times and also scored in excess of 150 international goals. He mentioned that he is currently fifth in the all times list of the most games played for Australia which is a phenomenal achievement. He is currently in the Australian squad who are preparing for a tournament in India and then the 2016 Olympic Games in Rio.

A sincere thank you to Doug for making the visit possible and also to Chris for making the time to visit our school and speak to the children as we are eternally grateful! Below are a few photographs of the event.
2015 and 2016 Student Leaders

We have reached the stage of the year where the Year 5 children are nominating and preparing for the various 2016 Student Leadership positions which is naturally very exciting for the children, their families and also the staff. Last Monday the children who have been shortlisted for the 2016 School Captain roles presented the most amazing and heartfelt speeches to all of the children throughout the school. Directly after the assembly, the children returned to their classrooms in order to cast their vote.

Best wishes to the girls who have been shortlisted for the 2016 School Captain positions: Enuki, Denisha, Methuli, Rose, Meher and the boys, Diyon, Sahiru, Sinha, Saket and Devon.

Once again, I would like to reiterate that the entire staff and I are extremely proud of all of the children who are undertaking the process of being selected for the various leadership positions throughout our school and wish each and everyone one them all the very best with the selection process.

Our 2015 Art Captains Elnaz and Neha have been extremely proactive throughout the entire year and this term they have decided to run additional art classes for the Year 2 children on Fridays. The Year 2’s are provided with engaging and challenging learning tasks which are devised by Elnaz and Neha (sometimes they also ask some of the other Year 6 children to assist) such as Megan and Simran who assisted last Friday.

As a Principal, it brings me great joy to see children take such initiative and undertake things that, quite honestly, are simply amazing. The additional art classes definitely fall in that category! A sincere congratulations to Elnaz and Neha (Megan and Simran too) for being prepared to complete something that makes a real difference to others. Your work, commitment and endeavour to lead by example is something that you should be incredibly proud of as we certainly are – well done and congratulations girls!

Cricket Clinics

A sincere thank you to Mr Warren for conducting cricket clinics this term as the children in Years 3 and 5 prepare for the Kanga Cricket T20 competition. Mr Warren successfully applied for some additional funding, as a result the children also receive a Kanga Cricket kit. Please refer to Mr Warren’s piece in the newsletter for further information.
New School Gymnasium
I am pleased to report that DWP Suters, architectural firm has been appointed as the company to oversee the planning and building of our new school gymnasium. Naturally this is a very exciting step in the process and we look forward to additional information as this becomes available. DWP Suter’s website is: www.dwpsuters.com I encourage everyone to access the site and preview some of the other projects they have been involved with – click on the Projects Tab and then Education.

2016 School Fees
As I’m sure the majority of families would be aware, as a Victorian Government school the Government provides for much of our school’s basic operational requirements with a financial grant that is paid to the school in quarterly instalments. This covers items such as cleaning, gas and electricity, water rates, facilities, telephone, furniture, some buildings and grounds maintenance, administration, some curriculum support and professional learning for the staff.

In order for us to provide educational programs of a standard and quality expected at our school, we need funds in addition to those provided by the Government which is generated by family contributions. Recently the 2016 School Account notice was distributed which outlined how school community funds were used this year and what we have planned for next year. Naturally School Council, the staff and I are extremely grateful as the vast majority of our families have settled their 2015 school account which has made a significant difference to our school and the educational opportunities for the children. Some recent examples include the building of our new Science Laboratory and the air conditioning units installed in the Early Learning Centre.

A sincere thank you to the families who have already settled their 2016 accounts and a reminder that a $10 discount applies if you settle your account prior to the end of the 2015 school year.

As with all school related financial issues, if a family requires making additional arrangements please do not hesitate to contact me.

Parking at the Mountain View Hotel
As a school we are very fortunate that the Mountain View Hotel management allows us to have access to their car park during all school days and particularly when excursions and camps are being held. Naturally two or more buses in our extremely busy car park would make the congestion a great deal worse. However we also need to be aware of and responsive to the needs of the Mountain View Hotel as they are a business and hence need to ensure their customers have access to their hotel.

A sincere thank you to the families who park at the Mountain View Hotel car park after school as this is another means of easing the congestion in our school car park, however please ensure that you DO NOT park next to the BWS Bottleshop as this impacts on their business. The best thing to do is to park a little further down and away from the hotel. Thank you in advance for your understanding with this issue.

Fairhills Medical Clinic
We have received several phone calls from the Fairhills Medical Clinic requesting we remind families that their clinic car park is for patients attending the medical center only. They would also appreciate parents discussing with their children the importance of not ‘cutting across’ the clinic’s carpark on foot, there have been near misses in the past and patients attending the clinic have been left shaken and upset. I would greatly appreciate every families’ cooperation in helping to ensure we keep our children safe.

2016 Enrolments
I would like to remind families with children who will be beginning school in 2016 that we are taking enrolments now and that they are also closing rapidly with only a very small number of positions available as places are filling fast. Hence I strongly encourage you to ensure your child’s enrolment form to Jenny or Julie 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 commencing at 9:30 and also upon request. Please call the school on 9802 9938 to book a tour.
CONGRATULATIONS TO THE FOLLOWING STUDENTS WHO RECEIVED A PRINCIPAL’S AWARD RECENTLY:

0CB: Amaya and Minuli for wonderful visualisation of the text, "The Faraway Tree" and Anuki and Nishtha for being very supportive friends

0EL: Afsheen, Akshara, Kaitlyn, Koyal, Chiru, Michelle, Maddie, Shaurya, Peeyush and Sachin for being really responsible members of our school community by making sure the school yard is very, very tidy and Shaurya, Chiru and Maddie for completing fabulous learning reflections

0HT: Aarushi for singing a beautiful Hindi song accompanied with the actions and feelings

1BT: Anika, Amy, Sithuli and Judy for being really responsible members of our school community

1PK: Senuth for writing a fabulous poem about chocolate, Appu for being a very supportive friend and Ganuli and Sruthika for making a beautiful snake for my office

1SR: Vishy and Rithila for being excellent role models throughout our school by collecting paper on the ground, Malachy for presenting his “dinosaur collector” cards to me and Oscar for being a great friend

2MP: Anvi and Hannah for creating beautiful cards for my office, Anvi, Hannah, Akisa, Jaicee and Rosheen also for making beautiful items for my office

2RY: Sayuri and Nethaya for being excellent role models throughout our school by collecting paper on the ground and Sayuri and Matheesha for singing a beautiful rendition of a song where there was a problem and a solution

4AM: Julian for creating a wonderful poster about synthesising the text, "Step into the world of Ancient Greece", Kisuri for completing an amazing Mathematical placemat about fractions and Mohammed, Trevin and Enuri for being very supportive and caring friends

4SD: Sudhu for making outstanding progress with his maths skills

5PD: Prakrit for receiving a Distinction Certificate in the ICAS UNSW Mathematics Exam.

6CG: Hari, Sebastian, Animesh, Chao and Leo for explaining the themes of picture story books in great details

6LT: Sean, Vidura, Fahad, Ifaz, Adrian, Jenny and Ching Ching for being fantastic assistants with the Prep Transition program

0CB: The whole class for writing amazing stories about Halloween which are featured in the Kids Corner section of this newsletter

1PK: Cheniru for being able to read all of his Indigo words and for explaining how to figure out "doubles" when multiplying

4AM: Julian for completing fabulous home learning about various scientific concepts
BIRTHDAYS
Happy Birthday to the following students who celebrated their special day during the first half of November:
Prep CB: Rhys
Prep EL: Chiru
Prep SM: Nimhan
1BT: Anika
1MT: Joye
1SR: Mini
2CW: Simran
2PS: Alfred
2RY: Indusaree
3AJ: Arham
3GE: Randiv
3JK: Sejal
4AM: Serandi and Travin
4MK: Emma and Zaahid
4TS: Ishwari
5EP: Gurleen
5PA: Saahil and Saket
5PD: Om and Yang
5SR: Ryan Samuel, Ian and Uvindee
6CG: Shahrzad
6JT: Megan, Deklan and David
6LT: Gavisha
6SL: Ricky

Wishing everyone a safe and happy fortnight.

Frank Catalano
Principal

Term 4 - Second Hand Uniform Sale
When: Monday 16th Nov 2015
Time: 3.00-4.30pm
Place: Uniform Shop

Green long & short sleeved tops, shorts, trackpants $2
Hats $2
All other clothing & bags $5

Cash Sales Only
All items bought as seen
No refunds given
Building Confidence in Our Students and a Love of Learning

At Glen Waverley Primary School we have a saying which is ‘setting students up for success’. We do this through enabling our students to have input into setting their own learning goals and creating a growth-mindset which celebrates achievements and strengths. Through this approach we are able to help students focus upon building their ‘learning confidence’ which goes a long way in helping students to set rigorous future learning goals. As parents and teachers, our power to shape a child’s levels of confidence is enormous!

‘Confidence’ is one of the You Can Do It Keys, and self-confidence is one area in which parents have significant influence, particularly for children of primary school-age and below. Students in these years are on a journey to work out what they can do and different ways in which they can approach learning challenges. The primary school years are important confidence and esteem-building years. As a parent, you are in the prime position to mirror back to your children how they should see themselves. You do this without even realising it; through your messages, your expectations and how you treat your child.

A ‘healthy’ level of self-confidence can sometimes be confused with extraversion, assertiveness or self-assuredness. It’s not necessarily so. As a person you can be quiet or introverted but still feel and act confidently in a given social or learning situation.

In primary aged students, confidence is about having the willingness to take ‘safe-risks’ and try new learning tasks. Confident students are more likely to make the most of their potential as they’ll extend themselves both socially and learning-wise. Fears and anxieties, while present, don’t stop them from trying new activities.

Parenting Educator Michael Grose outlines 10 Ways to Build Confidence in Your Children:

1. **Model confident mindsets**: Children pick up your thinking as well as your language so teach students how to approach tricky or new situations confidently by doing so yourself. That means, don’t put yourself down if you make a mistake.

2. **Encourage students to look on the bright side**: Optimism is catching and helps children overcome their fears. Help your child to set their antennae to look for the good, something positive or a learning in any situation.

3. **Help them understand self-talk**: That little voice inside their heads can talk them up or talk them down. Students who are low on confidence use a great deal of negative self-talk. Get children to listen to their self-talk and help them work out alternative messages that help them rather than hold them back.

4. **Recognise effort & improvement**: Low risk-takers and perfectionists appreciate parents who focus more on the processes of what they do, rather than results. Effort, improvement and enjoyment are examples of processes that you can comment on.

5. **Focus on strength and assets**: Step back and look at supposed faults through a different lens (i.e. stubbornness can be rebadged as determination, which is handy in many contexts). Let your child know what their strengths are so they know what they are good at!

6. **Accept errors as part of learning**: Don’t over react when children don’t get the perfect score or make mistakes. Learning from our errors is a key part of learning…ask any successful adult.

7. **Give them real responsibility at home**: Giving responsibility is a demonstration of faith. It fosters self-belief and also provides growth opportunities for children. Confidence and responsibility go hand in hand.

8. **Develop self-help skills from an early age**: Confidence is linked to competence. You can praise a child until the cows come home, but unless he or she can do something they won’t feel confident. Basic self-help skills are inextricably linked to self-esteem.

9. **Spend regular time teaching & training**: Parents are children’s first teachers. They educate them in everything from how to do up their shoelaces as pre-schoolers to how to fill out a tax form as late adolescents. Look for teachable moments where you can help your child. They are everywhere!

10. **Build scaffolds to success and independence**: Look for ways to make it easy for your child to be successful. That may mean that you break down complex activities into bite-sized chunks so they can experience success or even cope with stressful situations so they can overcome their fears.
An exciting development at the end of September was the preliminary release of the new Victorian Curriculum, which is due for implementation in January 2017. I call it exciting due to the critical nature of Curriculum as the source of content that is to be developed within schools. No matter how effective a Curriculum is, it must be progressive - constantly reviewed, refreshed, evaluated and developed to reflect latest research and our globalized and ever changing world environment. It is with this in mind that we gladly welcome the new documentation.

As a progressive school ourselves, we are excited to see connections between the new documentation, and the research we have been drawing upon to maximise student learning outcomes within our school programs. Although we have no “crystal ball”, our school’s philosophy and approach to learning means that many areas that have been introduced in the new Victorian Curriculum, are already embedded at our school.

In an earlier newsletter, I shared our Guiding Statements and definition of Interculturalism, today I am summarising four Capabilities new to the Victorian Curriculum, that encapsulate what we already represent as leading Primary School and member of the Council of International Schools.

**Capability 1 - Critical and Creative Thinking**

**Rationale**
Responding effectively to environmental, social and economic challenges requires young people to be creative, innovative, enterprising and adaptable, with the motivation, confidence and skills to use critical and creative thinking purposefully. Explicit attention to and application of thinking skills enables students to develop an increasingly sophisticated understanding of the processes they can employ whenever they encounter both the familiar and unfamiliar, to break ineffective habits and build on successful ones, building a capacity to manage their thinking.

Thinking that is productive, purposeful and intentional is at the centre of effective learning and the creation of new knowledge, with the progressive development of knowledge about thinking and the practice of using thinking strategies fostering students’ motivation for, and management of, their own learning.

Critical and creative thinking are strongly linked. Students require explicit support to develop the breadth and depth of their thinking and to take intellectual risks. This attention to thinking helps students to build self-awareness and their capacities for reflection. Developing critical and creative thinking capability is an essential element of developing successful, confident and innovative members of the community.

**Aims**
Critical and creative thinking capability aims to ensure that students develop:
- understanding of thinking processes and an ability to manage and apply these intentionally
- skills and learning dispositions that support logical, strategic, flexible and adventurous thinking
- confidence in evaluating thinking and thinking processes across a range of familiar and unfamiliar contexts.
Capability 2 - Ethical Capability

Rationale
The Ethical Understanding curriculum explores what it means for both an individual and society to live well. Students examine what we ought to do, how we ought to live, what kind of society we should have and what kind of person one should be. These questions concern individuals alone and relationships between people, and between people and environmental, social and economic systems. They involve contested and complex concepts.

This exploration strengthens students’ capacity to make decisions informed by an understanding of the values, principles, concepts and ideas that underpin different assumptions, and an ability to analyse and evaluate these. Building capability in ethical understanding supports the development of informed citizenship at local, regional and global levels.

Aims
The Ethical Understanding curriculum aims to develop knowledge, understandings and skills to enable students to:
• Analyse and evaluate ethical issues, recognising areas of contestability
• Identify the bases of ethical principles and ethical reasoning
• Engage with the challenges of managing ethical decision making and action for individuals and groups
• Cultivate open-mindedness and reasonableness.

Capability 3 - Intercultural Capability

Rationale
Intercultural interactions have become a part of everyday life in our increasingly multicultural and globalised world. Developing intercultural knowledge, skills and understandings is an essential part of living with others in the diverse world of the twenty-first century. The Intercultural capability curriculum assists young people to become responsible local and global citizens, equipped for living and working together in an interconnected world.

Intercultural capability enables students to learn to value their own cultures, languages and beliefs, and those of others. Students learn about diverse cultures in ways that recognise commonalities and differences, create connections with others and cultivate mutual respect.

The Melbourne Declaration on Educational Goals for Young Australians recognises the fundamental role that education plays in building a society that is ‘cohesive and culturally diverse, and that values Australia’s Indigenous cultures’. The Intercultural capability curriculum addresses this role, developing students who are active and informed citizens with an appreciation of Australia’s social, cultural, linguistic and religious diversity, and the ability to relate to and communicate across cultures at local, regional and global levels.

Aims
Intercultural capability aims to develop knowledge, understandings and skills to enable students to:
• demonstrate an awareness of and respect for cultural diversity within the community
• reflect on how intercultural experiences influence attitudes, values and beliefs
• recognise the importance of acceptance and appreciation of cultural diversity for a cohesive community.
Capability 4 - Personal and Social Capability

Rationale
The Personal and Social Capability is essential in enabling students to understand themselves and others, and manage their relationships, lives, work and learning more effectively. The capability involves students learning to recognise and regulate emotions, develop empathy for others and understand relationships, establish and build a framework for positive relationships, work effectively in teams and develop leadership skills, and handle challenging situations constructively.

The Personal and Social Capability supports students in becoming creative and confident individuals with a sense of self-worth, self-awareness and personal identity that enables them to manage their emotional, mental, spiritual and physical wellbeing, with a sense of hope and optimism about their lives and the future. On a social level, it helps students to form and maintain healthy relationships and prepares them for their potential life roles as family, community and workforce members.

The Personal and Social Capability encompasses students' personal/emotional and social/relational dispositions, intelligences, and sensibilities. Although it is named ‘Personal and Social Capability’, the words ‘personal/emotional’ and ‘social/relational’ are used interchangeably throughout the literature and within educational organisations. The term ‘Social and Emotional Learning’ is also often used, as is the SEL acronym.

The Collaborative for Academic, Social, and Emotional Learning (CASEL) evidence-based approach and definitions of Social and Emotional Learning (SEL) are the best known and most highly respected in the world today, and provide an excellent framework for integrating the academic, emotional and social dimensions of learning.

Aims
The Personal and Social Capability curriculum aims to develop knowledge, understandings and skills to enable students to:

• recognise, understand and evaluate the expression of emotions
• demonstrate an awareness of their personal qualities and the factors that contribute to resilience
• develop empathy for and understanding of others and recognise the importance of supporting diversity for a cohesive community
• understand how relationships are developed and use interpersonal skills to establish and maintain respectful relationships
• work effectively in teams and develop strategies to manage challenging situations constructively.

Kindest Regards,

Lisa Gough
Assistant Principal (Curriculum)
The Kids Corner section of this fortnight’s newsletter have been written by some of the children in Prep CB as they wrote “Halloween” stories.

**Harman (The Scary Night)**
One night there was a boy named Harman. Harman went to a scary home and he screamed, “Ahhhhhhhh‘. He then ran home and was safe with his mum and dad.

**Jordan (Trick or Treat)**
Once upon a time there was a person called Jordan. Then there was a zombie. Jordan saw the zombie but it was his brother wearing a zombie costume.

**Diti (The Skeleton and the Girls)**
Once upon a time there was a girl called Nishtha. Nishtha felt scared when she was walking she heard a voice. It sounded like skeletons. When she looked there were two skeletons called Amaya and Minuli. So Nishtha ran away and then she saw me. I help her and we got safe. Minuli and Nishtha turned themselves into people.

**Thehan (Ghosts)**
Once upon a time there was a ghost. The ghost was so lonely he didn’t have anyone to play with so he played tricks on other ghosts. He felt so miserable.
Then he found a friend his name was Isaac.
Isaac said, “What’s your name?”
“My name is Rhys”.
“I hope you don’t play tricks on other ghosts anymore,” said Isaac, “I’m sorry, I won’t do it again”, said the ghost.
“Ok, then I will be your friend.”
“Yay, wooh weeh! I have a new friend!”
“What did I say, I said I got a NEW FRIEND!”
Then Isaac and Rhys found lots of friends, they decided to collect friends. Yay, weeeeee!!

**Anuki (The Spooky Story)**
One day I went trick or treating. I went to a house and it was spooky. It was a dark, black night. Then I felt someone touch my shoulder. It was a spooky ghost. Ahhhhhhhhhhhhhhhhhhhhhhhhhhhhhhhhhh!
I stopped breathing.
I turned around and it was Saseni dressed like a spooky ghost!

**Harman (The Scary Night)**
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Then Isaac and Rhys found lots of friends, they decided to collect friends. Yay, weeeeee!!
Earlier this year, our school entered the Victorian Multicultural Commission’s ‘Cultural Diversity Week Poster Competition’. Our students produced a series of outstanding entries. So outstanding in fact, that Hishan (00A) won the Years P-1 category and Buwanaji (2RY) won the Years 2-4 category! Their exceptional achievement earned themselves and our school a series of special prizes, including two $350 Dean’s Art vouchers dedicated towards art supplies for the Art Room.

Pictured below are Hishan and Buwanaji surrounded by their wonderful $700 donation to the school. All art resources were carefully selected to maximise the learning experiences and opportunities for all our wonderful students. Some of the supplies include charcoal, high quality acrylic paint, POSCA’s, window markers, soft pastels, paint brushes, paint containers, printing paint, printing roller and lino tools.

This year, Buwanaji has also achieved spectacular success in other poster competitions. She won the National Water Week Poster competition, the School Concert DVD Cover competition, and is currently a finalist in the Shrine of Remembrance Poster competition. On Wednesday, 11th November I will accompany Buwanaji to the Melbourne Shrine of Remembrance where we will pay our respects to fallen soldiers, and participate in a ceremony where the winner of the poster competition will be announced.

On behalf of the GWPS staff, I would like to sincerely thank Heshan and Buwanaji for their fantastic donation, and I will keep you posted on Buwanaji’s progression in the Shrine of Remembrance Poster competition.

Aubrey Hudson  
(GWPS Visual Art Teacher)
This term in Level Five, we are studying Chemical Change. Students are making links between the world around them and changes that they experience in their everyday lives. Students are participating in hands-on activities and student-planned investigations, which have allowed them to create, explore and understand how and why things change.

In science we were observing the most efficient way to melt ice cubes and frozen milk. We have compared and contrasted a frozen icy pole and a melted one. We had to observe, record information and draw conclusions.

-Sendiya

In science, we have studied how an ice cube melts. We compared a milk cube to a water cube. We tried many strategies to make the two cubes melt, such as crushing it, leaving it out in the sun and melting it in our mouth! We timed how long it would take each cube to melt. It was so much fun to hypothesise, observe and record the information.

-Nifty

I really enjoyed working with SPD and SEP to take pictures of chemical changes like a melted icy pole and writing down what we think happened to an item. I also learned that an ice cube melts in the sun with your body heat as well and it melts faster than staying inside and using body heat to melt it.

-Sethmi

In science we learnt about how the molecules of a ice cube stayed together and don’t just stay still and we also got a ice cube and tried to melt it using different strategies.

-Dulvin

In science, the year 5’s have learnt about how to melt an ice cube. We learnt about the particles and molecules inside the solid. We also learnt about the differences and similarities between a liquid and a solid. The science topic that we are doing this term is very interesting and fun to learn!

-Methuli

Science was the best from all the subjects we did in year 5. We had lots of fun making observations and learning about molecules and particles. We have experimented to see which is the fastest way to melt an ice cube, frozen milk and chocolate!

-Sinha
Music: Count Us In

On Thursday 29th October, everyone at Glen Waverley Primary School gathered together at 12:30pm. Simultaneously, in classrooms, playgrounds, community halls and major venues all around Australia, over 550,000 students were doing the same thing. We were part of something big. All across the country, students, teachers and the wider community were united, singing one song in a celebration of music and music education.

GWPS students had been rehearsing during music lessons since the week after the school concert. The School Band was augmented by many of the violin and guitar students, the Smart8 Ukulele class, as well as additional students playing piano, recorder and clave. Over this accompaniment, the rest of the school sang. All the way down to Prep, the children capably handled two-part harmony and sang with great joy and enthusiasm. It was a spectacular performance and one that we can all be proud to have been a part of.
Advanced Mathematics - Celebrating Student Achievements!

At Glen Waverley Primary School we strive to provide our students with enrichment opportunities to challenge and build their mathematical thinking skills. This year, we entered two of the largest Maths competitions at a national level, being the Australian Mathematics Competition (AMC), and the Australian Problem Solving Mathematical Olympiads (APMSO).

The competitions began in May and concluded in September, involving a series of challenging mathematical applications and problems. As part of the Advanced Math Program, students - Year Five and Year Six collaborated with Mr Xue to compete in the Junior Division of the Maths Olympiads (APMSO), whilst entry to the Australian Mathematics Competition (AMC) was optional among Year Five and Year Six students. We are pleased to say that both events received enormous support - our student cohort.

In mid-October, we received the results for both of these competitions. We are extremely proud of all of the students who entered and competed in the competitions and would like to recognise the outstanding achievements listed below:

In the Australian Mathematics Competition (AMC),

*The students who have received the Distinction Certificate are:*

Elisa - 5PA

Akshaniya, Keziah and Movinya - 5EP

Richard and Jiarui - 5SR

Deelaka, Prakrit, and Sandiya (Vihela) - 5PD

Kovid - 6LT

Thevindu - 6JT

Lihansa, Leo and Akshata - 6CG

*The students who have received the High Distinction Certificate are:*

Ching - 5PA

Yasmin - 6LT
The student who has received the AMC Prize Award and the Prudence Award is:

Rose - 5PA

In the Australian Problem Solving Mathematical Olympiads (APSMO),

The students who have achieved the Top 25% High Achiever Award (Cloth Patches) are:

Sahiru and Sethmi - 5PD
Jiarui - 5SR
Meher - 5PA
Darren C - 6SL
Raghav - 6JT
Prakhar and Vignesha - 6LT

The students who have achieved the Top 10% High Achiever’s Award (Metal Pins) are:

Deelaka - 5PD
Nathaniel, Ching, Rose and Elisa - 5PA
Ian - 5SR
Deetya and Kovid - 6LT
Duvin and Sam - 6JT
Akshata - 6CG

The students who have achieved the Highest Individual Score Award (Trophies) are:

Tony - 6LT
Yasmin - 6LT

Huge congratulations to all students who proudly competed to represent Glen Waverley Primary School. We are so proud of you!

Mr Xue
Advanced Mathematics Teacher
Recently, our school applied for, and successfully received, funding through the newly branded Sporting Schools Program. The Sporting Schools Program is summed up by this quote from their website –

“Sporting Schools is a $100 million Australian Government initiative designed to help schools to increase children’s participation in sport, and to connect children with community sport. In partnership with more than 30 National Sporting Organisations (NSOs), Sporting Schools will help to coordinate sporting organisations, coaches and teachers to deliver sport before, during and after school hours.”

After successfully receiving funding, we chose to deliver a cricket program that particularly catered for our Year 3 and Year 5 students. This choice was made after considering that the Year 4 students had their Hoop Time Basketball Program earlier in the year, the Year 6 students participate in the interschool sports program throughout the year and that our Prep-Grade 2 students are the target audience for the various Kelly Sports Programs run after school. In addition to providing free clinics and free sporting equipment for the participants to keep, we have also added a Gala Day of matches against other schools to further the experience for our students. The clinic will have various skill-based focuses to help improve the batting, bowling and fielding abilities of the students. I look forward to sharing further news on the success of the program at its conclusion. Until then, here is a run-down of the program dates for 2015:-

<table>
<thead>
<tr>
<th>Clinic 1</th>
<th>Wednesday 4\textsuperscript{th} November</th>
<th>Thursday 5\textsuperscript{th} November</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinic 2</td>
<td>Wednesday 11\textsuperscript{th} November</td>
<td>Thursday 12\textsuperscript{th} November</td>
</tr>
<tr>
<td>Clinic 3</td>
<td>Wednesday 18\textsuperscript{th} November</td>
<td>Thursday 19\textsuperscript{th} November</td>
</tr>
<tr>
<td>Clinic 4</td>
<td>Wednesday 25\textsuperscript{th} November</td>
<td>Thursday 26\textsuperscript{th} November</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>T20 Preparation Session</th>
<th>Wednesday 2\textsuperscript{nd} December</th>
<th>Thursday 3\textsuperscript{rd} November</th>
</tr>
</thead>
<tbody>
<tr>
<td>T20 Blast Gala Day</td>
<td>Friday 4\textsuperscript{th} December</td>
<td>Friday 4\textsuperscript{th} December</td>
</tr>
</tbody>
</table>
An Article on one of our students, Mia David, appeared in the Waverley Leader this week. Mia joined our school in Prep this year together with her twin sister Peyton. She settled in quickly with the wonderful support of her Teacher, Support Aides, family and friends.
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.

Weekly public speaking & drama program for children aged 6 - 15

- Leading curriculum
- Small class sizes
- Great teachers
- Loads of fun!

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Glen Iris, Chadstone, Berwick, Canterbury, Doncaster, Essendon Rowville, Preston, Glen Waverley, & Point Cook

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info@SuperSpeak.com.au

Auditions
Do you want the opportunity to work with some of Australia's best-known industry experts?

We are seeking students who can sing, dance, play an instrument, beat box, scratch, pop, lock, roller blade or even rap for the Principal Cast of the VSSS16, to be performed at Hisense Arena in September.

Participation is free.

To register for an audition visit www.cvent.com/q/frraggh

Students are encouraged to register before November 20.

Auditions will be held during November and December 2015.

You could be the next star of VSSS16!

McAUS Men's Shed

Open Day
Sat - 14 Nov 2015
9.30am - 3pm

Associate: Member Benefits

FREE:
Sausage Sizzle & Tea / Coffee

We Offer:
Woodwork Metalwork Cards Computers Gardening Art Tin - Making

MONASH Men's Shed
Address: Box 405, Box 11, Box 5, Box 13, Box 17
Phone: 9581 8817

PlayBall Basketball
Training: Sportlink
Friday Term 1 2016 Years 1-4

Basketball Training: PlayBall is now taking registrations from current Prep to Year 3 Boys & Girls to commence training in Term 1 at Sportlink, Vermont South. 40 minute weekly training by PlayBall coaches prepares children for Friday competition from Term 2.

Register for Term 1 2016 Register a training team at www.playballbasketball.com under 'Registration' Tab. Teams guaranteed commencement. Individual children can register online.

Term 1 Times & Dates Years 1-4 Friday 4:00-6:30pm
5 Feb - 15 Apr (8 weeks)

Term Cost Approx $84 per child. Based on team of 8. Team invoice $670.

Contact: Ph: 9585 6123 info@playballbasketball.com
PlayBall: An affiliated association of Basketball Victoria

PlayBall Basketball 9585-6123
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