



13/02/2025

Principal's Report

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.

2025 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.

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 2025 School Council Election process commenced last Wednesday. Please see the timeline below.

2025 SCHOOL COUNCIL ELECTION PROCESS AND TIMETABLE	
EVENT	DATE
a) Notice of election and call for nominations	Wednesday 5 th February 2025
b) Closing date for nominations	Thursday 13 th February 2025 4:00pm
c) Date by which list of candidates and nominators will be posted	Friday 14 th February 2025
d) Date by which ballot papers will be prepared and distributed (if required)	On or before Thursday, 20 th February 2025
e) Close of ballot	Thursday 27 th February 2025 4:00pm
f) Vote count	Friday 28 th February 2025
g) Declaration of ballot	Monday 3 rd March 2025
h) First council meeting to elect office bearers (the Principal will preside)	Tuesday 18 th March 2025 5:30pm

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 Thursday 13th February**.

Following the closing of nominations, a list of the nominations received will be posted at the school by **Friday 14th February**.

If an election is necessary, ballot papers will be distributed to all families by **Tuesday 20th February** with the ballot closing at **4.00pm, Thursday 27th February 2025**.

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

Parent Members - 3 vacancies

From the day after the date of the declaration of the poll in 2025 to and inclusive of the date of the declaration of the poll in 2027.

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 2025 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 2025 Curriculum Contribution, we would appreciate payment by **Monday 3rd 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, Gabrielle Johnson.

If you are experiencing financial difficulties, please don't hesitate to contact our main office to discuss setting up a tailored payment plan to suit your needs.

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.gwsp.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 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
- 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>

Meet & Greet Parent/Teacher Interviews

Meet & Greet Parent/Teacher interviews are now open for booking on Compass. You will need to book by 3:30pm on Friday 21st February. Please note that you will have the option of a face-to-face interview at school, or an online interview via WebEx. You will have the option to choose when booking.

For parents who require language interpreters, please fill in the form by following this link - https://docs.google.com/forms/d/e/1FAIpQLSdoELGnCMiPEVZev7F_mTUEvzxIMNpkUKbfDWmUkj-6QV20Q/viewform

We will book you a time between 4:30-5:30pm on the appropriate date.

If you are having difficulties booking your child(ren)'s interview, try using a computer as some phones do not enable the booking system on Compass. If you are still having difficulties, please contact the school office.

Whole School Behaviour Protocols

Research shows the importance of setting clear behavioural expectations for students at school, with fair and consistent consequences for inappropriate behaviour.

At the start of the school year, students are taught about our school's behavioural expectations. Students understand that they are expected to show the school value of RESPECT at school, in the classroom, outside and online. This creates a safe and positive learning space for everyone to thrive!

Our school has created a list of consequences for inappropriate behaviour. These consequences help students to take responsibility for their behaviour, so that they can learn from their mistakes and practise new behaviours.

Minor behaviours such as repeatedly calling out in class, name calling and put downs, destroying others, school property or work, not responding to teacher requests, non-approved use of technology are managed by teachers when they REMIND and REFOCUS students. If students continue to show inappropriate behaviours, they will RELOCATE to another class to think about their behaviours. **If a student is relocated to another class, teachers will contact parents to keep them informed about their child's behaviour.**

Major behaviours such as physical behaviour, deliberate swearing and gestures, repeatedly not following teacher directions, theft or repeated disruption will be managed by school leadership. **Students will have time out with the Principal and will complete a self-reflection to be signed by parents and returned to school.**

These Behaviour Protocols will support students by providing them with clear and consistent feedback about their behaviour so that they can learn from their mistakes.



**GLEN WAVERLEY SOUTH
PRIMARY SCHOOL**

BEHAVIOUR PROTOCOLS

We do our best to follow school expectations and show the school value of **RESPECT**. When we make a mistake or make a wrong choice, there are consequences for our actions.



1. REMIND

Remind students of appropriate behaviours, school values and consequences.



2. REFOCUS

Refocus student attention by moving to another space **in the classroom** to continue learning.

If needed, time out in the classroom to rethink behaviours.



3. RELOCATE

Relocate student to **another classroom**. Record on Compass and notify parents in person or by phone.



4. REMOVE

Time out to reflect on behaviour with **Principal**. Self-reflection to be completed, and signed by parents.



Con Vellios
Principal



In primary school, some students **miss** on average **3 weeks** of school per year. That's **half a year** of school by the end of **year 6**.

EVERY DAY COUNTS
Primary school attendance

Going to school every day is the single most important part of your child's education. Students learn new things at school every day – missing school puts them behind.

NAPLAN

NAPLAN

National Assessment Program - Literacy and Numeracy Information for parents and carers

- All students in Years 3, 5, 7 and 9 in Australia do NAPLAN tests in March each year.
- NAPLAN tests students' skills in reading, writing and maths.
- The test questions are presented in Standard Australian English dialect.
- Students read some of the questions and listen to others with headphones.
- The tests will get easier or harder, depending on how students are going in the test.
- Students do four different tests. The names of the four tests are:



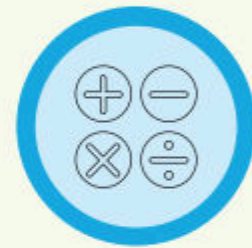
Writing



Reading



Conventions of language
(spelling, grammar and punctuation)



Numeracy

- Students in Year 3 will do the Writing test using pencil and paper. Year 3 students will answer the other test questions on the computer.
- Students in Years 5, 7 and 9 will answer all their test questions on computers.
- Teachers will help students get ready for NAPLAN tests.
- Schools will get their students' results. The school will then give parents/carers a report showing their own child's results.
- Parents/carers can talk to the teacher about these results.
- NAPLAN shows how students are going all over Australia. People who work in the Australian Government, state and territory education authorities and schools use NAPLAN results. The results let them see which schools are doing well and which schools might need help.

Talk to your teacher if you have any questions about your child doing the tests.
For more information on NAPLAN, visit nap.edu.au.

ICAS



Could your child be an ICAS All-Star?

ICAS All-Stars is a new initiative that builds on the tradition of ICAS by offering students the opportunity to be celebrated as state champions.

This exclusive event recognises the top academic achievers in the state, giving students a platform to showcase their skills and gain recognition at a more competitive level – a height of prestige comparable to state championships in athletics.

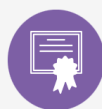
The benefits of participating in ICAS All-Stars 2025



Challenge your child to compete against other top ICAS achievers in New South Wales or Victoria.



Give your child the opportunity to be recognised as an ICAS state champion.



Give your child the chance to win \$500 and \$1000 eGift cards to spend as they wish.



Get an understanding of your child's all-round skills, with test questions covering various subjects.

Eligibility

To enter the competition, each child must meet the following criteria:

- They live in New South Wales or Victoria.
- They achieved a merit or above in the ICAS 2024 academic competition.

Please note: **This is not a school run event.** ICAS All-Stars is being managed by authorised ICAS partners in New South Wales and Victoria. Students will not be able to participate in the ICAS All-Stars competition at their school.

If you are interested, please go to the following website for more information.

[ICAS All-Stars Competition](#) | [ICAS Assessments](#)



Jantina Reincke
ICAS Coordinator
NAPLAN Coordinator

Maths Matters

Mathletics

We encourage all students to access their Mathletics account at home or at school. It is a great resource to help students practise their Maths skills in an interactive way using technology. If your child does not have access to the internet at home to use Mathletics, arrangements can be made with your child's teacher so they can access Mathletics at school.

Certificates are awarded automatically through the Mathletics system and are awarded fortnightly at Friday assemblies.



This year students will be awarded their first gold certificate of the year at assembly, after that they will be awarded their first Emerald and Legend certificates of the year at assembly. This is due to Mathletics changing how they award certificates compared to previous years.

Mathletics Top 5s

TOP 5 CLASSES	
Class	Activity Points
3P	13, 593
4E	10, 770
2L	5, 830
5D	5, 630
4A	5, 120

TOP 5 STUDENTS	
Student	Activity Points
Shravya V	8, 657
Angel N	6, 355
Avyana M	4, 661
Kimbrel H	4, 630
Romandeep M	4, 420



Debbie Dimas
Mathletics Co-ordinator

Literacy

The Importance of Home Reading

All parents and carers play a crucial role in supporting their children 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



Student Wellbeing



PLAY – Positivity, Leadership and Activated Youth Program

In 2025 we are launching an exciting new wellbeing initiative at GWSPS!

PLAY (Positivity, Leadership and Activated Youth) is a program designed to boost the resilience and wellbeing of young people and is a great opportunity for:

- our Level 5 PLAY Leaders to develop leadership skills, take responsibility and support other students.
- all students to participate in student-led fun and active games every Friday lunchtime

PLAY helps students to:

- Build resilience
- Empower students by fostering leadership skills
- Reduce the incidents of bullying
- Create a sense of belonging
- Learn the importance of positive values
- Learn the value of rules
- Build student responsibility

The PLAY program was designed and delivered in UK schools as a London 2012 Olympics project. PLAY was subsequently adapted for delivery in Australia by the South Australian Department of Education and Childhood Development and by Resilient Youth.

Leaders will engage in a full day of training on Tuesday 18th February, and then practise their leadership skills with Foundation students!

Congratulations to our successful PLAY Leaders for 2025!

5D		5H	School captains Level 6
Avickna U. Jessica D. Abheer N. Giselle N. Evelyn-Rae S. Chloe Y. Austin S. Ajay K. Ahad C. Noelle L.	Siddarth S. Evelyn M. Avyana M. Myra P. Jaxon L. Evie M.	Babina S. Sirisha P. Illias K. Mayra S. Loretta N. Matilda H. Evelyn L. Samutraa S. Prenjal P. Nathan K.	Terence F. Tania B.



Annette Streets
Student Wellbeing &
Engagement Leader

Japanese

Word of the Week

Welcome back everyone to GWSPS and welcome to those who have started school this year! I hope this year brings happiness and fulfillment to everyone!

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

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: **げんき!** (**ge n ki !**) which means 'I'm fine', 'I feel happy', 'I feel energetic!'. If you say **げんき?** (**ge n ki ?**) with intonations going up towards the end of the word, this means asking someone, 'How are you?' 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 parts of the language! I hope lots of children feel **げんき** throughout the week!



Miyuki Manzaki
Japanese Teacher

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 student at our school who is 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, NO gift bags**
- **Only ONE item per child eg. one lollypop or one chocolate treat (freddo frog, kit kat etc)**
- **A list of ingredients MUST be supplied**
- **Food MUST be individually wrapped**
- **No nuts**
- **No homemade food**

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.



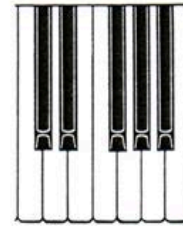
Lucy Trimmis
Student Administrator

Music



Violin and Piano Lessons

Vacancies exist for individual violin and piano lessons held during school hours at GWSPS. Please contact Marika on 0400-604-701 for further information or queries.



GUITAR TUITION PROGRAMME



2 TRIAL LESSONS AVAILABLE FOR A FEE

Contact today!

ALBERT AXIAQ
Associate Diploma of Education (Music)
Bachelor of Arts (Music)

MOB: 0409411815

C'MON LEARN MUSIC NOW!

Vacancies exist to trial the Guitar Tuition Program during school hours. anyone who wishes their child to participate contact Albert Axiaq on 0409411815, including the purchasing of a guitar.



Mad On Music

All Gr 2-6's - Do you want to learn KEYBOARD or SINGING ?

This is your CHANCE to enrol for Term 1, 2025!!

1. Go to our website at www.madonmusic.com.au
2. Fill out the online enrolment form and click the submit button
3. Mad On Music will contact you once you have received your place

To save disappointment, please enrol by Friday December 13th 2024.



All Prep & Gr 1's -Do you want to learn KEYBOARD ?

Enrolments are NOW being taken for students to commence KEYBOARD in Term 2, 2025!

1. Go to our website at www.madonmusic.com.au
2. Fill out the online enrolment form and click the submit button
3. Mad On Music will contact you once you have received your place

To save disappointment, please enrol by the Friday 21st March 2025.





Dates to Remember

February 2025

Thursday	13 th	Last day to Consent/Pay for Lv 3/4 Royal Melbourne Zoo Excursion
Friday	14 th	Lv 5/6 Interschool Sport – Round 1
Wednesday	19 th	Last day to Consent/Pay for Lv 2 Police Academy Incursion & Excursion Lv 3-6 District Swimming (selected students)
Thursday	20 th	Lv 3/4 Royal Melbourne Zoo Excursion
Friday	21 st	Lv 5/6 Interschool Sport – Round 2
Monday	24 th	Last day to Consent/Pay for Lv 1/2 & Lv 5 School Incursion Backyard Bees
Tuesday	25 th	Lv 2 Police Academy Magician Incursion Lv 1-4 Meet and Greet Interviews 1.40pm – 6.40pm Last day to Consent/Pay for GRIP Leadership Conference Lv 6 Captains
Wednesday	26 th	Lv 5/6 Meet and Greet Interviews 1.40pm – 6.40pm
Thursday	27 th	STEM – Lv 1/2 & Lv 5 School Incursion Backyard Bees
Friday	28 th	Lv 2 Police Academy Excursion Last day to Consent/Pay for Lv F & 3/4 School Incursion Backyard Bees

March 2025

Tuesday	4 th	GRIP Leadership Conference Lv 6 Captains
Wednesday	5 th	Twilight Sports 4.30pm – 6pm
Friday	7 th	STEM – Lv F & 3/4 School Incursion Backyard Bees Lv 5/6 Interschool Sport – Round 3
Monday	10 th	Labour Day Public Holiday – No students at school
Tuesday	11 th	Curriculum Day – No students at school
Wednesday	12 th	Division Swimming (selected students) NAPLAN Day 1 – Lv 3 & 5 Writing Test
Thursday	13 th	NAPLAN Day 2 – Lv 3 & 5 Reading Test
Friday	14 th	NAPLAN DAY 3 – Lv 3 & 5 Conventions of Language
Monday	17 th	NAPLAN DAY 4 – Lv 3 & 5 Numeracy Test
Friday	28 th	Lv 5/6 Interschool Sport – Gala Day



WANT TO PLAY FOOTY IN 2025?



COME AND JOIN THE WAVERLEY PARK HAWKS JFC

BOYS & GIRLS TEAMS FROM U8 - U18

- A family-friendly, community focussed club
- Modified rules for U8 - U11 girls and boys
- Inclusive female football program
- Matches played on Sundays Commencing April 27
- Discounts available for families with multiple players
- Saturday morning Auskick centre for children aged 5-12

FREE REGISTRATION FOR NEW U8 - U11 PLAYERS*
*SMJFL fees apply

Registration includes a **FREE TRAINING TOP and MATCH DAY JUMPER**

CONTACT US TODAY

✉ info@wphawks.org.au
☎ Registrar - 0403 304 377





come find your awesome

GLEN WAVERLEY ROVERS AUSKICK CENTRE

Fridays 5:30pm starting May 2nd
Brentwood Reserve, Glen Waverley

nab AFL Auskick play.afl/auskick




AUSTRALIA'S #1 NON-COMPETITIVE SOCCER PROGRAM

TERM 1, 2025 SOCCER FUN FOR GIRLS & BOYS AGED 2-12!

STARTING FROM 15TH FEB

Free FIRST 25 NEW ENROLMENTS RECEIVE COMPLEMENTARY SHIRT AND SHORT!

FOR A **FREE TRIAL** P: 0413 158 581

MITE-E SOCCER (2-3YO)

A great introduction to Soccer! Children work with their parents to learn new soccer skills and develop their motor skills! Lots of fun games in a non-competitive environment!

35 MINUTE CLASSES \$165 FOR 8 WEEKS



PINT SIZE SOCCER (4-5YO)

Children take their first kicks in soccer! They'll be introduced to shooting, dribbling, goal keeping and more. Children get to play lots of fun, skill based games. Grasshoppers get introduced to Pint Size 1v1 Big Game!

50 MINUTE CLASSES \$175 FOR 8 WEEKS



INTRO TO MICRO (5-6YO) MICRO (6-8YO)

The ultimate challenge for young soccer players! They'll learn the rules of the Grasshopper Soccer Big Game and develop their skills in passing, dribbling, shooting and more!

**INTRO - 60 MINS \$180 FOR 8 WEEKS
MICRO - 60 MINS \$180 FOR 8 WEEKS**



MICRO PLUS (8-12YO)

This program focuses on skill development and teamwork in preparation for club soccer. Children will enjoy all the favourite soccer based games, fine tune their skills as well as play the Grasshopper Soccer Big Game!

60 MINUTE CLASSES \$180 FOR 8 WEEKS



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ROVERS
where mates matter

2025 REGISTRATIONS

Free Club Registration for any Under 9 and 10 first year players
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