



Whole School Newsletter

22nd May – Term 2, 2023 | Issue 3

PRINCIPAL'S REPORT

WELCOME AND WHAT'S HAPPENING IN TERM 2

Term 2 in schools is always a wonderful time of learning and growth. The students are well settled into the school year, know the routines and structures of the classroom and are confident in their new year level. This allows for significant engagement and growth in their learning.

An integral part of the learning process at Kingston Heath Primary is students knowing what they are learning, why they are learning and how best they learn. In knowing and understanding their learning, students are more engaged in the learning process and have better learning outcomes. When students can talk about this learning to others, including their parents, the knowledge transfers from the short to long term memory and consolidates the learning. It is with this understanding that we plan for the Student-Led Conferences this term. You will be invited to your child's classroom to find out about their learning, what they have been challenged by, what they have enjoyed and importantly, what they are most proud of. More on this later in this newsletter. Information and bookings will be sent through Compass in the coming weeks. At the end of the term, families will also receive their Semester 1 written report.

Each Monday afternoon the school has been buzzing with excitement as students participate in the Student Excellence Program. There are so many wonderful opportunities taking place from horticulture to animal exploration to podcasting. All programs are working towards sharing their learning with the community at the Showcase on Monday 19th June.

At Kingston Heath Primary School we pride ourselves on keeping abreast of educational research and programs and practices that have the greatest impact on learning. Our teachers engage in professional learning and professional reading both at school, and off site on a weekly basis. Recently a number of our staff participated in a weeklong training program with the Orton-Gillingham Foundation focused on the explicit and systematic teaching of literacy skills including phonics and spelling patterns. The Foundation class have been using this approach to phonics since the beginning of the year and we are very excited to observe the fast growth and progress they are making with their reading. Year levels will communicate with families about their phonics and spelling programs as the term progresses.

What's On?

- **Year 5-6 Assembly** – Wednesday 24th May 3pm
- **Foundation - Year 2 Assembly** – Monday 29th May 3pm
- **Year 3-4 Assembly** – Friday 9th June 3pm
- **Public Holiday** – Monday 12th June
- **Whole school Student-Led conferences** – Wednesday 14th June (for more information, refer below in this newsletter)
- **Year 5/6 Lightning Premiership** – Friday 16th June
- **Student Excellence Showcase** – Monday 19th June 2:45pm

Collaboration • Respect • Perseverance

PRINCIPAL'S REPORT CONT.

CELEBRATING OUR EDUCATION SUPPORT STAFF

Last week we showed appreciation for our fabulous E.S. staff. I know you all join me in thanking Shelley, Jacqui, Margie and Wendy for all that they do to support our students, families and staff.

MOTHER'S AND CARER'S DAY

It was absolutely delightful to have so many Mothers, Grandmothers and carers come to school for breakfast last week. Thank you to all who attended and in particular, the parents who came early in the morning to set up and those who stayed to run the gift stall. We hope all the Mothers, Grandmothers and special carers in our community enjoyed being spoilt!

2024 FOUNDATION ENROLMENTS

We have been very pleased to welcome prospective families for school tours each Tuesday morning. Enrolments are now open for 2024 Foundation families. I would like to encourage families with a younger sibling starting school next year to submit your enrolments as soon as possible. This allows us to know how many positions we have available to new families. Enrolment forms are available from our website or via the office. If you have any questions, please feel free to give me a call or drop in and say hello.

PARENT PAYMENTS

Another thank you to those parents that have financially supported our school through Parent Contributions. We would like to encourage parents once more to consider making payment of school contributions, particularly for Education and Specialist Curriculum contributions. At this point we are still well below budget forecast for these contributions.

Please understand that the income from these contributions helps pay for many of the vital resources and programs that the school offers to our students, including software, classroom readers, games/equipment and teaching supplies.

Thank you for your ongoing support.

Katelyn Joyce

Acting Principal



We acknowledge the Aboriginal People
as the Traditional Owners of this land
and we pay our respects to Elders past and present.

Keep in touch!



ASSISTANT PRINCIPAL'S REPORT

School newsletters, in general, are full of information about what the students have been up to and are designed to give the community an insight into all of the happenings at the school. Hence I thought for this issue I would mix it up and use my page to promote just one example of the fabulous collaborative work that our teachers are undertaking this term.

PROFESSIONAL LEARNING COMMUNITIES (also known as PLCs)

PLCs are an approach to school improvement where groups of teachers work collaboratively to improve student learning. The singular focus is on **learning growth and success for every student**. Our PLCs take place weekly, after school hours during one of our scheduled staff meeting/professional learning times.

Through the process, our teachers value and demonstrate high level collaboration, shared practice, collective responsibility ("Our students, not my students") and disciplined inquiry. It involves our teachers having a good-to-great mindset. That is, **every teacher believes they need to improve, not because they are not good enough, but because they can be even better** (Dylan Willam).

Our PLCs are:

- Ms Driscoll, Ms Le Dan, Mr Le Ray, Miss Walker
- Mr Starling, Mr Winter, Mrs Drummond, Mrs Ziagas, Mr Mac
- Mrs Riley, Mrs Carter, Miss Campbell

Mrs Joyce and Mr Stock each have the role of Challenge Partner, as they periodically visit all three PLCs to support deeper discussion through thought-provoking questions. Mr Le Ray and Mr Starling are leading our PLC inquiry for Term 2.

What are our PLCs inquiring into this term?

NUMERACY is our focus this term. Our overarching goal is that we are teaching every student at their 'point of need'. We are increasing our capacity to differentiate Maths lessons to ensure academic growth for all students, utilising contemporary evidence-based research into the most effective teaching and learning strategies for both supporting and challenging all students.



"The staffroom needs to be a professional community of scholars working together to maximise each other's success." Professor John Hattie

Ryan McCulloch

Acting Assistant Principal

MID-YEAR STUDENT-LED CONFERENCES

WEDNESDAY 14TH JUNE (BOOKINGS WILL BE VIA COMPASS – MORE DETAILS TO FOLLOW)

FOUND. – YEAR 4 SLOTS WILL BE AVAILABLE TO BOOK BETWEEN 2:00–6:00PM TBC

YEAR 5/6 SLOTS WILL BE AVAILABLE TO BOOK BETWEEN 12:30–6:00PM TBC

This term, we will be hosting student-led conferences as a part of our reporting cycle for the semester. By leading a conference, we are encouraging our students to have more agency (voice and ownership) and to take responsibility for their learning. They will share successes and set goals for future learning with parents/carers. During student-led conferences, students are developing a range of skills including communication skills and time management skills.



Evidence suggests that when students share their learning with parents/carers in this way, their understanding increases, and they take more responsibility for improving their learning further. The whole process of learning is shared, not just the final completed pieces, to allow parents to see the areas that were focussed on as well as the criteria for success. Students will be able to explain how well they met the criteria, and what they could do differently next time.

What does a student-led conference look like?

Students will already have selected and discussed pieces of writing, mathematics, research and presentations in the classroom with their teachers and peers. Students and teachers together will have noted strengths and weaknesses and pieces of work that demonstrate these particular learning areas will be chosen to share. Other pieces from specialist subject areas may also be shared during the conference.

Student led conferences involve students sharing pre-selected pieces with their parents, but there may be several conferences taking place at the same time in the classroom.

The teacher will be available to prompt if necessary but is not involved in the conference directly. It is the responsibility of the students to lead the discussion, sharing their learning with parents and setting goals together.

Parents will be invited to select a 30-minute time slot for student-led conference, though we do not expect the students to necessarily speak for the whole time. For some students, it may only take 15-20 minutes to share their learning. For others, they may use the whole time and may even wish to take pieces home to discuss further or set goals together.

What is the parent/ carer role in a student-led conference?

Your role is to take the time to listen, encourage and challenge your child and to ask questions about the learning. We will have prompting questions on cards at the tables for you such as:

- Why have you chosen this piece of work to share with us?
- Can you tell me what you learned from this activity?
- Is there anything you could improve next time?

Student-led conferences make up just one part of the reporting cycle at KHPS, so if you have further concerns or questions after the conference and the end of semester report, you will be able to meet with your child's teacher in a more traditional setting. However, we are certain that the people who know best and can tell us the most about their learning are those most directly involved – the students themselves.

Sue Riley

Learning Specialist – PYP Coordinator and Student Engagement Leader

MEET RUBY – OUR THERAPY DOG

You may begin to hear from your children over the next few weeks of the arrival of Ruby, our newly certified Therapy Dog. Ruby is my three year old standard groodle. Over the past few years, I have undergone Therapy Dog Handler Certification through Lead the Way Institute and K9 Support and Ruby has undergone intensive training and temperament testing, as well as obedience classes. I was able to secure funding through the Chelsea RSL Junior Mayor program to fund Ruby's final certification. Ruby will be proudly sporting her lovely green K9 Support jacket when she comes to work!

What are Animal Assisted Interventions?

Animal-assisted interventions (AAs) are goal-oriented and structured interventions that intentionally incorporate animals in health, education, and human service for the purpose of therapeutic gains and improved health and wellness.

A Therapy Dog falls under the umbrella of animal-assisted interventions. Any working Animal-assisted intervention dog is therefore trained and assessed for a specific role.

What is a Therapy Dog?

Research shows that therapy dog programs provide significant benefits for students as the dogs are trained to use their social instincts and learned social skills to provide health, social-emotional and cognitive benefits. Participation in a therapy dog program like dog-assisted programs can lead to improvements in emotional and behavioural processes (e.g., reduced anxiety, increased self-esteem, enhanced motivation and hence, overall well-being), which in turn can facilitate learning and contribute to gains in learning outcomes like reading. Our KHPS Therapy Dog will also provide social-emotional support to staff and the wider school community, when and where appropriate.

Research indicates that students who work with therapy dogs experience increased motivation for learning. Therapy dogs can also:

- increase school attendance
- help students gain confidence
- decrease learner anxiety behaviours
- help students learn how to build trusting relationships.

This year, we are welcoming our trained Therapy Dog and Handler team to KHPS – Ruby and Kai-Lee Le Dan.

A therapy dog is different to a service dog, facility dog or visiting dog, however these dogs are also trained and assessed for AAI. Ruby passed an intensive assessment and has proven her natural ability to refocus students who may be feeling upset for a variety of reasons. Ruby will be working initially in Year 1/2 with her certified handler. At times, she may also work more broadly around the school community.



MEET RUBY – OUR THERAPY DOG CONT.

FREQUENTLY ASKED QUESTIONS ABOUT THERAPY DOGS

Are the dogs safe around children?

Yes, Ruby has been working with children throughout her training, and has been put through temperament tests throughout. Kai-lee has completed a Therapy Dog and Handler Course which covers topics including dog behaviour and signs of stress in dogs. The dog will always be under the control of their trained handler.

What if my child is allergic to dogs?

Ruby is groomed and bathed regularly. As an 'oodle breed, Ruby is hypoallergenic. If for any reason you believe your child may be allergic to the dog, you may opt out of your child having contact with her, and the school will monitor this closely.

Does the dog live at the school?

No, Ruby will return home each night with her handler. Ruby has been living with her handlers since she was 8 weeks old as a family pet. Ruby has just turned 3 in April.

How healthy are the dogs?

Ruby is fully vaccinated and up to date with all flea and worm treatments. She has certificates from her vet stating that she is fit and healthy to be working at school. If for whatever reason the dog is not well, she will remain at home.

Will the dog disrupt the classroom?

No, Ruby will be under instruction of the handler at all times and is not permitted to wander around the school or classroom unattended. When in class, she will be settled on her mat in a down stay, unless otherwise directed by her handler.

Can I bring my dog to school?

No. Whilst Kingston Heath Primary School understands that many families in our school community keep dogs as pets, to ensure that our school remains a safe and inclusive place for everyone, pet dogs are NOT permitted on school grounds under any circumstances.

We ask that families please leave their pet dogs at home, and that dogs attending school drop-off or pick-up remain offsite, outside of the school grounds and safely in the control of a responsible adult. People bringing dogs into the school will be asked to remove the dog from school premises.

We understand that there may be some families who do not want Ruby to work directly with their child, therefore, there is the option to communicate with the school regarding this. More details to follow in the coming weeks.

I look forward to introducing Ruby formally to the whole school community.

Kai-lee Le Dan (Wellbeing Leader)
and Ruby



FOUNDATION NEWS

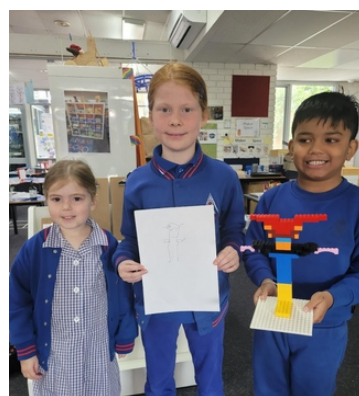
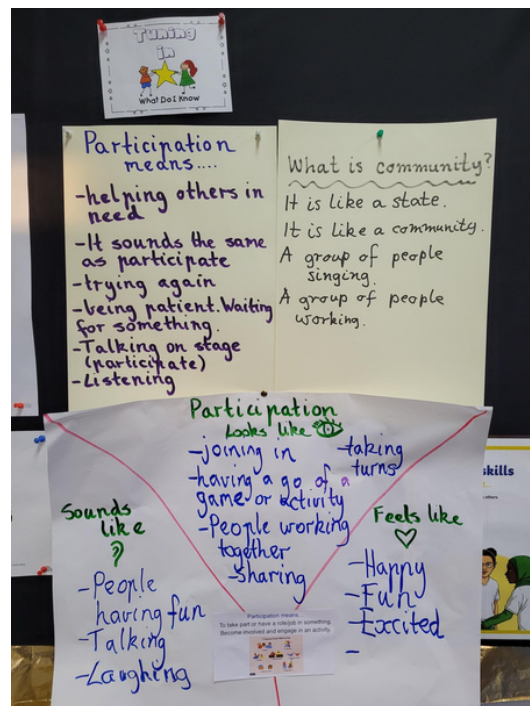
UNIT OF INQUIRY

This term students are exploring the Central Idea 'People Participate in their community to make a difference'. We tuned into our unit by considering what the words participate and community mean. Students are learning different games such as Picadilly Circus, Time Ball and Row Row Row your boat that they participate in and work together as a team to build a sense of community. They discuss how it feels when they participate in activities and how it impacts others when we do/don't participate. We are learning to use our self management skills and take risks as we learn.

STUDENT EXCELLENCE:

FOUNDATION TO YEAR 2 STEAM

Students have displayed enthusiasm during the first few weeks of student excellence. During the STEAM subject, students have developed design and thinking skills when constructing marble runs, boats, furniture, houses and many other objects made from a range of different materials. They have learnt to work into a team and overcome challenges in design and building stages. We look forward to showcasing our work at the end of the term.



Trent - We enjoyed learning about how a balloon moves using straw, string and air in science.

Taylen - I have liked making comic strips with trains.

Milla - We got to learn about a snake, crocodile, and possum during the animal incursion.

YEAR 1 & 2 NEWS

INQUIRY

The 1/2 students have been busy engaging in their 2 new units of inquiry for this term:

Unit of Inquiry #1

Transdisciplinary Theme: How We Express Ourselves.

Central Idea: Ideas can be expressed through stories.

Lines of Inquiry:

An inquiry into how storytellers use language to express ideas.

An inquiry into what makes a good story.

Unit of Inquiry #2

Transdisciplinary Theme: Where We Are in Place and Time.

Central Idea: Cultures have shared beliefs that are reflected in celebrations.

Lines of Inquiry:

An inquiry into a diverse range of cultures.

An inquiry into reasons for celebrations.

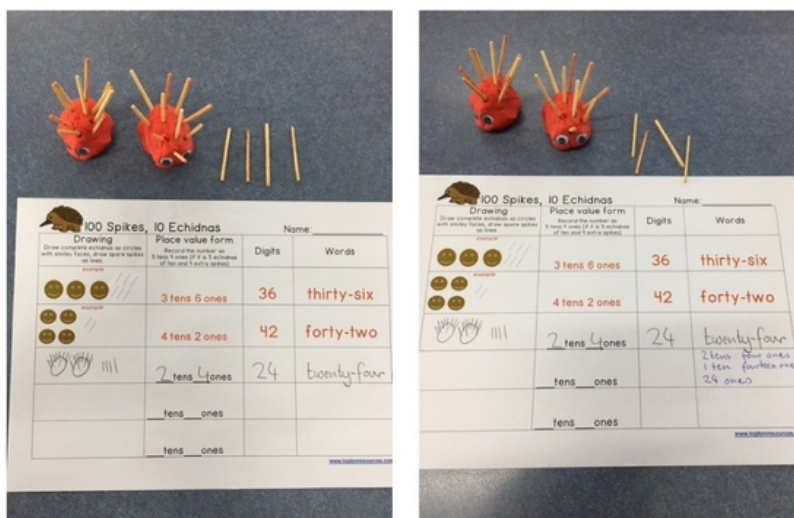
An inquiry into features of celebrations.

So far the students have been learning about different celebrations around the world such as Cinco de Mayo and Ramandan. They have been exploring the similarities and differences in the features of these celebrations in an effort to understand how shared cultural beliefs influence how communities celebrate.

SUPREME INCURSION

We finished off our Term 1 unit of inquiry “diverse communities can learn together” with a fun visit from Supreme Incursions. During this session the 1/2 students were able to practice their teamwork skills by participating in a range of hands-on activities. These involved building, balancing, strategising, maneuvering through obstacles and working together to complete team challenges. To finish off, the students had to work as a whole group to keep some balls balanced in a giant parachute. The students had a fantastic time using their problem solving skills, and demonstrating their ability to be encouraging, resilient and communicative members of the 1/2 learning community.

MATHS



1/2 students have been focussing on place value at the beginning of this term. As mentioned in the last newsletter we are using enabling and extending prompts to ensure that all students are learning at their point of need. In this example students used echidnas with 10 spikes on the back to help them regroup into tens and ones. They also renamed the number in as many ways as possible as an extension i.e. $24 = 2$ tens and four ones or 1 ten and 14 ones etc.

Year 1/2 team: Mr Le Ray, Mrs Le Dan & Miss Walker

YEAR 3 & 4 NEWS

Kitchen

Our students were so excited to begin the kitchen program. We started by meeting Mrs Furnell and learning about how to stay safe in the kitchen, including how to use knives safely. Next we broke into two groups, the first group worked in the kitchen, prepping the food. The other group worked in their kitchen diary, creating their recipe book and investigating the activities on the choice board. Half way through, we swapped over and the best part was eating the delicious veggie soup.

Celeste V:

I really enjoyed cutting up all the different veggies, we counted 12 in our soup.

Sophie H: It was great how we all came together and got to work together to make the veggie soup.

Ava B: Clearly the best part was when we got to eat the yummy soup.

Thank you to the wonderful parent and grandparent helpers who help make this amazing program happen each week. If you're available and would like to help in the kitchen on Tuesday's, please contact your child's teacher. Kitchen will run on Tuesday's for the rest of term 2 and most of term 3.



English

Following a stimulating and thought-provoking workshop run by Misty Adoniou at the end of Term 1, the 3/4 teachers were eager to implement Misty's renowned scaffolded approach to literacy in Term 2. Each teacher began by choosing a picture story book with rich language that was linked to our unit of inquiry. In the first lesson, a text orientation was conducted. The purpose of this lesson was to provide students with the complexities in the text, the emotion, and the inferences so that all students could be text participants. In the second lesson, students had the opportunity to understand the vocabulary and sentence structure of an excerpt of the text as part of the language orientation. In the third lesson, language transformation, students had a go at rearranging the sentences and monitoring the change in meaning. In the fourth and final lesson, patterned writing, students constructed their own sentences using the style of the author. Students will have the chance to repeat this fulfilling process with a different text and the teachers look forward to seeing the continued growth in students' writing skills as a result.

Sayuri's writing

What Lucy Estera	stands	motionless	as the cold breeze	bites	her cheeks.
What the language does	Tells us who/what	Tells us what's happening	Tells us how/more about who/what	Tells us who/what	Tells us what's happening
What I wrote	Melody runs	Stacey waits	vigorously	as the hot sun shines	on her face.
			patiently	as the heavy rain pours	on her.
Melody runs vigorously as the hot sun shines on her face.					
Stacey waits patiently as the heavy rain pours on her.					

Tom's writing

What Lucy Estera	stands	motionless	as the cold breeze	bites	her cheeks.
What the language does	Tells us who/what	Tells us what's happening	Tells us how/more about who/what	Tells us who/what	Tells us what's happening
What I wrote	The Tiger sprinted	wildly	as the freezing	rain hits	his face
The tiger sprinted wildly as the freezing rain hits his face.					

YEAR 3 & 4 NEWS CONT.

Inquiry

Students thoroughly enjoyed our final task to finish off our 'how we organise ourselves' unit of inquiry. Students had been inquiring into the difference between rules, and how they impact games, and how laws are made. Students worked hard over the past few weeks creating their own games from scratch, they had to create proposals, plan their game, write instructions and rules and include a description about their game. Most students worked with a partner to create their game. All students enjoyed presenting their games to their peers and participating in other groups' games.

Our next unit, 'how the world works' will focus on the central idea, Earth's rotation causes change. Students will begin the learning by inquiring about Earth's place within the solar system. We will also investigate how Earth's rotation causes day/night and seasonal changes. Students will also inquire into plants and animals and how they're impacted by seasonal changes.

Maths

In Maths, we are running two concurrent units covering addition and money. In addition, a mix of explicit instruction and open-ended problem solving is being used to challenge students to develop a range of mental strategies for simplifying and solving addition calculations. In money, students have been solving problems involving purchases and the calculation of change.

Mr Starling, Mrs Drummond, Mrs Ziagas and Mr Winter



YEAR 5 & 6 NEWS

STUDENT EXCELLENCE

During student excellence we have played different Sports and it's really fun. We do a bunch of different sports and games like ping pong, TBall, dodgeball and number basketball. Mrs Carter has been helping us with the sports and she has given us tips throughout these past weeks.

By Huey

Every Monday, years 3 to 6 go to their student excellence programs which are cooking, horticulture, sports, jewellery, band, podcast and engineering. In horticulture we have made seed bombs which consist of seeds, coffee grounds and clay. Last week we got to plant our seed bombs at the front of the school.

By Mia

On Mondays, I am in the cooking program for my student excellence session. Last Monday, we walked to Aldi to shop for our ingredients to make a meal. We all had \$10 and my partner and I made chicken noodle soup and ate oreos and raspberries for dessert.

By Ryan

Last week in cooking excellence we walked to DFO and the Food Hanger. We had to compare prices and find the cheapest items for the meal that we planned out. When we got back we prepared our meals and then ate them.

By Zoe

In jewellery making we make different jewellery pieces with clay. We have made earrings, necklaces, bracelets and rings. We cook them in the oven.

By Kellzie

INTERSCHOOL SPORT

Every Friday KHPS face other schools. In Mixed Soccer we have faced Heatherton and Southmoor. They were very tough and competitive so the games weren't easy. We lost the first match 0 to 3 and the second match 0 to 7. By Elliott.

In Mixed Netball, we are going great as we have won every match so far. We hope we make Pool A for the Lightning Premiership day. When we played HCC we won 11 to 2 and when we played Southmoor we won 9 to 0.

By Levi

In Girls Netball, we are going amazing. We have played against Heatherton and Southmoor and we have won both games. The highlights are our amazing shooting, great defending and everyone's sportsmanship.

By Ayla

The Mixed Softball team has played against HCC and Southmoor so far. We won 19 to 6 against HCC. we lost 9 to 11 against Southmoor. The highlights are hitting when players make home runs, accurate pitching, and our fielding. The game is called Fully Loaded Softball and 3 people start on base.

By Lochlan

The Girls Softball team has played really well and we have won all of our games so far. The first game we won 9 to 7 and the second game we won 16 to 9. Our fielding has been really good and our pitching has gotten people out.

By Faith

Year 5/6 team: Mrs Riley, Mrs Carter, Miss Campbell



RESILIENCE, RIGHTS AND RESPECTFUL RELATIONSHIPS

In 2016 Respectful Relationships (RR) education became a core component of the Victorian curriculum. The program was born after the Royal Commission into the tragic death of Luke Batty in 2014. It was a recommendation from the Royal Commission that all schools teach Respectful Relationships Education (RRE) through a Whole School Approach, to support students to recognise and regulate emotions, develop empathy for others and establish and build a framework for positive relationships.

At Kingston Heath Primary School, we all want our children to have an education that gives them the best start to a happy, healthy and prosperous life. This approach leads to positive change in students' academic outcomes, their wellbeing, classroom behaviour, and relationships between teachers and students. We know that changes in attitudes and behaviour can be achieved when positive attitudes, behaviours and gender equality are lived across the school community. Together, we can lead the way in creating genuine and lasting change so every child has the opportunity to achieve their full potential.

The classroom program will focus on 8 key areas:

- **Emotional Literacy:** This helps students develop the ability to be aware of, understand and use vocabulary about the emotional states of themselves and others with competence.
- **Personal Strengths:** Students develop a vocabulary to help them recognise and understand various strengths and positive qualities in themselves and others. They identify the strengths they admire in others and those they need to draw on to engage with the challenges and opportunities that life presents.
- **Positive Coping:** Students develop language around coping, critically reflect on their coping strategies and extend their repertoire of positive coping strategies.
- **Problem-solving:** Students learn a range of problem-solving techniques that can be applied when confronting personal, social and ethical dilemmas. They engage in applied learning tasks in which they apply their problem-solving skills to be realistic.
- **Stress management:** This teaches students to learn a range of problem-solving skills through applied learning tasks, so that they are able to cope with challenges as they arise.
- **Help-seeking:** Help seeking is a coping strategy that involves seeking technical, instrumental, social or emotional support from other people.
- **Gender and identity:** These are age-appropriate learning activities that assist students to understand and critique the influence of gender norms on attitudes and behaviours (see clip linked below for an example of a discussion prompt).
- **Positive gender relationships:** This teaches students to build positive relationships between and within genders, and the importance of accepting difference and diversity.

Respectful Relationships takes a whole-school approach, recognising that schools are a place of learning, a workplace and a key part of local communities. It embeds a culture of respect and equality across our entire school community, from our classrooms to staffrooms, sporting fields, fetes and social events.

Our students will be participating in RR lessons on a weekly basis within their classrooms or across their level. The first few weeks of Term 1 students have been working through the KHPS Settle in Program which aims to build community within our classrooms. During this time the focus was on Emotional Literacy, Personal Strengths, Positive Coping and Problem Solving, giving students the language and skills they need to navigate the start of the school year. As the year goes on we will celebrate the work done during RR sessions by including photos and descriptions of lessons in the Newsletter as well as celebrating the students' hard work within the classroom.



Kai-lee Le Dan
Wellbeing Leader



KINGSTON HEATH PRIMARY SCHOOL

2023 DIARY DATES

Dates are subject to change and this list is not exhaustive.

We continue to update our community of key events via Compass and the school newsletter. Further details communicated closer to the dates.

Term 2:

Friday 28th April - YEAR 3-6 Cross Country
Friday 5th May - YEAR 5-6 Interschool Sport commences for Term 2
Monday 15th May - WHOLE SCHOOL Book Fair commences
Tuesday 16th May - WHOLE SCHOOL Education Week Open Morning
Thursday 18th May - WHOLE SCHOOL Assembly at 3pm
Wednesday 24th May - YEAR 5-6 Assembly 3pm
Monday 29th May - FOUNDATION-YEAR 2 Assembly 3pm
Friday 9th June - YEAR 3-4 Assembly 3pm
Monday 12th June - PUBLIC HOLIDAY
Wednesday 14th June - WHOLE SCHOOL mid-year parent-teacher-student conferences
Monday 19th June - WHOLE SCHOOL Student Excellence Showcase from 2:45pm
Tuesday 20th June - FOUNDATION Alphabet Day
Friday 23rd June - FINAL DAY OF TERM Assembly 2pm, Dismissal 2:30pm

Plus some key dates for Semester 2

Term 3:

Monday 10th July - FIRST DAY OF TERM 3
Friday 28th July - WHOLE SCHOOL ASSEMBLY 3pm
Monday 4th September - CURRICULUM DAY (Student-free)
Wednesday 6th September - WHOLE SCHOOL Assembly 3pm
Thursday 14th September - WHOLE SCHOOL PRODUCTION
2x identical matinee performances
Friday 15th September - FINAL DAY OF TERM, 2:30pm Dismissal

Term 4:

Monday 2nd October - FIRST DAY OF TERM 4
Wednesday 11th October-Friday 13th October - YEAR 3-6 CAMP
Friday 20th October - WHOLE SCHOOL Assembly 3pm
Thursday 26th and Friday 27th October - YEAR 5&6 Exhibition
Monday 6th November - CURRICULUM DAY (Student-free)
Tuesday 7th November - PUBLIC HOLIDAY
Thursday 30th November - WHOLE SCHOOL Assembly 3pm
Tuesday 5th December - FOUNDATION-YEAR 2 Athletics morning
Friday 15th December - WHOLE SCHOOL Celebration Concert 2:45pm
Wednesday 20th December - FINAL DAY OF TERM
Assembly 12:45pm, Dismissal 1:30pm



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Community Advertisements

COMMUNITY UPDATES & BUSINESSES SUPPORTING OUR SCHOOL COMMUNITY & CLASSIFIED NOTICES: The Department of Education & Training and Kingston Heath Primary School do not endorse the products or services of any private advertiser. They accept no responsibility for accuracy of information contained in advertisements or claims made by them.



Community Planting Day

Next date: Sunday, 04 June 2023 | 10:00 AM to 12:00 PM

You're invited to our Community Planting Day!

Help expand our urban forest, meet new people and make a positive impact in your community.

Please bring along gloves and a digging tool if you have one, wear appropriate footwear and sun protection. Tools and gloves will be provided on request but please note these will be subject to numbers.

For more information please email our Team Leader Horticulture at info@kingston.vic.gov.au, or call [1300 653 356](tel:1300653356).



Event Snapshot

Cost

Free

Contact

Horticulture Team Leader

[1300 653 356](tel:1300653356)

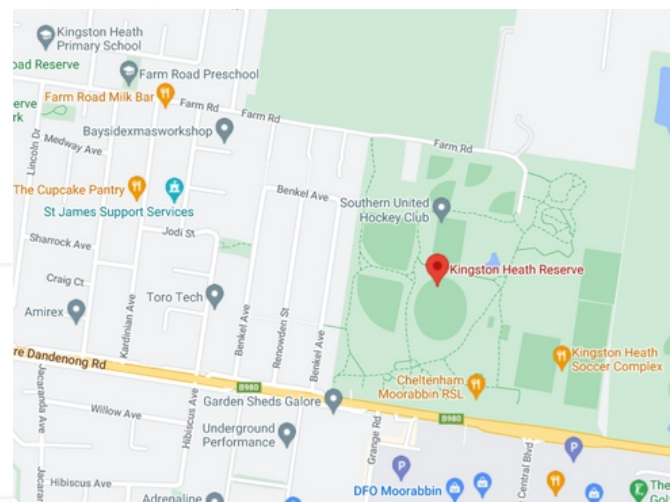
info@kingston.vic.gov.au

When

Sunday, 04 June 2023 | 10:00 AM - 12:00 PM

Location

Kingston Heath Reserve, 285 Centre Dandenong Road, Cheltenham 3192



If you have a passion for protecting and preserving Kingston's Bushland and Foreshore reserves, come and join us for a working bee, where you'll pick up some great skills and learn about our beautiful environment.

Activities on the day can range from litter collection and hand weeding through to revegetation of indigenous plant species. All you'll need is weather-appropriate clothing, a water bottle and a hat. Gloves will be provided if you don't have a pair of your own. We look forward to seeing you there!





VICTORIA POLICE

FREE BIKE ENGRAVING

SUNDAY 28 MAY 2023 -- 8 AM - 1 PM

1 RAILWAY ROAD, CHELTENHAM



BRING YOUR..

**BICYCLES, SKATE BOARDS, SCOOTERS, SKATES, TOOLS,
ELECTRICAL APPLIANCES / EQUIPMENT**

PLEASE BRING

Your driver's licence - DL number is engraved on the frame

Engrave your driver's licence number - Engrave the letter 'V' (for Victoria) followed by your driver's licence number on the frame.

People who do not have a licence can use the licence of a relative or a friend.

A bicycle's serial number is usually located on the frame near the pedals.

GIFT VOUCHERS FOR 3 LUCKY WINNERS



FREE BIKE ENGRAVING

Join us at Cheltenham Rotary Market for our free bike engraving event.

Bring your bikes and power tools to have them engraved with your licence number to make them less appealing to steal and help police return your items to you when located.

People without a licence may use one of a relative or friend.

Cheltenham Rotary will be giving away gift vouchers to 3 lucky winners!

**SUNDAY 28TH
MAY 2023**

8AM - 1PM

1 Railway Road, Cheltenham

COMMUNITY UPDATES & BUSINESSES SUPPORTING OUR SCHOOL COMMUNITY & CLASSIFIED NOTICES: The Department of Education & Training and Kingston Heath Primary School do not endorse the products or services of any private advertiser. They accept no responsibility for accuracy of information contained in advertisements or claims made by them.

Proudly brought to you by



VICTORIA POLICE

COME & TRY Day – GIRL'S team

Saturday 13th May 2023



AUSKICK All Girls team

The Cheltenham Junior Football Club Auskick program has developed a fantastic "ALL GIRLS" team, and we invite any Girl that would like to try AFL Auskick, to come and join in the fun on

Saturday 13th May 2023

@

LePage Park (oval 1) – 9.15am – 10.30am

Our football club is all about inclusivity and participation, and we welcome all girls to our "Come and Try" day this Saturday.

*For further information, please call our Auskick Coordinator - Jon Morgan on
0499 484 531
auskick@cjfc.com.au*

TSR MARTIAL ARTS

KIDS CLASS FREE TRIAL



Defensive training that addresses aggressive confrontation
with a realistic approach

COMBATIVE TRAINING

Time:

6pm-6.45pm (8-13yr)

Location:

Cheltenham Community Centre CNR Chesterville Rd & Pine
Street, Cheltenham, Vic

Dates

Term 1,2,3,4 / Wednesdays / Bookings Essential

0430 282 080



www.tsrcombativetraining.com.au