



Whole School Newsletter

3rd April – Term 1, 2023 | Issue 2

PRINCIPAL REPORT

It is quite hard to believe that we are at the end of first term already. It has been such an eventful term with assemblies, picnics, interviews, sporting events, excursions, the fete and learning, learning, learning! We hope all our families enjoy the holidays!

FETE

What a success our school fete was! The sun was shining, the dunk tank was full and the community came together! It was just so wonderful to see so many people from the local community coming together to enjoy and support our school. Though some monies are still being received as lucky winners collect and pay for their Silent Auction prizes, at this stage we are expecting that total profit will be over \$11,000. That is a very pleasing amount and an enormous contribution to our school resources this year. Thank you once again to Alex and the hard working team of parents that worked so collaboratively together to make such a successful day happen. Thank you also to the very committed team of staff from Kingston Heath Primary who gave their time to support our school – this was very much appreciated by the school community!

BUILDING PLANS

We are so excited with the progress of the building plans for our new learning centres. The most up to date plans were presented to School Council in March and are now on display in the entrance to the School Hall. Please come and have a look at the plans for these modern and purpose-built facilities!

SCHOOL COUNCIL OFFICE BEARERS

The first meeting of the 2023 School Council was held on 15th March along with the A.G.M which includes the election of new Office Bearers.

I am pleased to announce and introduce to you:

- School Council President – Alex Saides
- Treasurer – Tracey Bolitho
- Parent and Community Members – Amanda Mooney, Shaoheng Yong, Carolyn Langdon, Sally Pellegrino
- DET Members – Cath Campion and Ryan McCulloch

I look forward to a very positive and productive year of working with School Council for the benefit of our community.

POLICY UPDATES – ATTENDANCE AND ANNUAL IMPLEMENTATION PLAN

The Kingston Heath Primary School Attendance Policy has been updated and ratified by School Council. I encourage parents to read the policy. School attendance is essential in both academic and social success and provides the basis for maximising life opportunities. Please do contact either myself, Assistant Principal Ryan McCulloch, or your child's class teacher if you need support with your child's school attendance. We also recognise the importance of arriving at school on time and ready to learn. Our school places high importance on Literacy and Numeracy and explicit teaching in these areas commences at 9:00. Students arriving at 9:10 will often miss the teacher directed component of the lesson, placing them at risk of falling behind in their learning. Again, please speak with your class teacher or Mr McCulloch if you would benefit from some support with regards to your child's attendance.
<https://khps.vic.edu.au/about-us/#policies>

What's On...

- 6 April – Last Day Term 1 (Finish 2.30pm)
- 6 April – Final Assembly 2pm
- 24 April – Curriculum Day (Pupil Free)
- 25 April – ANZAC Day (Public Holiday)
- 17 May – School Council Meeting 6pm

The Annual Implementation Plan (A.I.P) outlines the school's goals and targets for the 2023 school year. It helps us to work as a collaborative teaching and learning team at the school towards common goals. These goals and targets also help us determine the professional learning program that the teaching and Education Support staff team undertake, in order to support student learning. The A.I.P has been endorsed by both our D.E.T Senior Education Improvement Leader (SEIL – Tim Wilson) and School Council and is available for you to read on the school website.

PARENT PAYMENTS

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.

NAPLAN COMPLETED

Congratulations to our Year 3 and 5 students who completed NAPLAN over the past few weeks. Their commitment to doing their best throughout the testing and viewing the experience as a positive one is commendable, and we can all be proud of their efforts. Thank you to our Year 3/4 and 5/6 teachers for preparing and supporting the students so well.

REMINDER – STUDENT FREE DAY – MONDAY 24TH APRIL

A reminder that Monday 24th April (First day of term 2), is a student-free day. On this day our teachers will work in their teaching teams to plan the learning and assessment programs for the term ahead. A reminder also that Tuesday 25th April is a public holiday to commemorate ANZAC Day.

Have a safe and enjoyable break.

Katelyn Joyce

Acting Principal

ASSISTANT PRINCIPAL UPDATE

“A value is a way of being or believing that we hold most important.” (Brene Brown).

Last year our Kingston Heath community worked on establishing three core values, to be upheld by students, staff, families and the wider community, which guide how we operate as a collective. This year, classes have gotten to work on learning about these values and how we model these every day.



COLLABORATION –

All members of our school community work together positively to achieve our shared goals, and we learn and grow together.



PERSEVERANCE –

We aspire to excel and try our best no matter what, and know that we grow by overcoming challenges.

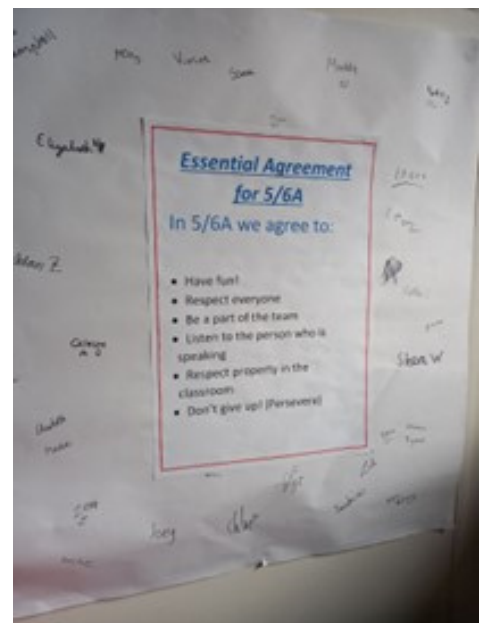
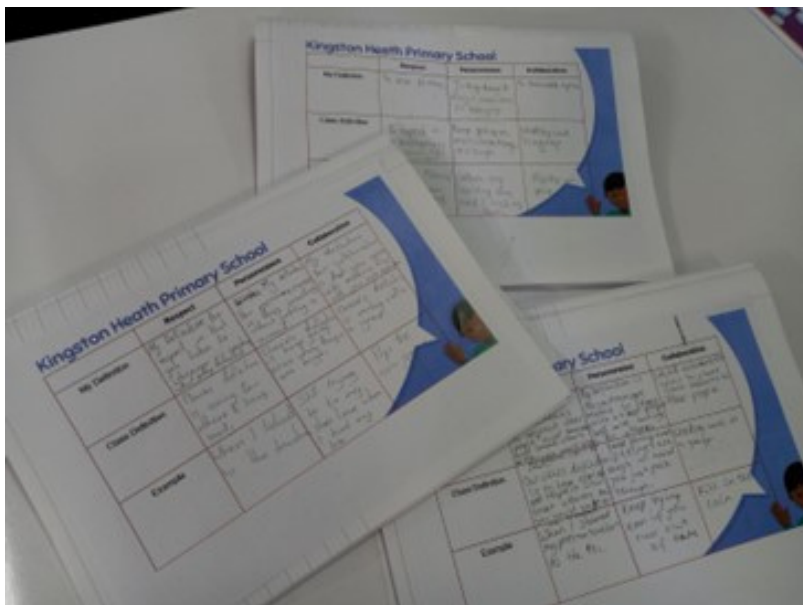
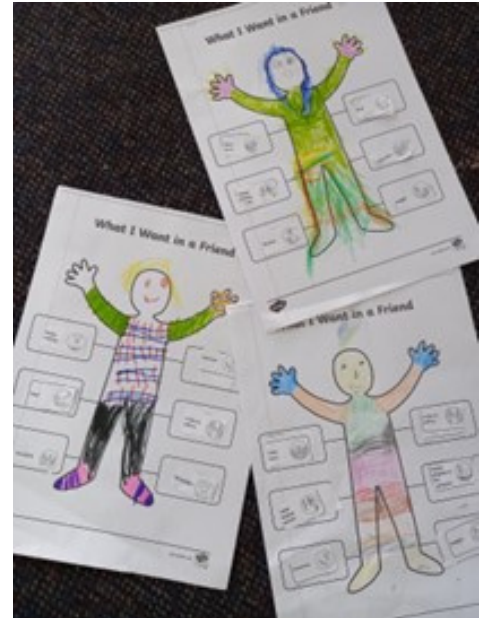


RESPECT –

We are kind, fair and thoughtful, and we treat everyone and everything the way we would like to be treated.

The development of interpersonal and intrapersonal skills is no different to any other kind of learning. We need to be explicitly taught and have opportunities to practise, make mistakes along the way and use feedback to improve. Ways in which Kingston Heath Primary School students have been learning about our school values this term have included:

- Unpacking what each of the values mean, including what these 'look like' in action particularly within the class environment.
- Learning about collaboration through team building activities, co-operative learning structures and partner and group work.
- Each class's Essential Agreement, co-developed with the students, and referencing our values.
- Learning the importance of perseverance and having a growth mindset, especially when in the 'learning pit'.
- Understand the concept of the 'golden rule' and how this ties in with respect, as well as specific actions and words which demonstrate being a good friend.
- Class games and discussions being used to put the values into action.
- Reading books in which the characters display one or more of our values.



What can you do to support this work?

- **Talk The Talk** – Make the key words part of your everyday vocabulary. Is your child trying hard, or are they showing perseverance? Is your child being nice, or are they being respectful? Are your children helping each other, or are they collaborating?
- **Walk The Talk** – Actions speak louder than words. Children look to the adults around them for cues on how to act. At this age their two main guides are their parents/carers and their teachers. It's up to us to model collaboration, perseverance and respect in all that we do.

Ryan McCulloch

Acting Assistant Principal

PRIMARY YEARS PROGRAMME (PYP)

LEARNER AGENCY

Learner agency in the PYP relates to the goal of students being active learners who inquire, question, and wonder about themselves, others, and the world around them. They make choices and take actions to be able to fully participate in their learning communities. Learner agency is connected to a student's belief in their ability to succeed (self-efficacy).

PYP students with agency use their own initiative and take responsibility for their learning. They also collaborate with others, thereby building a sense of community and awareness of the opinions, values and needs of others.

Students demonstrate agency when they:

- influence and direct their own learning
- make choices
- voice opinions
- ask questions and express wonderings
- communicate understandings
- construct new meanings
- participate in and contribute to the learning community.

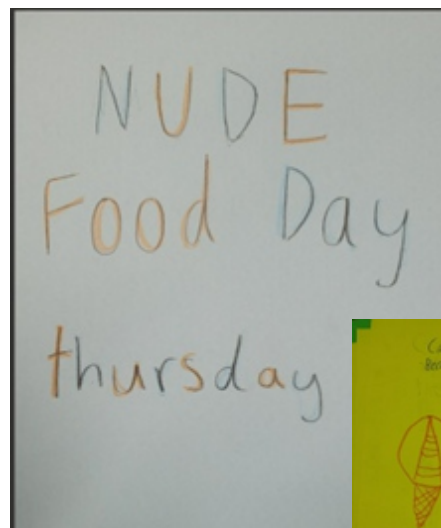
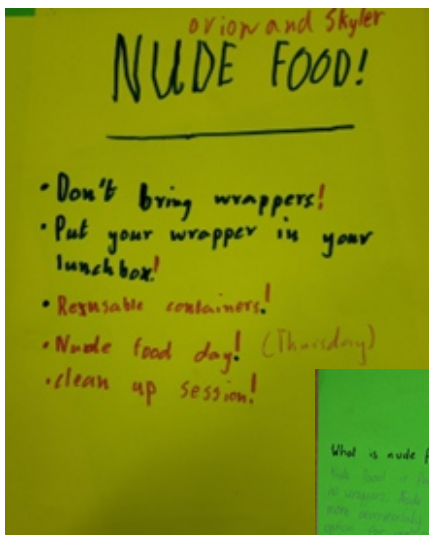


GREEN TEAM

This term enthusiastic sustainability leaders have been a part of our active Green Team meetings. Green team members have the option to help our Gardener Jo out in the garden on Tuesdays at our lunch break 12:50. Green team has shown a commitment to reducing rubbish in our school in our yard. Sustainability leaders have expressed wanting to improve our outside bins to better protect rubbish in our school. We have applied for a Junior Landcare Grant to purchase new bins for recycling at our school. Stay tuned!

Nude Food

The green team would like to teach and educate our school community about Nude Food to reduce the rubbish we have at school. Next term we'll have a dedicated nude food day every week on Thursday where our Sustainability leaders will record and track nude food in their classes. They have been working on some posters and will share some information at assembly next term.



GRIP LEADERSHIP CONFERENCE

On Tuesday 28 March, some of our school leaders had the opportunity to attend the GRIP Student Leadership Conference. GRIP stands for Generosity, Responsibility, Integrity and People and the GRIP team encouraged all student leaders and emerging leaders to take steps towards being better leaders.

We met early and travelled by train to the Melbourne Convention and Exhibition Centre to listen to sessions on:

- How to be an 'Others First' leader
- The people a leader can impact the most
- Ideas that impact everyone
- How to get everybody on board with a new idea

Each session included tips and tricks to be better leaders as well as lots of fun activities to meet and chat with students from other schools.

"We played a game in our booklet that had 8 different skills in it. We had to go around the auditorium and find someone from another school who could do that skill. It was to help us with our communication." Ryna

Milly said "All schools had a chance to bring a student to the stage. Sarah had to say the alphabet backwards, but she could look at the screen if she got stuck. Everyone realised how hard it was and how you have to work hard to achieve something."

Maddy "We had to put our thumbs up or down about certain topics to show that we have our own opinions, but sometimes we have to listen to others too."

"We learned about the four Hs of leadership – Hear, Help, Happiness and Humility. We watched movie clips, and we wrote down which H they were showing." Sarah

Matthew enjoyed the Dare activity "When the presenter, Levi had to do a dare but then we all had to do the dares (like pretending to be a monkey or dancing to Baby Shark). This taught us that we all need to help with the heavy lifting."

"We watched clips on different schools and they gave us fundraising ideas and ways to make their school thrive and come up with better ideas and present." Saskia

Zoe said "We had to think about the 3 Ls – the people who look up to you, the people who are left out and the people are like minded because you can impact these people and make them feel valued."



How Our Brains Learn to Read

Reading is an important and fun skill that nearly everyone can learn with time and practice. Our brains are naturally set up to learn to speak, but learning to read does not happen on its own. Scientists have found that we must develop certain parts of our brains and build connections between brain areas that were not connected before. The picture below shows **four different areas of our brains** that we use when we read.

VISUAL CORTEX



This part of our brains helps us see things. We use this part when we look at and recognize written letters and words.

ROLE IN READING:
Orthographic Processing

ANGULAR GYRUS



This brain area helps us connect sounds with letters and letters with sounds. We use this part of our brains to read words aloud or to ourselves and to put words on a page.

ROLE IN READING:
Sound-Symbol Connections and Semantic Processing

AUDITORY CORTEX



This brain area allows us to hear and tell the difference between sounds in spoken language. When we read, we use this part of our brains to identify the sounds that make up words.

ROLE IN READING:
Phonological Processing

INFERIOR FRONTAL GYRUS



This part of our brains helps us make speech sounds, form words and sentences, and understand the meaning of what we listen to and read.

ROLE IN READING:
Speech Production, Fluency, and Comprehension



We Need to Teach Our Brains to **DECODE** to Become Good Readers

What we learn in school can help us build the brain connections that we need to read. The four decoding skills below help develop different parts of the brain. It is important that kindergarteners, first graders, and second graders spend a lot of time in the classroom learning and practicing these skills because they are the building blocks of reading.

At least 50% of our K-2 reading block time should focus on learning to decode. We must also build our vocabulary and comprehension skills, but learning to decode is a critical first step in becoming a lifelong reader.



Phonological Awareness

It is important that we can recognize all of the sounds in the English language to be able to read well. English has 44 different speech sounds, which is more than many other languages.

Sound walls in our classrooms can help us learn how to make these unique sounds.



Print Concepts

To become readers, we must also recognize the letters of our alphabet, the basic parts of a book, and the special rules that print must follow.

Pointing out the front and back of a book, capital letters, lowercase letters, and punctuation marks can help us understand how writing works.



Phonics & Word Recognition

Once we know our sounds and the alphabet, we can begin to put them together to read words.

We learn phonics when our teachers help us to sound out words and know which letters and combinations of letters make which sounds. When we become good at this skill, we can read and spell many words.



Fluency

Now that we've learned about the connections between sounds, letters, and words, we can put it all together by reading sentences and books!

The more we practice sounding out words, the easier it will become to recognize both new and familiar words on the page.

LITERACY – SCIENCE OF READING

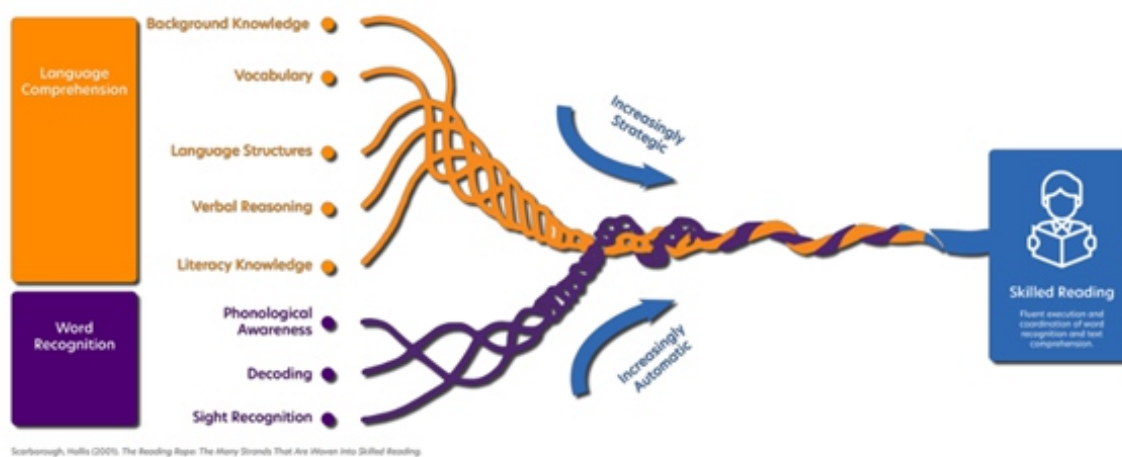
Science of Reading (SOR) refers to an enormous body of research and an emerging consensus that converges into how the brain learns to read and how educators should teach reading to ensure the best outcomes for all students. We use MSL (multi-sensory learning) to link reading, writing, and spelling.

Learning to read is not a natural process like learning to walk. Our brains are naturally wired for oral language (speech); however, our brains are not naturally wired to read and write. Reading is a complex skill and what is termed biologically secondary. At Kingston Heath Primary School we explicitly teach children how to decode (read) and encode (spell) using an evidence-based scope and sequence, ensuring children develop literacy skills for future academic success.

The Simple View of Reading



(Gough & Tunmer, 1986; Hoover & Gough, 1990)



All the components of the Big 6—oral language, phonological awareness, phonics, vocabulary, fluency and comprehension—need to be integrated and embedded into a comprehensive literacy program.

- Oral Language
- Phonological Awareness
- Phonics
- Vocabulary
- Fluency
- Comprehension

FOUNDATION

INVESTIGATIONS

We have had so much fun during investigations developing our social and communication skills this term. Here is what we enjoyed doing during investigations.

- Heidi-I liked learning how to draw using an Ipad
- Riley-I have enjoyed the home corner where we created an animal park
- Rafael-I have enjoyed playing with the cars
- Violet-I have enjoyed painting in the maker space



LITERACY

We have enjoyed beginning to learn our alphabetic code this term and learn many letters and their most common sounds. Look at the amazing handwriting of our letters. So far we have learnt about the letters s, a, t, p, i, n, m, d, g, o, c, e

- Violet -I enjoyed listening to the story of the Gruffalo and the Gruffalos child. We learnt how to draw a Gruffalo.
- Rafael-I have enjoyed learning our sound pack.
- Taylen-I enjoyed learning about the words stroll and feast out of the Gruffalo.



MATHEMATICS

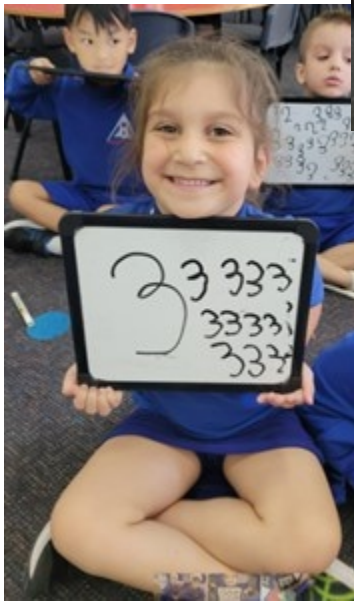
This term we have enjoyed:

- Taylen-Counting the eyes for our monsters and rolling the dice to count
- Heidi-I like learning about numbers
- Violet-I liked learning how to write numbers
- Riley-I liked asking questions to gather data

SCHOOL VALUES/ZONES OF REGULATION

This term we have been learning about our school value of 'respect'. We have been talking about what a respectful person looks like in the playground, classroom and at home. We learnt the 'boundary song' to help us remember how we can show respect to other people and remember their boundaries.

Foundation students have been introduced to the Green, Blue and Yellow Zone this term. We are learning how each Zone is connected with a set of emotions.



The ZONES of Regulation™ Reproducible 1 The Zones of Regulation Visual

The ZONES of Regulation™

BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
 	 	 	 
 	 	 	 
Sad Sick Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Relaxed	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Terrified Elated/Excited Devastated Out of Control

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YEAR 1 & 2

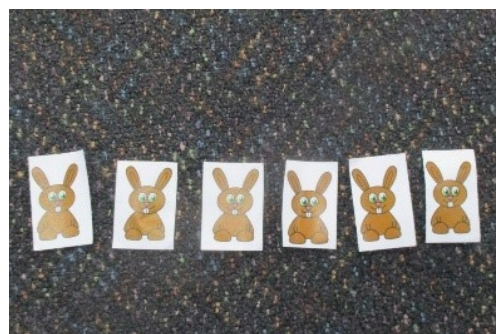
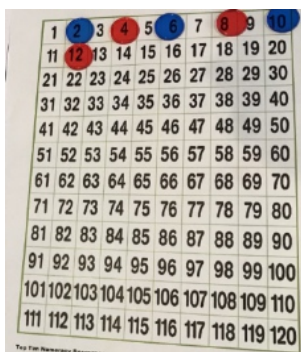
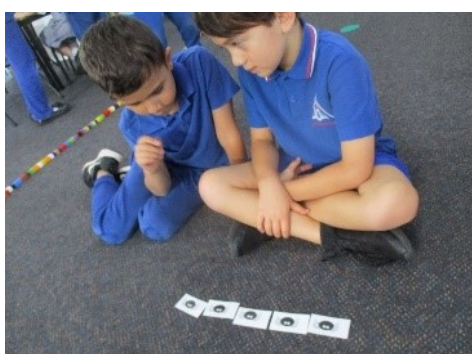
MATHEMATICS

During our maths lessons this term we have continued to focus on using evidence based teaching strategies. Three of them are;

1. Using pre and post testing to identify student learning needs
2. Using physical materials such as counters, teddies, MAB etc in every lesson
3. Having an enabling and extending prompt

This week we introduced skip counting as a precursor to multiplication. Assessment showed that most students couldn't skip count but some could by 10 and 2 and in addition a few students could fluently skip count by 3.

The main lesson focussed on using the physical resource of bunnies to count by 2s. The enabling prompt for students finding this difficult was to use a hundreds chart as a scaffold. The extending prompts were to practise skip counting by 4 and 8 using pictures of dogs and spiders as a physical aide. These practices help us ensure that we are meeting every child's learning needs in each lesson.



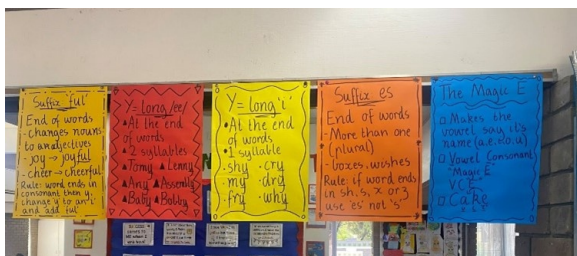
LITERACY

This term in literacy the 1/2s have been following the 'Orton Gillingham' approach to phonics. The approach uses a structured program to improve students' reading, writing, spelling and comprehension. In our daily phonics sessions students get to engage in handwriting practice, phonological awareness drills, auditory sounds, spelling words, learnt words, new phonograms and new syllabifications, suffixes or rules. The 1/2 students have made incredible progress since starting this in Week 3 and have been loving learning about new sounds, syllables and spelling rules.

One of the main focuses of the OG program is teaching students a new sound every week. So far we have covered a range of graphs (one letter sounds), digraphs (two letter sounds) and trigraphs (three letter sounds). This term we have learnt about ar, ee, or, ai, ay, er, oi, oy, igh, oa, y and oo. This week the focus sound has been the digraph "oo" which can make two different sounds: /oo/ as in "mood" or /oo/ as in "book". The students have practiced decoding and using these sounds in both verbal and written tasks.

Each week the classes collaboratively create posters of the new sounds to provide students a visual representation of their learning to go up in their learning space. The students have really enjoyed using these new sounds to help build their spelling skills, and have been pointing out these sounds as they notice them during their daily reading and writing activities.

We are so proud of how the 1/2s have taken on this new program and we are very excited to see how their reading, spelling and writing skills evolve over the next term.



ai	ay	igh	oa	oo	oo
rain	play	light	boat	sky	baby
pain	day	fight	goat	try	happy
chain	ray	might	moat	my	very
paint	Monday	high	toast	cry	yellow
train	pray	Sigh	throat	sly	Emmy
bait	stay	right	oath	shy	city
trait	way	fright	croak	iry	young
faint	Say	Fighting	soap	my	forty
trainer		highlight			

INQUIRY/SOCIAL SKILLS

Throughout the term the 1/2 students have been working alongside the transdisciplinary theme of 'Who We Are'. Our Central Idea is 'Diverse Communities can Learn Together.' The students have been working hard to develop new social skills and have been engaging with 'New Friend Fridays!'

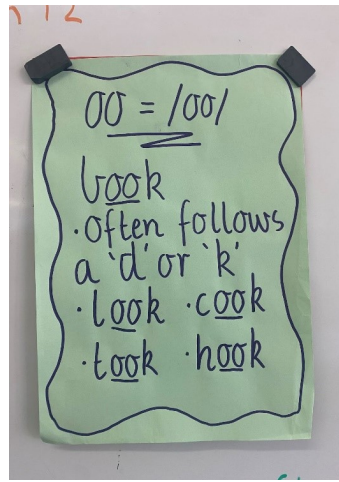
Every Friday, 1/2A, 1/2B, and 1/2C have been meeting together to implement new skills to practise with a new friend, who they usually would not play with. Such skills include; playing with someone from another class, playing with someone they usually wouldn't, engaging with new and different activities, introducing new friends to different games.

Some social skills we have been developing include; introducing ourselves, asking how our friend is, agreeing to play a new game with our friend, being open-minded when playing new games with new friends.

This week the students have been focussing on playing with their peers and practising their 'safe hands' - a term used to emphasise how we can play kindly and safely with one another.

At the completion of each inquiry session on a Friday the 1/2 students are encouraged to continue playing with their new friend throughout the final lunch break of the day. Students have been developing new friendships during this time, while also introducing their new friends to current friends.

We can't wait to see how this activity continues into next term!



YEAR 3 & 4

Our school values of collaboration, perseverance and respect have been fully embraced by our Year 3/4 cohort as we settled enthusiastically into our learning this term. Congratulations to the Year 3s for working hard and successfully completing their NAPLAN tasks.

UOI

On completion of our most recent unit of inquiry students' action task was to create a presentation about either the 'Salvation Army' or 'Save the Children' organisation and create their own 'hands on learning' experience. Students then partnered with a year 1/2 student to lead them through the learning experiences they had created.

The central idea in our current unit of inquiry is that 'different communities develop rules and laws to function effectively'. Students have inquired into different types of communities and identified similarities and differences between how communities function, initially focusing on our classroom community and comparing it with a school from Alice Springs. Students have learnt about Indigenous Australian communities and the difference between a 'Welcome to Country' and 'Acknowledgement of Country'. We all enjoyed writing and presenting our own 'Acknowledgement of Country', a sample of which will be presented at our Whole School Assembly.



ENGLISH

In English we have continued our work on our class novel 'The 1000 Year Old Boy'. We have been working on improving our writing with the use of paragraphs, speech marks and WOW words. During Reading Groups we are focusing on decoding a variety of texts, improving our fluency and developing our comprehension skills.

MATHS

In Maths, students have been consolidating their skills of working with number and extending their knowledge of place value. We have also been busy investigating probability by discussing the likelihood of certain events occurring. While for statistics the Year 3/4s thoroughly enjoyed coming up with their own survey questions, interpreting their data and displaying their results on different types of graphs, including pictographs and bar graphs.



YEAR 5 & 6

INQUIRY

Transdisciplinary Theme: How we Organise Ourselves

Central Idea: Leadership and Government shape societies.

Lines of Inquiry:

- An inquiry into how government systems work.
- An inquiry into the impact of leadership and government on citizens.
- An inquiry into how people decide on leaders and government.

Key Concepts: Change and Connection

Learner Profile Attributes: Principled and Balanced



CYBER SAFETY TALK

The 5/6 students were invited to attend the Cyber Safety Talk with the Moorabbin Police Department. The officers spoke with the students about the importance of being safe and conscious online. We discussed the legal ages for social media usage and considered the many problems that students can face on social media websites. The students were encouraged to ask questions and think carefully about their future interactions online with peers and strangers.

WEBSITES

Each week the students added what they have done to their own website page. There is also information for parents on the website about the upcoming weeks.

MATHS

This term the students have been studying fractions, decimals, percentages, place value, prime and composite numbers, worded problems, number talks, squared numbers, square roots and factor trees.

LITERACY

This term students have been developing their writing skills through rich literature. They have also been practicing reading skills as a predictor, clarifier, questioner and clarifier with fiction and non fiction texts.

KHPS FETE

Thankyou to the students who were dunked on the Dunk Machine. It was so great to see you having so much fun while raising money for your school. Also thankyou to the students who painted nails and applied tattoos in the Art room. The nails were very colourful and the tattoos were enjoyed by so many people.

Students comments: There was so much to see and do. I loved every bit of the fete. I was there all day and I didn't want the fete to end. Thankyou Alex and parents for organising the fete. When is the next fete? It was so nice to go to a fete at our school - KHPS. Wow, so many people came to our school fete. It was fun to see the teachers getting wet on the Dunk Tank machine.

COMING UP NEXT TERM

- Student excellence program
- Interschool Sport - Netball, Soccer and Softball
- House Cross Country and District Cross Country



Thank you to our generous sponsors who have contributed to our Fete!

Please support the businesses who have supported us.

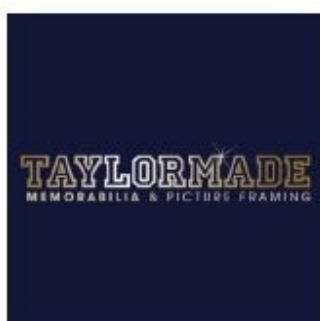
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Support Partners



Serenity





VICTORIA POLICE

OUR COMMUNITY YOUR SAFETY OUR PRIORITY

HOW CAN WE KEEP YOU SAFER?

COMPLETE THE
COMMUNITY
SENTIMENT SURVEY

OPEN 31 MARCH 2023



OPEN NIGHT

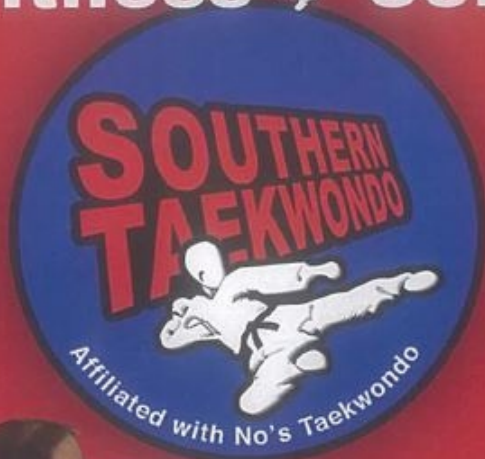
Parkdale Secondary College invites you to our open night

Tuesday 2nd May 6.30pm



Challenging our school community to strive and achieve

Fitness  Self Defence  Sport



**DINGLEY VILLAGE
NEIGHBOURHOOD CENTRE**



CHILDREN'S CLASSES

Start 5.30 - 6.30pm


Monday & Thursday

ADULT'S CLASSES



**SOUTHERN
TAEKWONDO**

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