



Whole School Newsletter

8th August – Term 3, 2023 | Issue 5

PRINCIPAL'S REPORT

Welcome and what's been happening!

Congratulations to our Foundation students who celebrated having attended school for 100 days last Friday! Starting school is one of the great milestones in both the child and parents lives and we are so proud of the successful transition the children have made into school. One of my favourites times in the week is visiting the Foundation classroom and observing the outstanding growth and progress that the children have shown socially and academically. Here's to another 1500 or so fabulous days with us here at KHPS!

As a school we value and promote not only the academic progress but also the social, emotional and physical development also, ensuring our students have opportunity to learn and thrive across all of the domains. In addition to year level excursions and incursions, our students have been involved in:

- Sporting events including house athletics, inter-school sports events, district events and in the coming weeks we will also have teams competing in division level competition. Thank you to Leanne Carter and Alex Stock for preparing the students and organising these events.
- Chess club
- Choir
- Gymnastics program through the Sporting Schools grant
- 11 students enrolled to attend Somers Camp
- Kitchen Garden program

Many of these activities also rely on parent help and support, so we are very grateful to the parents who have given time to support school activities. Sincere thanks to the parents who helped recently with our mini working bee to move mulch around the school, thanks to **Caroline B, Megan F** and **Chris R** for your help.

What's On?

Friday 11th August (note this is the new date, previously advertised as the 18th) – Keep Australia Beautiful dress-up fundraiser

Thursday 17th August – Science Week Open Morning (more details to follow)

Tuesday 22nd August – Book Week costume day (see page 18 of this newsletter)

Monday 4th September – Student-free Day for all students (TheirCare open for bookings)

Thursday 14th September – STOMP PRODUCTIONS (ticket details released soon!)

Friday 15th September – 2:30pm end-of-term dismissal

For further Term 3 Key Dates refer to page 17 of this newsletter!



Collaboration • Respect • Perseverance

PRINCIPAL'S REPORT CONT.

NAPLAN

Last week NAPLAN results became available to schools and families. This year's NAPLAN marked the first year of a change in the way the data is presented. Due to the changes in testing and reporting format, as well as the change in when the tests take place in the academic year, it is currently not possible to compare results to previous years. Students are now assessed as being in one of four bands: Exceeding, Strong, Developing and Requiring Support.

Whilst we are not able to determine performance against previous years, comparative data to both similar schools and network (other schools in the Kingston Network) schools is available and has assisted us in identifying our school level performance. I am very pleased to share that we have performed exceptionally well by comparison, with 8 of 10 metrics above both of these comparison groups.

'Exceeding' or 'Strong' %	Our School	Similar Schools	Network Schools
Kingston Heath Primary School			
Numeracy			
Year 3	86%	79%	79%
Year 5	80%	78%	79%
Reading			
Year 3	91%	80%	79%
Year 5	83%	88%	86%
Writing			
Year 3	91%	87%	88%
Year 5	88%	83%	83%

Parent Opinion Survey

This week you will receive a Compass invite to participate in the annual Parent Opinion Survey. We encourage families to complete the survey to help us identify our areas of strength and future priorities. I thank in advance the parents that complete the survey and appreciate the feedback that it will provide.

Katelyn Joyce

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!



ASSITANT PRINCIPAL'S REPORT

CYBER SAFETY - Extracts from Susan McLean @ Cyber Safety Solutions

Children Under 13 ARE NOT ALLOWED on Facebook, Instagram, Kik, SnapChat, iTunes and many more. Don't support your child to break the rules & they won't be the only one without these accounts. Learn to **say NO!**

The use of apps and website that are not intended for children exposes children and makes them **vulnerable to dangers**, as well as the unintended consequence of providing platforms for anti-social behaviours such as cyberbullying and peer pressure. Even the most tech-savvy child can be naive to online dangers. If in doubt, check the app's/site's terms and conditions and age restrictions.

The use of computers, laptops or any internet enabled devices (including iPad, phone, iPod, Xbox) SHOULD be in a common area of the house NOT IN THE BEDROOM! Need an alarm? Buy a clock radio! **PARENTAL MONITORING IS VITAL** - walk past and see what your child is doing, who they are talking to and what sites they are on.... be aware if their mood changes. This is NOT invading their privacy at all...it is parenting in the digital space.

Have a family internet contract and set house rules about what information your child can put onto websites or share with others. Be aware the majority of children WILL NOT tell a parent/teacher if bullied or harassed online for fear that they will lose internet access!! Make sure that your children understand that they will not get in trouble if they tell you about a problem.

Whatever your children use, you must use as well. Set up accounts on the same sites to ensure that they are suitable and the interactions appropriate. Engage with them online. This also allows you to know how these applications work.

To read the rest of this article in full, visit

<https://www.cybersafetysolutions.com.au/internet-safety-tips-for-parents-teachers-carers/>

USEFUL LINKS FOR PARENTS/CARERS:

<https://www.esafety.gov.au/parents/resources>

<https://www.esafety.gov.au/parents/big-issues>

<https://www.cybersafetysolutions.com.au/fact-sheets/>

<https://www.ncab.org.au/>

<https://www.wiredsafety.com/protecting-yourself--your-family-online>

STUDENT MOBILE PHONES REMINDER

At Kingston Heath Primary School students are required to store their phones at the front office. Students are required to hand in their mobile phones to the front office staff each morning to be placed in a lockable cupboard. Students need to collect their mobile phones at the end of each day. For more information about the school's Mobile Phones Policy please refer to our website.

Ryan McCulloch - Assistant Principal



PYP UPDATE

THE PYP EXHIBITION: INQUIRY AND ACTION IN PRACTICE

We are excited to share with you that our Year 5 and 6 students have begun their thinking and planning for the Primary Years Programme (PYP) Exhibition. The PYP Exhibition is the culminating project for our senior students, showcasing development as thinkers, researchers, communicators, and most importantly, as thoughtful and action-oriented individuals.



Save the date(s) for our Year 5 and 6 students to present their Exhibition to the school community on **Thursday 26 and Friday 27 October**.

The PYP Exhibition is a process that challenges students to explore real-world issues that matter to them. Throughout the process, they work collaboratively to investigate these issues from multiple perspectives, seeking solutions and thinking how they can make a difference in their communities.

At the heart of the PYP Exhibition lies inquiry. Our students have the freedom to select a topic they are passionate about. They start by formulating questions, investigating authentic sources, and gathering information to deepen their understanding of the chosen issue. This phase fosters curiosity and encourages students to be independent learners while developing their research skills.

****Taking Action****

The PYP approach goes beyond acquiring facts; it emphasizes the significance of taking action as a consequence of our learning. As part of the Exhibition process, students identify areas where they can contribute positively. Whether it's by raising awareness of their chosen issue, collaborating with local organisations or individuals, or changing their own behaviour as a result of their learning, our students show their commitment to becoming responsible global citizens.

****Collaboration****

Collaboration plays a pivotal role in the PYP Exhibition and also represents one of our KHPS school values. Students work in groups, using each other's strengths and perspectives to research and share their understanding of some complex issues. They learn the value of active listening, empathy, and collective decision-making. Together, they work through challenges and celebrate their achievements, strengthening their social and communication skills.

****Communication****

Effective communication is key to creating an impact. Our students learn to share their ideas and discoveries confidently. They utilize various mediums such as presentations, interactive pieces and creative displays to share with the school community, parents, and invited guests during the Exhibition days. This opportunity also helps to develop public speaking and presentation skills.

****Reflection****

The PYP Exhibition is not just about the end result; it's about the entire learning process. Reflection is an integral part of this, encouraging students to consider their goals, challenges faced, and areas for improvement. Through self-assessment and feedback from teachers and peers, students gain a deeper understanding of themselves as learners, fostering a growth mindset.

****Celebrating Achievements****

The culmination of this incredible learning journey is the Exhibition, where students present to the school community. It's a celebration of their hard work, dedication, and creativity. The Exhibition showcases their knowledge and skills and also inspires others to take action and create positive change in their own lives and communities. We look forward to sharing the Exhibition with you on Thursday 26 and Friday 27 October.

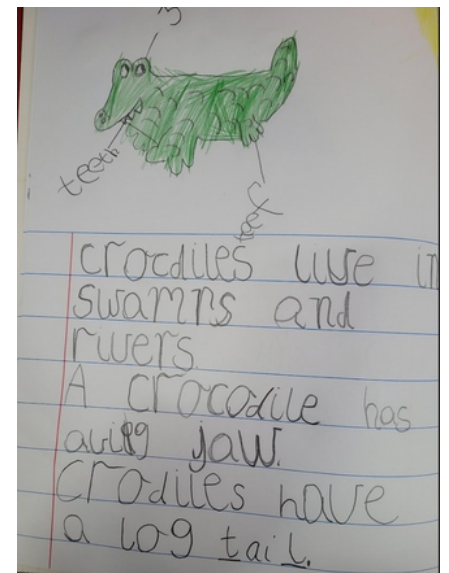
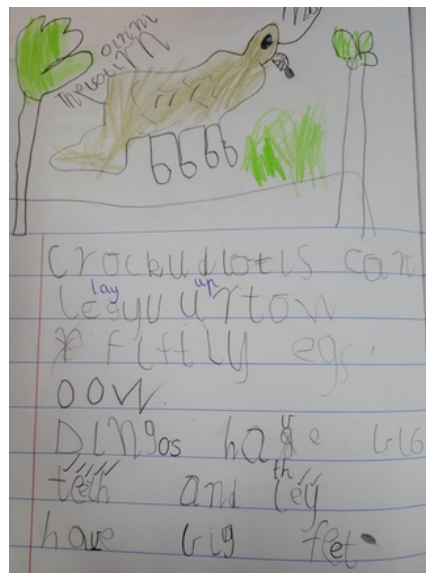
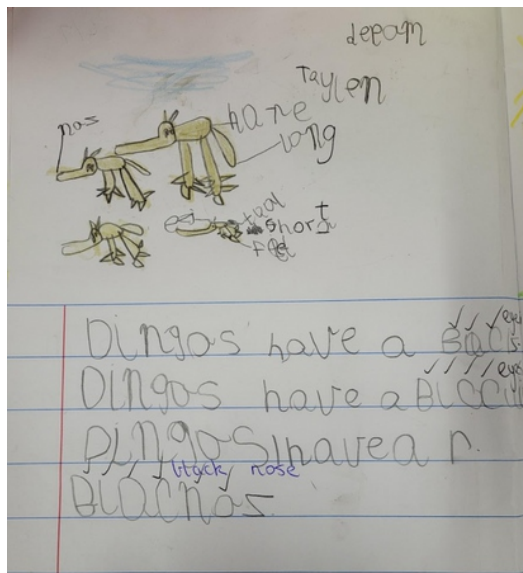
If you have any questions about the Exhibition or think you could offer your expertise to students about different issues such as sustainability or access to equal opportunities from a personal perspective, please let us know as having parent experts as part of the process is so valuable to our learners.

Sue Riley - PYP Coordinator

FOUNDATION NEWS

Unit of Inquiry-Living things

This term students have been learning about living things. Students chose animals such as crocodiles, tigers and snakes to gather facts about them. They have been learning to draw and label their animal and write some facts that we have learnt during reading.



School Values

We have been focusing on the school value of 'Respect'. On Monday our Year 6 buddies came to visit Foundation and we listened to the story of 'A little bit of respect' and discussed how the characters did and didn't show respect. Then in groups we talked about different settings in our environment such as school, playground, shopping centre and movie theatre and students drew and wrote about how they can show respect in those settings. Look at all the ways we can show respect.



YEAR 1 & 2 NEWS

Unit Of Inquiry (UOI)

In Term 3 the Year 1 & 2s are inquiring into the transdisciplinary theme of “How the World Works”. We are exploring the Central Idea of “Natural cycles cause changes in behaviour”. Together, we have been observing the sky and reporting on the weather. We have explored patterns and cycles in nature, such as day and night, and the seasons, and how this relates to telling the time in Mathematics. We found out that there are 6 seasons in the indigenous calendar, each one lasting 2 months.



English

The Year 1 & 2 students have been reading 'Stuck' by Oliver Jeffers and unpacking how the author used *ridiculous* humour to entertain his readers! We have rewritten sentences, made comparisons with 'There was an Old Lady', and focused on describing the nouns of the story with adjectives. We shared our adjectives using the 'Popcorn' sharing technique. It was very fun!



This hairstyle is ridiculous!

Word Family
ridicule
ridiculing
ridiculed
ridicules

Maths

“What’s the time?” ask any one of us! We can tell you! The students in Years 1 & 2 have been reading clocks in digital and analogue formats. We can say that there are 24 hours in a day, 7 days in a week and 52 weeks in a year. We know that each year is actually 365 and a quarter days! This is why we have a leap year every 4 years.

YEAR 1 & 2 NEWS CONT.

Resilience, Rights and Respectful Relationships (RRRR)

For respectful relationships our focus has been on understanding our circle of control. The circle of control is a visual representation of the things people can and cannot control. For example, how others treat you, and the past are things that you have no power over. On the other hand, you have the ability to take care of yourself and behave appropriately. We have also been developing our social skills on 'Make a Friend Friday'. We 'stand up-hand up-pair up' and meet a new friend. We have a conversation using our social skills and find an activity to do together that is a win-win. It is fantastic seeing the cohort building and strengthening their friendships.



Mr Le Ray, Mrs Le Dan, Mrs Borneman

YEAR 3 & 4 NEWS

A selection of Year 3 and 4 students have been interviewed in order to share, in their own words, what they've been learning so far this term.

English

Class Novel - Running Wild by Michael Morpurgo

It's a book about a boy who rides an Elephant near the beach in Indonesia. He is on a family holiday with his mum which his grandparents gave them for a Christmas present. At the start of the story, there was an old man throwing bananas out of the window to stop the Elephants coming. I'm looking forward to the next part of the story. My prediction is that the boy tries to find the source of where all the elephants come from and the boy makes friends with all the elephants to help keep them safe. - **SARAH A**

Writing Task

During the writer's notebook, I was asked to bring in an artifact to write about. I brought in a book about Windsor Castle, which is where the King lives in England and I was lucky enough to visit this year during the school holidays. I am writing a recount about my family's visit to the castle. Some highlights were seeing the amazing amount of gold, getting to see the guards changing (which was really exciting) and I even got to have a picture with one of the guards. - **EMMA D**

Behind The News

Each week in English we watch a news story on BTN, which I enjoy because we get to learn about different stories from around the world. Yesterday, we watched a story about Ernest Shackleton and his journey to Antarctica over 100 years ago. I learnt that his boat got stuck in lots of sea ice and the crew had to evacuate and set up camp on the ice in Antarctica. There were 3-4 people including Shackleton, who sailed for 36 hours to a nearby island to get help so the rest of the crew could be rescued. - **Annabelle H**

Inquiry

Our current UOI is Where We Are in Place and Time, our central idea is, "Exploration of the world transforms cultures". Last term a few students, including me, got to meet with the teachers and help plan this unit of inquiry and I was really excited.

Our lines of inquiry are:

- An inquiry into how exploration has evolved over time
- An inquiry into significant explorers and their journeys
- An inquiry into the positive and negative impact of exploration - **Bastian**

Age of Exploration

We have been learning and exploring 'the Age of Exploration' which is about how the explorers have changed over many years. This period of time lasted over a few centuries from around the year 1400. Most of the explorers traveled by boats and used various methods to navigate, such as stars, compass and some even used birds to locate which way to go. Christopher Columbus is a famous explorer that I have enjoyed learning about. **Chirag C**

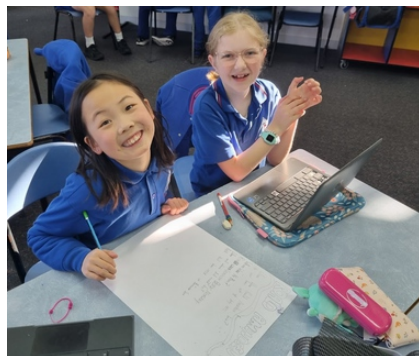
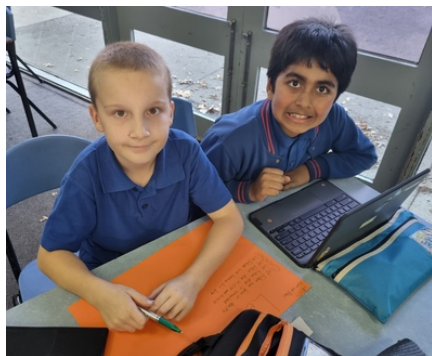
Navigational Instruments

I worked with Dhiyya and we had to investigate a navigational instrument. We learnt about a compass. Some interesting facts we learnt were: the compass points to magnetic north and the explorers used compasses to navigate around the world. Some of the other groups learnt about, auto pilot, backstaff, hourglass and an astrolabe. When we were finished we shared our work with the whole class and got to learn a little bit about each of the different instruments. **Aurora S**

YEAR 3 & 4 NEWS CONT.

Investigating some explorers

I have been enjoying our current unit of inquiry, learning about the 'Age of Exploration'. This unit is really interesting because we have been learning about the different materials the explorers used and what they discovered on their journeys. It was intriguing learning about when Captain Cook sailed into Botany Bay, which was called Kamay at that time. We also studied maps showing how Botany Bay has changed over time. My favourite explorer so far is Christopher Columbus because he was searching for India but found the Americas instead, which is how the West Indies got its name. – **Pragnay**



Maths

Shape: Making robots

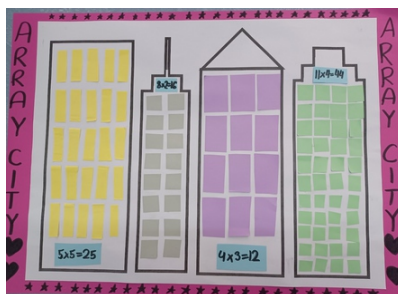
In Maths, we have been learning about different shapes and we made a shape robot. We were learning about formal and informal units of measurement. First we learnt about informal measurement, and how to measure the area of different shapes using blocks and other objects. Next we used the MAB blocks to calculate the area shapes. Finally we had to create a robot using shapes and the total area of the robot needed to be between 180 and 220 MAB blocks. I thought this task was really tricky at first because I kept on messing it up, but once I did my new robot it was much easier. It was really fun because it was so creative. – **Tom B**

Multiplication - Array city

In Maths we participated in a really fun activity called 'Array City' that took a lot of hard work. We learnt about how arrays are set out neatly in rows and columns and how they use times tables. First we watched a short video about Gotham City, looking at all the windows on the big buildings and how they are neatly arranged like arrays. Our teachers gave us a template with four different buildings and we had to use color paper to make the windows set out like arrays. I thought this activity was heaps of fun. – **Zach A**

Learning our times tables

In Maths we have been learning about multiplication, we have learnt about arrays and how they connect to multiplication. We played two different times tables games this week, Connect Four in a Row and Bingo. In Connect Four, we had to get a sheet of printed numbers and a pile of counters, and then someone rolls two dice and we had to figure out what the product of the two numbers equaled. For example, if you rolled a 6 and 5, the product would be 30 and you would put a counter on 30 if you had it on your sheet. We also have been learning our times tables in class, each student has their own maths goal, I am currently focusing on learning my 8 times tables. – **Anika M**



YEAR 3 & 4 NEWS CONT.

Kitchen Program

Kitchen - What did we make this week?

This week in Kitchen we made tacos with different fillings, such as chicken, beef and vegetarian. My group was lucky enough to cook first, making the tortillas. We had to pour in flour, salt and some water. We mixed this together in a bowl, so next we had to take it out and roll it flat and cook it in a fry pan. Other groups got to make the fillings, such as the bean mix for vegetarians, or the chicken and beef for everyone else.

- **Aarja P**

Kitchen - What did we make last week?

Last week we made pumpkin soup and damper, which was delicious. I was making the damper, we had to mix flour with the chopped up butter in the bowl. We had to use our hands to mix the ingredients together and then we put some salt and some water into the mix. After it was perfectly mixed, we baked the damper in the oven. The other students made the pumpkin soup which was very tasty. - **Jack L**

Athletics Highlights

On Tuesday, 25th July, everyone in years 3-6 got to participate in the KHPS House Athletics day at Dolamore Athletics Track in Mentone. I was really looking forward to the day as were lots of my friends, like Darcy, Tom and Skyler who were all super excited. I got to compete in the 100M, 200M, 800M, Relay and Long Jump. I came first in my 100m race and I think I took between 14 and 15 seconds. Also, I loved the relay race because I got to run with my friends, Darcy, Tom and Skyler. I started and gave us a 50m lead, Darcy gave us a 90m lead and Sam, on a different team, closed the lead to about 70 but Tom finished the race strongly for us and we won by about 50 meters. - **Evhan S**

I really enjoyed House Athletics, it was really fun because I got to do activities that I always wanted to have a go at. Firstly I did the 100m event, then I had a little bit of fun for a while. Next, I went over to High Jump and had a go, and it was super fun. Then I was hanging out with Atharv and Archie. Overall my favourite part of the day was getting to enjoy some time with my friends. - **Isaac E**



Puppet Club

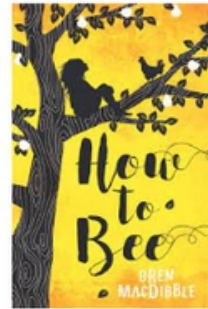
In the Puppet Show Club my success criteria is to make a fun activity for the younger students to do at lunch time, while they're still getting used to the school. Next year, I will be hoping to get new students when the new Preps arrive at KHPS. In the first two sessions we were just playing, I just wanted them to zone in or become one with their puppets. The second session, I intended to bring some paper for them to draw a picture of their puppet. They had to draw a line down the middle and write the inside and outside traits of their puppet. It feels fantastic to see the faces of the Preps when they see me with all the puppets outside the library. I will keep doing the puppet show until the end of the year. I would like to thank the students from Year 3 and 4 that have volunteered to give their time and effort into helping me with the puppet club. - **Bas**

Mr Starling, Mrs Drummond, Mr McGuinness and Mr Winter

YEAR 5 & 6 NEWS

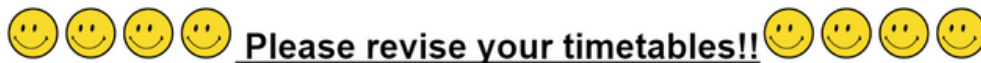
Literacy

In Literacy we have been studying the books "The Little Refugee" and "Fire". These books allow the students to write creatively using rich language. The students share their own Reciprocal reading groups where they discuss their book and take on different roles to enhance their understanding of the book. We are developing our Writer's Notebook where we write about experiences, react to photos, write bucket lists, diary entries, song lyrics and more.



Maths

During our math sessions we have been focussing on a range of strategies utilised to help us track our knowledge of division! With the long awaited, heavily debated topic of which is better? Short or long division? We have also explored new strategies such as the rectangle method. There is no doubt that knowing the multiplication tables greatly supports and improves our understanding of division so we are reminding everyone.



In measurement and geometry we have been focussing on units of measurement. Understanding the different units of measurement used and how they compare. We have also we exploring perimeter, area and volume, broadening our understanding of their use in everyday life situations. We have been out in the yard exploring shapes to calculate their many measurements and have been exploring new formulas related to circular and triangular shapes!

UOI (Unit of Inquiry)

Recently in our Unit of Inquiry we have been working towards the initial stage of our upcoming Exhibition! This has included researching, brainstorming and discussing different topics linked to our two central ideas (Equal Opportunities Strengthen Communities and Earth's Biodiversity Supports Life).

The students have been developing their ideas and areas of interests to begin narrowing down their topics to one central focus in preparation for the commencement of their exhibition.

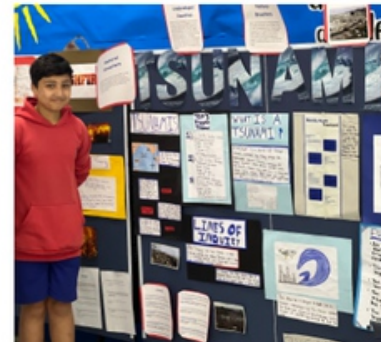
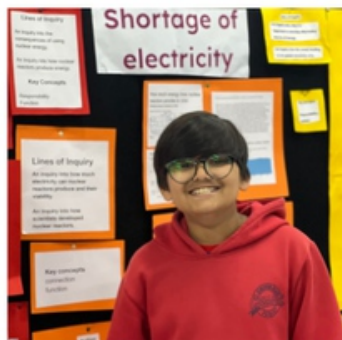
In coming weeks year 6 students will be assigned a staff mentor who alongside their regular 5/6 teachers will support them along the way and provide relevant and critical advice.

Throughout this experience the 5/6 students will be working alongside the PYP syllabus and will continue to develop the 5 PYP Approaches to Learning skills; Social, Research, Communication, Self-management, and Thinking. All of which are critical components of their growth and success in the Primary Years Program.

YEAR 5 & 6 NEWS CONT.

Alongside enthusiasm and uncertainty the 5/6 students have expressed a range of feelings about this major component of their final years of primary school, however, their teachers are impressed by the spectrum of interests and conversations that have surfaced in the first few weeks. As a cohort we are very excited for the next few months that are to follow!

Some images from last year's exhibition showcase and progress



We cheered on the District Girls and Boys Basketball teams on Monday the 7th of August. They played in a round robin at Springers basketball stadium. Thank you to Adam Ballinger and Paul Khazaal for running practice for both teams.



Good luck to the Regional Girls Teeball team who are playing in a round robin competition at the Mornington Baseball club. Thank you to Bec and Adrian Fielden for all your teeball knowledge and your excellent coaching skills.

Mrs Riley, Miss Campbell, Mrs Carter

NEWS FROM OUR THERAPY DOG

Hello KHPS families,

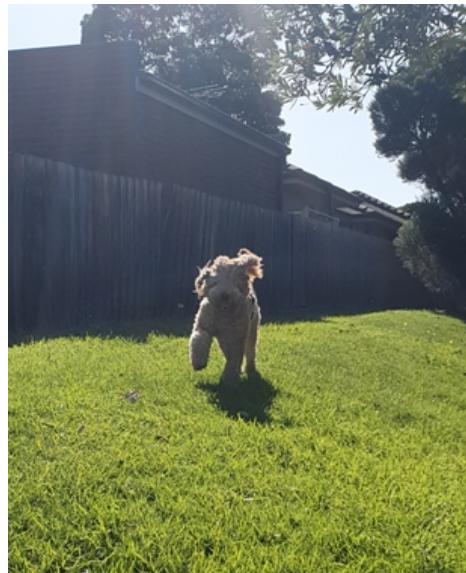
I have been enjoying myself greatly, coming into the classroom with my mum, or as you know her, Mrs. Le Dan! I now even have my very own Kingston Heath school badge, with my own name on it!

I love doing zoomies in the mornings when I first get to school, I am just so excited to be there! The first thing I always do, after my zoomies, is go on a hunt for any stray tennis balls! They are my favourite thing in the world, after my mum, that is! I am getting better at sitting to greet the class as they come into the Learning Centre, and although I sometimes struggle to stay on my mat when I am asked, I just love rolling onto my back and asking the children for belly rubs. I do tend to follow my mum around in the classroom, as I don't like her being out of my sight, but the children in my class are helping me to feel calm and safe.

I get to listen to stories and am learning all about how the English language works, and boy, is that complicated! So many different spelling choices! I will listen to the children read and occasionally try to stick my nose in their school bags – there are just so many yummy smells coming from them! I was a bit disappointed when I heard my mum remind them to zip up their bags so I couldn't get into them. I am especially good at finding tennis balls to play with! My mum does take me out for a walk and a run, I was even able to show off some of my tricks to the children on the oval! Did I mention how much I love tennis balls?!

Well, I can't wait to be back in the classroom on Wednesday, and to hear more about what the children are learning and to listen to more reading. I will check in next time and let you know how I am going!

Love Ruby



WELLBEING UPDATE

RESILIENCE, RIGHTS & RESPECTFUL RELATIONSHIPS

This year we have continued with a lot of work around our school values of **Respect**, **Perseverance** and **Collaboration** as a set of shared beliefs that we can all adhere to. This work directly correlates with the core beliefs embedded in the Resilience, Rights and Respectful Relationships (RRRR) initiative that has been implemented in all Government, Catholic and many independent schools.

Everyone in our community deserves to be respected, valued and treated equally. We know that changes in attitudes and behaviours can be achieved when positive attitudes, behaviours and equality are embedded in our education settings.

Respectful Relationships is about embedding a culture of respect and equality across our entire community, from our classrooms to staff rooms, sporting fields, fetes and social events. This approach leads to positive impacts on a student's academic outcomes, their mental health, classroom behaviour, and relationships between teachers and students.

HOW IS THE RESPECTFUL RELATIONSHIPS INITIATIVE IMPLEMENTED?

The **Resilience and Rights** components of the teaching and learning materials (Topic 1-6) help students develop the essential social and emotional skills, knowledge and understandings they need to have before addressing the concepts in Topic 7&8, which is the **Respectful Relationships** component of the program.

KHPS students will be developing their personal, social and emotional skills through a series of learning experiences. The topics that will be covered in a two-year cycle include: 1. Emotional Literacy, 2. Personal Strengths, 3. Positive Coping, 4. Problem Solving, 5. Stress Management, 6. Help-Seeking, 7. Gender and Identity and 8. Positive Gender Relations.

RRRR is a whole-school approach, including our wider community of family and KHPS friends.

RESPECTFUL RELATIONSHIPS schools:

- build a culture of respect and equality because everyone in our school community deserves to be respected, valued and treated equally.

For a detailed overview of the Respectful Relationships Initiative, parents, guardians and caregivers can access resources available on the Victorian Department of Education website.



WELLBEING UPDATE CONT.

HOW DOES RESPECTFUL RELATIONSHIPS FIT WITHIN OUR CONTEXT?

Within our PYP Unit of Inquiry cycle, there are a lot of wellbeing' touch points' that connect and complement one another and consolidate our approach to achieving our purpose, which is to enable quality care and quality learning, every day in every experience for every learner for life. The six key elements within the Respectful Relationships initiative (see above) act as a lever in which we can enhance and strengthen our culture of care and respect across our community. The initiative further enables us to:

- Reinforce and support our Values behaviours
- Strengthen the Visible Wellbeing pathways that lead to improved wellbeing
- Support our commitment to Child Safety
- Enhance our approach to social and emotional learning
- Further develop the attributes of our learners

HOW CAN I HELP AT HOME?

Working in partnership with our parents, guardians and caregivers is critical to create meaningful and sustainable change. As such, we invite all parents, guardians and caregivers to consider how gender equality is promoted and modelled at home.

What is gender inequality? Gender inequality is a social condition characterised by unequal value afforded to men and women and an unequal distribution of power, resources and opportunity between them. *Source: Our Watch*

Why focus on promoting gender equality at home? There is a strong and consistent association between gender inequality and levels of violence against women. When we promote gender equality, we create an environment where all genders experience equal value, rights, responsibilities and opportunities. This supports our efforts in reducing and ultimately preventing violence against women.

Proactive actions



REVIEW LITERATURE AND MEDIA

- Notice the different forms of literature and media your child is consuming and reflect with them on how diverse genders and gender roles are portrayed and represented.
- Promote and share stories that show genders performing diverse roles.
- Open conversations with your child when you notice limiting gender stereotypes in different settings.

Keep an eye out for more information & updates in the newsletter throughout the year.

Kai-lee Le Dan
Wellbeing Leader

KINGSTON HEATH PRIMARY



KEEP AUSTRALIA BEAUTIFUL DRESS UP FUNDRAISER

RAISING FUNDS FOR YEAR 5/6 I SEA I CARE
ENVIRONMENTAL AMBASSADOR PROGRAM

BRING A GOLD COIN DONATION

Friday 11th August
Dress up...



as an Australian animal

as an Australian sporting
team

in Australian colours
(blue, red, yellow, green)

as a character from an
Australian movie or tv show.





2023 TERM 3 DIARY DATES

*Dates and times 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.*



Monday 10th July - FIRST DAY OF TERM 3

Tuesday 11th July - Parent WORKING BEE for Hall kitchen 10am

Wednesday 12th July -

YEAR 3/4 Parent information session - Sex Education 6:30pm online

Tuesday 18th July - Foundation 'Mad About Science' incursion

Wednesday 19th July -

YEAR 6 families notified in writing of 2024 Government secondary school 7 placements

Thursday 20th July - YEAR 5/6 Melbourne Museum Excursion

Friday 21st July - 2024 Foundation Orientation library session 9:30am

Friday 28th July - WHOLE SCHOOL Assembly 3pm

- FOUNDATION 100th Day of School celebration

Tuesday 15th August - YEAR 3/4 Assembly 3pm

Thursday 17th August - Science Week community Open Morning

Friday 18th August - Keep Australia Beautiful fundraiser day

Tuesday 22nd August - Book Week dress-up

Wednesday 23rd August - YEAR 5/6 Assembly 3pm

Friday 25th August - 2024 Foundation Orientation Book Week activity 9:30am

Friday 1st September - FOUNDATION-YEAR 2 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, Times and ticketing details TBA

Friday 15th September - FINAL DAY OF TERM 3,

R U OK 'wear yellow' day, 2:30pm Dismissal

Plus some key dates for 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 4

Assembly 12:45pm, Dismissal 1:30pm





KINGSTON HEATH
PRIMARY SCHOOL

Book Week 2023

21st -25th August

READ GROW INSPIRE



The Activities

F-6 Dress up day-Tuesday 22nd August. Dress up as a character from a favourite book.

Library (Thursday)-Come visit the library to read and listen to many wonderful books.

