



Whole School Newsletter

Issue 11 - Wednesday 19th November - Term 4, 2025

Upcoming Key Dates

Wednesdays - Breakfast Club 8:15-8:45am (last entry 8:35am)

Friday 21st November - Foundation - Year 1 Excursion to Moonlit Sanctuary

Tuesday 25th November - Foundation - Year 2 Assembly 3:00pm

Friday 12th December - School Celebration Concert 2:45pm

Wednesday 17th December - Year 6 Graduation 4:30-6:30pm

Friday 19th December - End-of-year Assembly 12:45pm,
followed by 1:30pm dismissal

2026 Term 1 Start Dates

Monday 26th January - Public Holiday

Tuesday, 27th January - STUDENT-FREE DAY - TheirCare Open for bookings

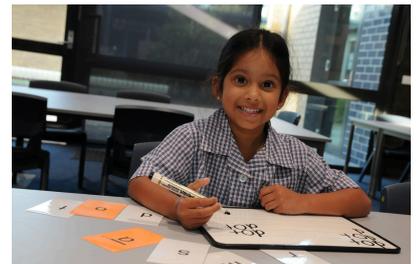
Wednesday 28th January - Years 1-6 - First Day of School

Monday 2nd February - Foundation First Day (4 day week excluding Wed 4th Feb)

Monday 9th February - Foundation commence full-time

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

We regularly communicate key dates via Compass and the Weekly Happenings.



Principal's Report

KHPS Fete - WHAT A DAY!

What a fantastic day we had at our school fete on Saturday! We were incredibly lucky with the weather, which helped create a wonderful atmosphere for our community to come together and enjoy the activities, rides, stalls and food on offer. A heartfelt thank you goes to our dedicated Fete Committee (Kate Hunt, Bree Valance and Lyndal Schmidt), whose hard work and planning made the event possible. Thank you also to our school staff and the many parent and community helpers who volunteered their time in planning and on the day—your energy and support ensured everything ran smoothly. We are also grateful to our generous sponsors for contributing to the success of the event. It was a true team effort, and we are so proud of what our community achieved together. The fundraising from the fete is going towards a new audio visual system for our school hall. We will provide an update on the revenue raised and installation of the new AV system soon!

Free public transport in 2026

From 1 January 2026, people aged under 18 can travel free on all Victorian public transport services using a new youth myki card. This includes trams, trains, buses and coach services. To access free travel, they must tap the myki card on and off each time they travel. For areas that do not use myki cards, they must show their myki card to travel free.

More information about the youth myki card will be available later in Term 4, 2025 – refer to the myki types webpage on the Transport Victoria website. For more information about other travel options to school, and support for eligible students, refer to the Travelling to school webpage on the Victorian Government website.

KHPS Anti Racism Policy

Racism is not tolerated in Kingston Heath Primary School. Kingston Heath Primary School is committed to fostering a welcoming, inclusive environment where racism is not tolerated. Racism harms students' mental health, learning and sense of belonging. We celebrate the diversity of cultures, ethnicities and faiths of all our students. It is up to all of us at Kingston Heath Primary School to make our school a place that is free of racism and where everyone feels respected and can learn in a safe and inclusive environment.

What Kingston Heath Primary School is doing to prevent racism. Kingston Heath Primary School follows the Department of Education's Preventing and Addressing Racism in Schools Policy. We are building a culturally safe school with inclusive learning for everyone by working with staff, students, families, carers and communities.

We will:

- provide programs that teach about and celebrate diversity, inclusion and the impact of racism to build understanding and empathy
- use practices that support all students to thrive
- implement anti-racism efforts to prevent and address racism effectively
- make sure everyone feels safe, with clear and accessible pathways to report racism
- What to do if your child experiences or witnesses racism at school.

If your child experiences or witnesses racism or religious discrimination at school, please let us know. You can tell your child's teacher or Mr McCulloch or Mrs Joyce.

Katelyn Joyce
Principal

School Values Awards

For demonstrating our core values of collaboration, perseverance and respect, the below students were presented with certificates at our assembly on Friday 7th November

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

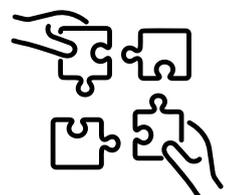
Gael R, Emmy S, Molly H.

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

Zachary A, Sayuri M, Joel L, Loyce Z, Hannah B.

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

Dhivya R, Lily O, Lilibeth B, Munira D, Rafi G, Josh K, Daivik K, Pia T, Ava A.



School Council President's Report

How good was the KHPS Carnival?!?!?!?

A HUGE thanks to Bree, Lyndal, Kate and the rest of the organising committee, all the volunteers on the day, all the teachers and support staff for their efforts and to the students and members of the local community who turned up on the day. Smiling faces were the highlight for me. A final result is still being tallied and I look forward to that much needed Hall AV upgrade.

As we get closer to the end of the year - please keep a close eye on the weekly happenings, classroom updates and Compass for all the end of year activities across the school. It's the MOST wonderful time of the year ...

As always, feel free to contact me on rory.sackville@education.vic.gov.au if you'd like to discuss any School Council matters or at school drop off or pick up.

Regards,

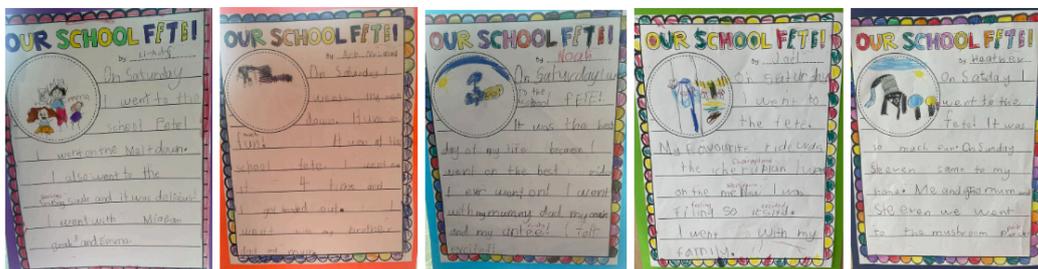
Rory Sackville

School Council President / Father to Amelia in Year 5 and Ivy in Year 2



Foundation News

So many Foundation students had the best time at our school fete last Saturday! I was lucky enough to not only hear all about what they got up to but also read about it too! The Meltdown ride was a big hit as was the Chair-a-plane. I am super proud of all students and how far they have come with all aspects of their writing. They are spelling big words, correctly forming their letters and remembering punctuation. They have also enjoyed reading their recounts to their peers. I hope you enjoy reading these ones!

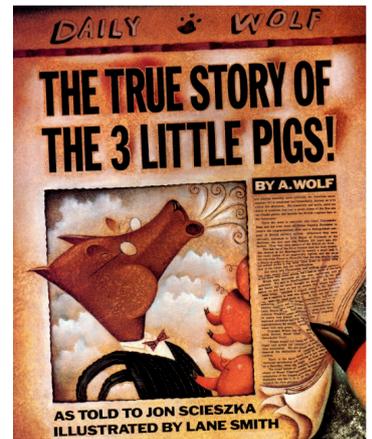


Look at our grass!! It's been growing amazingly well because all students have been taking care of it. Luckily, the grass has been getting lots of sunshine, water and fresh air. Today we even gave it a haircut!



Year 1 & 2 News

Growing up we were made to believe the Three Little Pigs always told the truth... however, students have recently learned the True Story of the Three Little Pigs! After reading, students used a new strategy to retell the main points of the story. On our fingers, our thumb represents the beginning 'long ago...', then the next finger represents 'first', then 'next', then 'unfortunately' to tell the problem, and the pinky finger for 'finally'. Using this book, they are exploring persuasive language and features that someone might use to convince others of a different story. Students have looked at words such as should, must and definitely and begun to look at how we can use rhetorical questions similar to Al Wolfe 'Can you believe it?'.

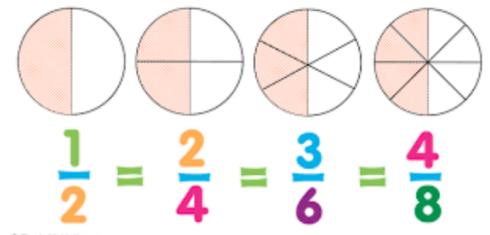


In mathematics, students have been learning different strategies to help solve division problems. They have connected repeated subtraction to division, just as you can use repeated addition to help solve multiplication problems. Students have also been exploring ways to solve 'quotation' division situations, which is finding how many vases you would need if you have 20 flowers and each vase can only hold 2 flowers each. They used numberlines, counters and skip counting to help solve these problems. Students will move onto exploring fractions and measuring the mass and capacity of different objects and containers.

Year 3 & 4 News

Maths

During maths we have been exploring fractions. Students have focused on $\frac{1}{2}, \frac{1}{4}, \frac{1}{3}, \frac{1}{8}, \frac{1}{10}$ creating fractions walls, drawing shapes and shading and finding these fractions in collections. We have further made the connection to equivalent fractions and how we write a fraction as a decimal.



At home: What fractions can you notice around home or the community? What fractions can you create with a piece of paper?

Literacy

One of our focus literacy texts this term has been Let's save the Amazon. This text has been used to persuade an audience to save the Amazon. We have explored the persuasive devices used in this text and learnt about many important reasons why we should save the Amazon. We are currently planning and drafting our own persuasive topic using the book's pattern.

At home: Have a conversation with your child at home about a place, object or animal that they believe should be saved and why.

Converting Fractions to Decimals

Step I: Convert the fraction into an equivalent fraction with denominator 10 or 100 or 1000 if it is not so.

Step II: Take the given fraction's numerator. Then mark the decimal point after one place or two places or three places from right towards left if the given fraction's denominator is 10 or 100 or 1000 respectively.

(i) $\frac{7}{100} = 0.07$ (iii) $\frac{999}{1000} = 0.999$

(ii) $\frac{77}{100} = 0.77$ (iv) $\frac{9999}{1000} = 9.999$



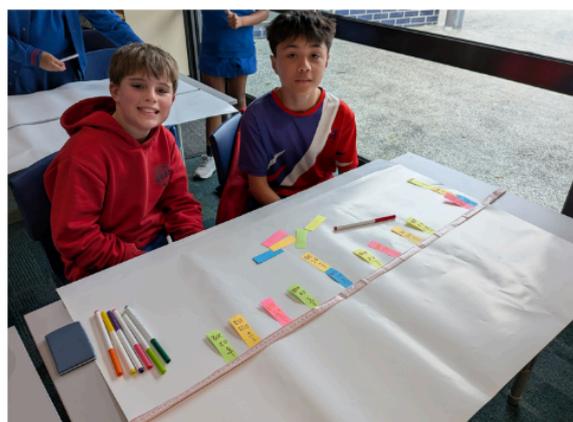
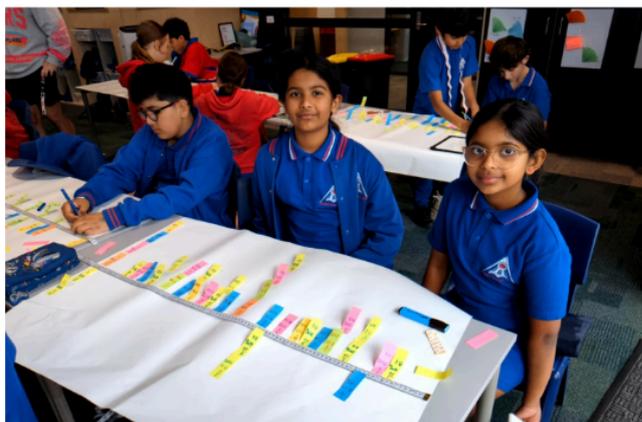
Year 5 & 6 News

Year 5 and 6 students have been exploring angles in geometry and deepening their understanding of fractions, decimals and percentages in number as part of their maths learning this term. After beginning with hands-on investigations, including paper folding to create different types of angles—acute, obtuse, right and reflex—students moved on to learning how to align and read a protractor accurately.



Through hands-on activities, visual models and games, students learned how fractions can be represented as decimals, how decimals can be expressed as percentages, and how to move confidently between all three.

A highlight was our "Conversion clothes" where students used sticky notes to identify fractions and improper fractions along a number line and converted them to decimals and percentages. As they added equivalent fractions along their tape, it created the effect of clothes hanging from a line.



Collaboration • Respect • Perseverance

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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!



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COUNTRY



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