



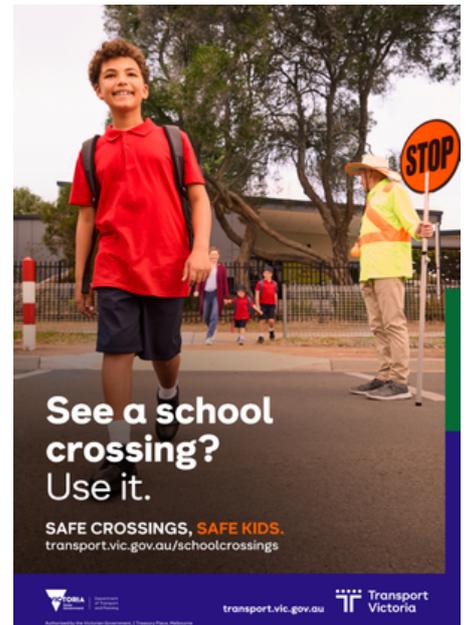
Whole School Newsletter

Issue 1 - Tuesday 23th Feb, Term 1 2026

Upcoming Key Dates

- Monday 2nd Mar - Year 3/4 Assembly 3:00pm
- Thursday 5th Mar - Foundation - Year 2 Assembly 3:00pm
- Monday 9th Mar - Public Holiday
- Wednesday 11th Mar - Year 3 and 5 NAPLAN commences
- Tuesday 12th Mar - Year 5/6 Assembly 3:00pm
- Thursday 19th Mar - School Photos**
- Monday 23rd Mar - School Assembly 9:00am
- Thursday 2nd Apr - End of Term 1, 2:30pm dismissal
- Friday 3rd Apr - Public Holiday

*Dates/times are subject to change and this list is not exhaustive.
We regularly communicate key dates via Compass and the Weekly Happenings.*



Breakfast Club reminder: Every Wednesday from 8:15-8:45 (last entry by 8:35) in the staffroom

SunSmart reminder:

Students must wear a hat when outside at recess and lunch times, as well as during P.E. classes and other events such as outdoor assemblies, incursions, excursions and class activities.



Sunscreen is recommended. Whilst reminders are given to students, the school **does not apply** sunscreen to students. Students should bring their own sunscreen in their school bags and be taught proper application techniques at home.

SCHOOL BUCKET HATS
ARE AVAILABLE TO BUY
THROUGH THE **SCHOOL OFFICE**
FOR \$20



Welcome to 2026!

It's hard to believe we are already half-way through Week 5 of Term 1! Highlights have included:

- Weekly in-class 'Be Your Best' sessions to build positive class culture, teach our Values, establish expectations and support friendships and wellbeing,
- Whole school Peer Support sessions led by our Year 6 students,
- Wednesday and Friday Free Fruit initiative,
- Coffee morning for Foundation families,
- Meet The Teacher parent-teacher chats,
- Wednesday Breakfast Clubs,
- Whole School Assembly and 2026 Leadership badge presentations,
- Interschool sport (5/6) and House Swimming (3-6),
- Whole school sports afternoon led by our Year 6 students,
- Life Ed workshops,
- School tours for prospective families with our Year 6 leaders,
- High quality teaching, learning and wellbeing support to support every Kingston Heath Primary School student to thrive!

Introducing our Class Reps and Class WhatsApp Groups:

- Foundation (Mrs Hutchinson) - Vasiliki (Helena's Mum)
- 1/2A (Miss Campbell) - Vanja (Daria's Mum)
- 1/2B (Mrs Le Dan) - Sharidan (Hannah's Mum) and Haruka (Noah's Mum)
- 3/4A (Mrs Cravana) - Nancy (Dharwin's Mum)
- 3/4B (Mrs Young, Miss O'Brien) - Caroline (Ivy's Mum)
- 5/6A (Mr Starling) - Fanoula (Orion's Mum)
- 5/6B (Mrs Drummond, Mrs Riley) - Lalita (Daivik's Mum) and Helen (Keoniki's Mum)



2026 School Captains Sam and Penny

Our Class Reps are starting by setting up the Class WhatsApp Groups, for those that have provided consent. The WhatsApp groups will be used to communicate with you on matters relating specifically to your child's class, requests from the classroom teacher, as well as whole school events. This is completely parent/carer led, and is not an official communication channel of Kingston Heath Primary School or the Department of Education. The Class's WhatsApp Group is administered and moderated by the Class Rep. We are aware that families may prefer not to provide their contact details and will continue to receive information through the usual school communication channels of Compass, School Newsletter, Weekly Happenings, assemblies and more.

Beyond the WhatsApp Groups your Class Rep may typically be involved with supporting the class teacher when and if required, such as with communication or promotion of messages, organising social functions if appropriate e.g. morning teas/dinners for the parents, class park play dates for the children, such as a termly afterschool or weekend class catch-up. They may support the teacher to promote and organise parent helpers for class activities and programs like swimming, excursions, or sports events, encourage and support the members of the class group to get involved in school community activities and events, such as promotion and participation in fundraising activities. We thank the above parents for volunteering for this role, and we look forward to working alongside our Class Reps as well as the PFA (Parents and Friends Association).

Personal Property Policy reminder:

As per the policy available here (<https://khps.vic.edu.au/about-us/#policies>) Kingston Heath Primary School encourages staff and students not to bring items of value to school, or to obtain appropriate insurance for such items. We that staff and/or students may sometimes like to bring items of personal property to school. The Department of Education does not have insurance for personal property of staff, students and visitors. Kingston Heath Primary School does not take responsibility for items of personal property that are lost, stolen or damaged at school or during school activities. Damage to personal property brought to school is the responsibility of the owner of that property.

Ryan McCulloch
Acting Principal

Meet Mrs Bourke

Dear KHPS families & carers,

I am thrilled to officially join you as Acting Principal. I'd like to begin by acknowledging and thanking Ryan, the leadership team, teaching staff and ES for launching the school year. They have done an incredible job. To members of the School Council, new and returning, thank you for your dedication and commitment to the governance of KHPS in 2026.



I have worked in education for 26 years, teaching and leading for 20 years and leading as an Assistant Principal for 6 years in Mathematics and, more recently, English. I am passionate about pedagogy and firmly believe we are in the service of children and their families.

I am mindful that a change in leadership—even an interim one—can bring uncertainty. My priority is to provide stability and support so our leaders, teachers and ES can continue the great work they do for your kids every day.

The best schools are built on trust and open communication. As I settle in, my focus will be on:

Visibility: You will see me in the yard frequently, I look forward to having a chat with you and your kids in the coming days and weeks.

Accessibility: My door is genuinely open. I value your unique community perspective and want to ensure the KHPS families and kids are feeling supported and heard.

Personally, I am a weekend gardener, wife and Mum of two children. Both my kids play in local sporting clubs so I am sure to see many of the KHPS families around on the weekend! I have the best Border Collie in the world, Clancy, she keeps our whole family very busy walking and at the beach.

I would like to express my gratitude for your ongoing support of KHPS. My primary focus as Acting Principal is to maintain a nurturing environment where high-quality education and personal growth go hand-in-hand. By working in partnership with our dedicated staff and families, we will continue to equip every student with the necessary tools for success. I am excited to embark on this journey with you all.

Warmest,
Carly

Carly Bourke

Acting Principal - Commencing 9th March 2026

Annual privacy reminder for our school community

Our school collects and uses student and parent personal information for standard school functions or where permitted by law, as stated in the Schools' privacy policy and the Schools' privacy collection notice.

Our Photographing, Filming and Recording Students policy (<https://khps.vic.edu.au/about-us/#policies>), describes how we collect and use photographs, video and recordings of students. The policy also explains when parent consent is required and how it can be provided and withdrawn.

We ask parents to also review the guidance we provide on how we use Google Workspace for Education (<https://arc.educationapps.vic.gov.au/software/26>) safely at the school and what parents can do to further protect their child's information. If after reviewing the guidance, you have any questions or concerns regarding your child using Google Workspace for Education, please contact the school.

Schools' privacy policy information for parents - <https://www.vic.gov.au/schools-privacy-policy-information-parents?Redirect=1>

Schools' privacy policy - <https://www.vic.gov.au/schools-privacy-policy>

Schools' privacy collection notice - <https://www.vic.gov.au/schools-privacy-collection-notice>

This information is also available in eleven community languages:

Amharic, Arabic, Chinese, Dari, Gujarati, Mandarin, Somali, Sudanese, Turkish, Urdu, Vietnamese

School Values Awards

For demonstrating our core values of collaboration, perseverance and respect, the below students were presented with certificates at our August 8th assembly:

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

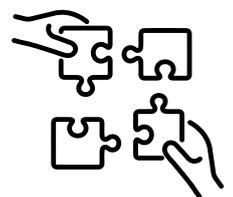
Kai A, Arlo M, Joshua B.

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

Daria T, Max D.

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

Luca S, Oliver K.





Mental Health and Wellbeing at Kingston Heath PS

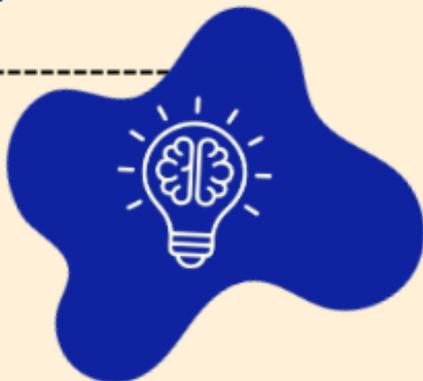
Good news for our school community! The Victorian Government is rolling out the Mental Health in Primary Schools (MHiPS) program to all government and low-fee non-government primary schools.

This means every participating school will have a leader—someone dedicated to work with teachers, students, and families to create a positive, whole-school approach to mental health and wellbeing.

The goal is simple: To make sure every child has the support they need to thrive—socially, emotionally, and academically.



**Our Student Wellbeing and Inclusion Leader:
Lexie O'Brien**



Miss O'Brien is very excited to be in this role at Kingston Heath Primary School.

What's planned at KHPS for 2026... So far!

Miss O'Brien brings a wide range of experience from working in schools across Victoria, Alice Springs (NT), and Newcastle (NSW). This is Miss O'Brien's third year working at KHPS.

Her background in studying psychology, combined with her diverse teaching experience and further special education studies, has played a big part in shaping her approach to the classroom. Miss O'Brien is passionate about 'trauma-informed practice' and creating a student-centred learning environment where every child feels safe, supported, and understood.

We're thrilled to have her leading this important work in our school community.



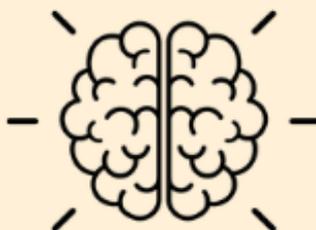
RRRR: Resilience, Rights and Respectful Relationships education

Peer Support Groups led by out Year 6's

PCMS: Embedding evidence-based Positive Classroom Management Strategies

BYB @ KHPS: Be Your Best Monday morning 9:00 - 9:30am. (See next page!)

Incursions: LifeEd, Cyber Safety and more



**KINGSTON HEATH
PRIMARY SCHOOL**



Build staff capacity



Advocate for and value student voices



Research and implement evidence-based strategies

Contribute to existing wellbeing teams



Miss O'Brien's role includes



Create clear referral pathways



Collaborate and coordinate mental health support

Promote a whole-school approach



Participate in Communities of Practice



Be Your Best @ KHPS

Every Monday morning 9:00 - 9:30am

The philosophy behind scheduling this time is grounded in what we know from child development and wellbeing research. After weekends, many students need opportunities to reconnect, regulate their emotions, and ease back into the structure and routines of school. Providing dedicated time for co-regulation and relationship-building helps strengthen students' sense of safety and belonging—both of which are key predictors of positive learning outcomes.

This time also allows us to explicitly teach and reinforce our school's expectations, values, social-emotional skills, and positive culture. When students start the week feeling settled, connected, and supported, they are far more ready to engage in learning. It also gives staff a valuable opportunity to check in with students, notice how they're arriving emotionally, and provide early support where needed.

BE YOUR BEST AT KHPS



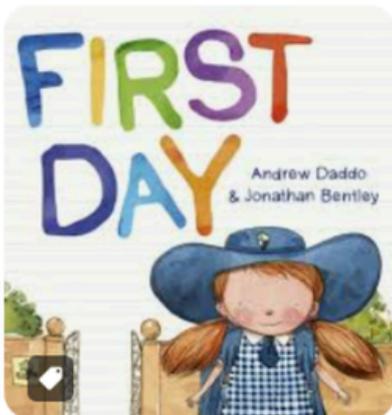
KINGSTON HEATH
PRIMARY SCHOOL

Foundation News

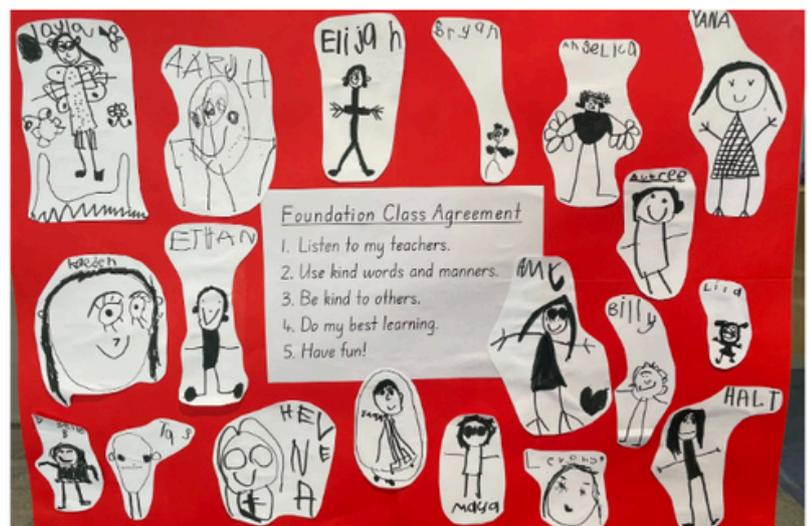
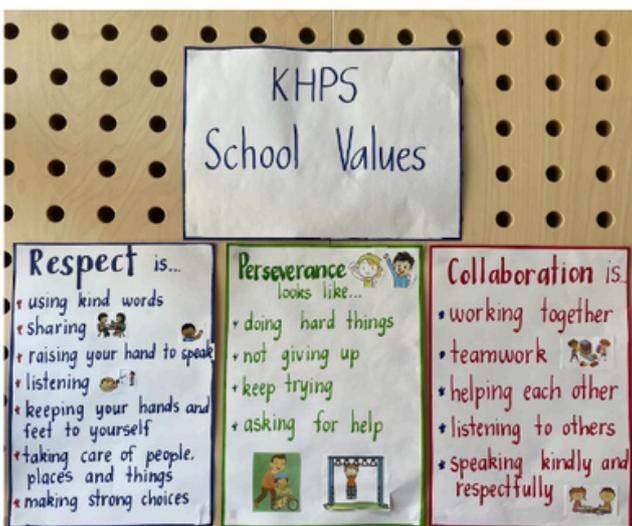
Students in Foundation have started their schooling off amazingly! They have familiarised themselves with many parts of the school community and have met staff who work at KHPS. They have also transitioned around the school and visited the STEM, Art and Auslan classrooms. Some routines students have practised include lining up in roll order, mini-whiteboards and Ready Body listening.



They have learned attention signals such as 'Kingston - Heath', 'ABRA -CADABRA' and 'Knock Knock - Who's There' to respond to their teachers. Over the past 4 weeks students have shown responsibility for their belongings by organising school bags, drink bottles and various classroom items. As a class we have read some lovely stories about starting school including First Day, Starting School and The Kissing Hand.



Our School Values of Respect, Perseverance and Collaboration have been explicitly taught and revisited daily and many students are now using these words frequently throughout the day. On Thursday we discussed our Class Agreement which myself and the students wrote together.



Year 1 & 2 News



Unit of inquiry -

Our new Unit of Inquiry, **Where We Are in Place and Time**, explores the central idea that **understanding cultural diversity leads to respect and a sense of belonging**. To begin the unit, students have been asking thoughtful questions and sharing their own wonderings about culture, family history, and traditions. They started by exploring where their ancestors come from and locating these places on a world map. This has helped students recognise and celebrate the rich diversity that makes up our school community.

We have also begun learning about different cultural celebrations from around the world, starting with **Lunar New Year**, focusing on the Chinese year of the horse, and Ramadan. Through stories, discussions, and activities, students are developing curiosity, empathy, and appreciation for cultures beyond their own.

In the weeks to come students will commence further exploring their cultural identity, preparing to share their knowledge with their peers in the final weeks of term 1. Look out for the questionnaire the students will be coming home with!



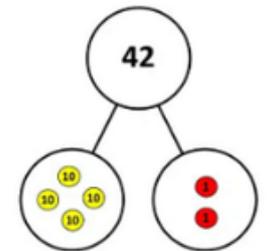
Maths

In Mathematics, students have become increasingly confident during our daily review sessions, where we revisit previously learned concepts to build fluency, confidence, and accuracy. These short, regular reviews help strengthen understanding and support long-term learning.

This term, our focus has been on **place value**. Students have been exploring numbers using **ones, tens, and hundreds**, and extending their understanding to larger numbers. They have been practising identifying whether numbers are larger or smaller and ordering them from smallest to largest.

We are also learning how to **partition numbers**, which means breaking numbers into smaller parts to help us understand them more clearly. For example, 348 can be partitioned into 3 hundreds, 4 tens, and 8 ones, which is the same as $300 + 40 + 8 = 348$. Students have been using hands-on materials, such as partition circles, to support their learning.

In the coming weeks, we will build on this strong foundation as we move into **addition and subtraction strategies**.



Literacy - Tale of Despereaux

'Here, reader, is the tale of a tiny, sickly mouse with unusually large ears; a mouse who takes his fate into his own hands.' - Kate Di Camillo.

This term in literacy, our sessions are based on the beautifully written novel, *The Tale of Despereaux*. This book follows a small mouse who loves the light, music and the human world. He does not conform to his mouse community and finds himself having to navigate through the world of rats, in the dungeon!

Students have been learning the differences between simple and compound sentences and have been experimenting with coordinating conjunctions (and, but, or, yet & so). They have been exploring the different characters throughout the text, learning the power of extending sentences beyond verbs and subjects.



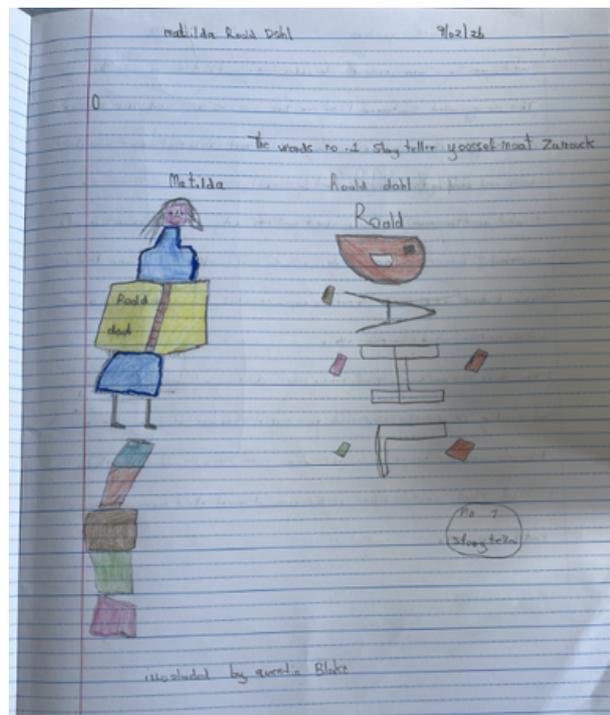
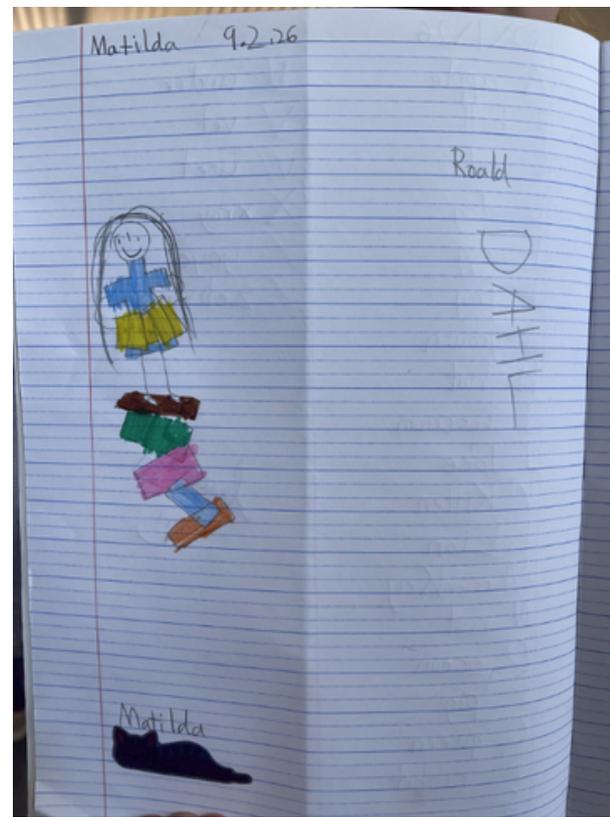
Year 3 & 4 News

"In 3/4, we started reading the book Matilda. In the story, her dad, brother and mum are always rude to her. Mr Wormwoods wants to be rich and loves money more than his children. My favourite part of the story so far is how she used to go to the library by herself and read books everyday. I'm enjoying the book so far. I drew my own front cover of the book."

"Our first Unit of Inquiry is **Who We Are**. We began by exploring our personal values. Some values can be seen on the outside – like wearing a school uniform or a sports kit that shows teamwork is important to you or your family. Other values are on the inside – things we can't see but that matter to us, like honesty, kindness, or curiosity."

"Every Monday morning, we begin the week with Be Your Best at KHPS. Some weeks we have Circle Time, where we talk about our feelings and things happening in our lives. Other weeks we learn about wellbeing, like the difference between Brain Breaks, Reward Breaks, and Movement Breaks."

"In maths, we have been working on building our number skills and practising different strategies to solve problems. We've been sharing our thinking, trying new methods, and helping each other learn."



BRAIN BREAK IDEAS 3/48	MOVEMENT BREAK IDEAS 3/48
Rock, Paper, Scissors, Shoot Conga	Silent Stretching
Go Noodle	Square Breathing
Playground	Fidget Playing
Heads or Tails	Dancing
Calm Yoga	Silent Table Movements
Colouring/Drawing	Tip Toe Challenge
Silent Ball	Balance Challenge
	Wall/Chair push up

Year 5 & 6 News

It's been a busy start to the school year for our Year 5 and 6 students, in this newsletter edition we'll hear from some of the Year 6 students about their highlights so far.

For this addition, we will be interviewing some students from Year 6 about the start to the school year.

What are a few of the highlights to start Year 6?

Nikki: Since I was in year 2, I really wanted to be a big Year 6 student. Some of the highlights to start our school year have been: Getting our leadership badges, I am Eucalypt (Blue) House Captain, Peer Support training and also receiving our bright red hoodies.

What is Peer Support?

Olivia: Peer support is a program to help your peers, especially the younger students to learn. Learning is not only about what happens in the classroom. It is also about how to learn a new sport, how to make friends and how to gain confidence. As a Year 6 Peer Support leader, our job is to deliver 30 minute sessions with a mixed group of students. It's great fun.

How did your first session go?

Mila: I was excited to meet my Peer Support group and eager to start teaching them some important life skills, such as collaboration. We played a game called 'Name Bingo,' which is when the students had to answer questions on a page and everyone had to find someone with a similar quality, such as the same hobbies or interests.

What do you think is special about the Year 6 hoodies?

Josie: The Year 6 hoodies have all of our names on the back and the best part happens at the end of the year when we ask all the students to sign them.

When did you receive your leadership badge?

Lilie: I received my badge at the whole school assembly on Wednesday, 18th February. I was so excited before the assembly and happy when I went up on stage and received my badge.

What are you looking forward to in your role as House Captain?

Angus: I'm looking forward to leading and helping the sports events. Last week we the KHPS swimming Carnival. Cindy and I swam in a lot of individual events but we also spent a lot of time encouraging the younger students to go and try their best. I am excited to be a school leader.

What are you looking forward to in your role as Peer Support Leader?

Kleo: I am excited to be able to work with the younger students and basically be like a teacher and also get to meet new people from all the different grades. It will also be a great opportunity to develop my own leadership skills, such as play time when we wear the yellow peer support vests and help students at playtime and also give out tokens for positive behaviours.

What are you looking forward to in your role as School Captain?

Penny: To help younger students at KHPS and to model being a leader to the younger students. Sam and I have been helping with the school tours to prospective parents. We were able to speak from experience about the programs at KHPS and what we do in each of the learning spaces.

In case you missed it...



The following appeared on our official social media accounts



In STEM classes this week, students were set an engineering challenge to create a stable structure, with everybody using the same limited number of materials. May the tallest tower win! (14th February)



Perseverance is one of our school values and our Year 5/6 students certainly demonstrated perseverance as well as Collaboration in this recent challenge. Each team was given 20 pegs and 40 icy-pole sticks to build the tallest tower they could. The tower has to hold a cup of water without spilling so had to be stable as well as tall. Teams showed creative thinking skills as the towers grew taller each time. (12th February)



Our newly resurfaced asphalt proved to be a hit for the girls' volleyball team as they got to test out the new court and nets. We're hoping for some great results this year. The KHPS girls volleyball team enjoyed a practice match against the Mixed team from Stella Maris. (9th February)

Our new basketball courts and surrounds are almost ready. Check out the progress in person when school starts back this week! These upgrades are going to be very well loved and utilised by our students and community. (26th January)



Years 3 & 5 NAPLAN reminder

As sent via Compass 18th February 2026

Dear Parents and Carers,

With this letter you will find information about The National Assessment Program – Literacy and Numeracy (NAPLAN) for 2026. This year, NAPLAN assessments will take place in March (Term 1). Having the test period in Term 1 enables results to be made available earlier in the school year to inform our teaching and learning programs.

There is a 9-day assessment window between Wednesday March 11 and Monday March 23, 2026.

Schools in Victoria have transitioned from paper-based assessments to online assessments* that will take place during the testing window. Students taking part in the assessments will use school laptops as there are strict guidelines regarding the tests, and we must ensure all computers have lockdown browsers downloaded and in place to meet the guidelines. (*Except Year 3 writing which will still be a paper-based assessment.)

All students are expected to participate in the NAPLAN Online tests. Catch up tests will be available for individual students who are absent on test days up to and including Monday 23 March 2026. We aim to complete the online NAPLAN assessments as smoothly as possible and will ensure students are comfortable and confident with the technology before starting their assessments.

NAPLAN Online delivers benefits including:

- A 'tailored test' design that adapts to correct and incorrect student responses providing a more precise understanding of student achievement;
- Innovative use of technology, including an engaging test design;
- An extension of the 'test window' to two weeks, allowing greater flexibility to schedule tests at a time that best suits the school and students.

Later in the year you will receive your child's personal NAPLAN report. The report will describe your child's particular skills in reading, writing, conventions of language (spelling, grammar and punctuation) and numeracy. The report will also show how your child performed in relation to national standards. For more information about NAPLAN Online please visit the VCAA website at www.vcaa.vic.edu.au or the NAP website at www.nap.edu.au

Students with Additional Needs

Support can be arranged for students with additional needs if the student regularly uses similar support for classroom tasks. This can include, but is not limited to, extra time or rest breaks during the assessments. Exemptions may be granted for students with significant disabilities or who have been learning English for less than one year. If you believe your child is eligible for support due to disability or exemption, please discuss this with your class teacher as soon as possible.

Students may be withdrawn from NAPLAN by a parent or carer. This is a matter for consideration by parents and carers in consultation with the principal. If, after consultation you decide to withdraw your child, you must sign a student withdrawal form and return it by Friday 6 March. These forms are available at school.

Please take the time to read the leaflet that accompanies this letter and if you have any questions or concerns, contact your class teacher, who will be able to advise you further.

With kind regards,

Sue Riley

NAPLAN 2026

Information for parents and carers



Why do students do NAPLAN?

The National Assessment Program – Literacy and Numeracy (NAPLAN) is a literacy and numeracy assessment that students in Years 3, 5, 7 and 9 sit each year. It is the only national assessment all Australian students have the opportunity to undertake.

As students progress through their school years, it is important to check how well they are learning the essential skills of reading, writing and numeracy.

NAPLAN assesses the literacy and numeracy skills that students are learning through the school curriculum, and allows parents and carers to see how their child is progressing against national proficiency standards.

NAPLAN is just one aspect of a school's assessment and reporting process. It does not replace ongoing assessments made by teachers about student performance, but it can provide teachers with more information about students' educational progress.

NAPLAN also provides schools, education authorities and governments with information about how education programs are working, and whether young Australians are achieving important educational outcomes in literacy and numeracy.

Your child will do the NAPLAN tests online

Online NAPLAN tests are designed to provide precise results and are engaging for students. The tests are tailored (or adaptive), which means that each test presents questions that may be more or less difficult depending on a student's responses. This helps students remain engaged with the assessment.

Tailored testing allows a wider range of student abilities to be assessed and measures student achievement more precisely. A student's overall NAPLAN result is based on both the number and complexity of questions they answer correctly. Your child should not be concerned if they find questions challenging; they may be taking a more complex test pathway.

All Year 3 students will continue to complete the writing assessment on paper.

What does NAPLAN assess?

NAPLAN assesses literacy and numeracy skills that students are learning through their regular school curriculum.

Students sit assessments in writing, reading, conventions of language (spelling, grammar and punctuation) and numeracy. The questions assess content aligned to the Australian Curriculum: English and Mathematics.

All government and non-government education authorities contribute to the development of NAPLAN test materials.

To find out more about NAPLAN, visit nap.edu.au.

Participation in NAPLAN

NAPLAN is for all Year 3, 5, 7 and 9 students. ACARA supports inclusive testing, so all students have the opportunity to participate in the National Assessment Program.

Information on adjustments available for students with disability who have diverse functional abilities and needs is provided in the [National protocols for test administration](#).

Schools should work with parents, carers and students to identify, on a case-by-case basis, reasonable adjustments required for individual students with disability to access NAPLAN.

To help inform these decisions, you may consult the National protocols for test administration (linked above), [NAPLAN public demonstration site](#), the [Guide for schools to assist students with disability to access NAPLAN](#), and our [series of videos](#) where parents, carers, teachers and students share their experiences in using NAPLAN adjustments.

In exceptional circumstances, a student with a disability that severely limits their capacity to participate in the assessment, or a student who has recently arrived in Australia and has a non-English speaking background, may be granted a formal exemption.

Your school principal and your local test administration authority can give you more information on adjustments for students with disability or the process required to gain a formal exemption.

acara AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY

What if my child is absent from school on NAPLAN test days?

Where possible, schools may arrange for individual students who are absent at the time of testing to complete missed tests at another time during the school's test schedule.

What can I do to support my child?

Students are not expected to study for NAPLAN. You can support your child by letting them know that NAPLAN is a part of their school program and reminding them to simply do their best. Some explanation of NAPLAN is useful to help students understand and be comfortable with the format of the tests. However, it is not necessary for parents and carers to do this. Teachers will ensure students are familiar with the types of questions in the tests and will provide appropriate support and guidance.

ACARA does not recommend excessive preparation for NAPLAN or the use of services by coaching providers.

See the types of questions and tools available in the online NAPLAN assessments at [NAP – Public demonstration site](#).

How is my child's performance reported?

NAPLAN results are reported against proficiency standards. There is a standard for each assessment area at each year level. Proficiency standards provide clear information on student achievement. They are set at a challenging but reasonable level expected of the child at the time of NAPLAN testing, based mainly on what has been taught in previous years of schooling.

Student achievement is shown against 4 levels of proficiency: Exceeding, Strong, Developing and Needs additional support.

A NAPLAN individual student report will be provided by your child's school later in the year. If you do not receive a report, you should contact your child's school. If further assistance is required, you should contact your relevant state or territory test administration authority. ACARA cannot provide individual student reports.

How are NAPLAN results used?

- Students, parents and carers use individual results to discuss progress with teachers.
- Teachers use results to help identify students who need greater challenges or extra support.
- Schools use results to identify strengths and areas of need to improve teaching programs, and to set goals in literacy and numeracy.
- School systems use results to review the effectiveness of programs and support offered to schools.
- The community can see information about the performance of schools over time at myschool.edu.au

Where can I get more information?

For more information about NAPLAN:

- contact your child's school
- contact your local test administration authority at nap.edu.au/TAA
- visit nap.edu.au

To learn how ACARA manages personal information for NAPLAN, visit nap.edu.au/naplan/privacy

NAPLAN timetable

The NAPLAN test window is 9 days. This is to accommodate schools that may not have the capacity to complete the tests in a shorter time frame. **The NAPLAN test window starts on Wednesday 11 March 2026 and finishes on Monday 23 March 2026.** Schools must schedule the tests as soon as possible within the testing window, prioritising the first week.

Test	Scheduling requirements	Duration	Test description
Writing	Year 3 students must do the writing test on paper on day 1 only.	Year 3: 40 min	Students are given an idea or topic called a writing stimulus (or prompt) and asked to write a response in a particular genre (narrative or persuasive writing).
	Years 5, 7 and 9 writing tests must start on day 1 (schools must prioritise completion of writing on day 1, with day 2 only used where there are technical/logistical limitations).	Year 5: 42 min	
		Year 7: 42 min	
		Year 9: 42 min	
Reading	To be completed after the writing test.	Year 3: 45 min	Students read a range of informative, imaginative and persuasive texts, and then answer related questions.
		Year 5: 50 min	
		Year 7: 65 min	
		Year 9: 65 min	
Conventions of language	To be completed after the reading test.	Year 3: 45 min	Students are assessed on spelling, grammar and punctuation.
		Year 5: 45 min	
		Year 7: 45 min	
		Year 9: 45 min	
Numeracy	To be completed after the conventions of language test.	Year 3: 45 min	Students are assessed on number and algebra, measurement and geometry, and statistics and probability.
		Year 5: 50 min	
		Year 7: 65 min	
		Year 9: 65 min	

KHPS Container Deposit Scheme

Did you know that you can donate your 10c container deposit refunds directly to Kingston Heath Primary School? Return-It offers a fundraising program for school and community groups to raise money. It's very simple and benefits the school every time you return your cans, cartons and bottles.

If you don't already have the app, download the CDS Vic East app on your phone and complete your profile.

If you already have the app, simply find the 'Quick Donate' section and then find a cause to donate to. Put in Kingston Heath and Education and you get a bar code and Zone ID that you can share or scan at any container deposit scheme venue. It really is as easy as that and each time you donate, you receive an email that lets you know how much was donated to KHPS.

Remember to look for the 10c symbol on your containers, bottles and cans including those in any lunch orders. By participating in the Container Deposit Scheme, you not only contribute to a sustainable environment but also support our school!



Our Partnership with the Cyber Safety Project

We're excited to partner with the Cyber Safety Project to help our school community learn how to stay safe online. Students in Foundation to Year 6 will participate in an interactive, face-to-face session with Cyber Safety Project experts on Tuesday 10 March. You can find out more about what they'll be learning here: <https://cybersafetyproject.com/cyber-safety-incursions/>

The Cyber Safety Project also has some free resources for families such as podcasts and newsletters that you might want to use to start an important digital safety conversation at home. Have a look here <https://cybersafetyproject.com/resources/>

Together, we're taking proactive steps to foster a positive and responsible online culture at Kingston Heath Primary School.

 <p>Safety Seekers</p> <p>Foundation to Year 2</p> <p>S.T.O.P. FOR SAFETY: THINK ABOUT HOW YOU FEEL</p> <p>(45 mins)</p> <p>Early years Safety Seekers will learn how to stay safe online and seek help when needed.</p> <ul style="list-style-type: none">• Practise recognising and understanding their emotions• Explore why the online world isn't always safe• Identify unsafe feelings like scared, worried, nervous, or confused• Learn when to S.T.O.P., step back, and seek help• Discuss the types of people they may encounter online – familiar, strange, tricky, and unkind	 <p>Privacy Protectors</p> <p>Year 3 & 4</p> <p>PRIVACY PROTECTORS: SECURING PERSONAL INFORMATION</p> <p>(60 mins)</p> <p>Middle years Privacy Protectors will explore how to protect their personal information while connecting, learning, and playing online.</p> <ul style="list-style-type: none">• Distinguish between personal, private, and public spaces online• Understand who can see them online and why it matters• Consider what information they share and where they share it• Learn how to protect their data with strong, secure passwords• Recognise signs of potential online scams and threats	 <p>Digital Defenders</p> <p>Year 5 & 6</p> <p>DIGITAL DEFENDERS: UNLOCK THE POWER OF ONLINE SAFETY</p> <p>(60 mins)</p> <p>Upper years Digital Defenders will learn the skills to navigate their digital world safely and responsibly.</p> <ul style="list-style-type: none">• Identify cyberbullying and the importance of being an upstander• Learn how to protect privacy and personal data• Recognise the risks of oversharing• Understand online responsibilities and the law• Know where to seek help and report online abuse
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SCHOOL CROSSING SUPERVISOR OF THE YEAR NOMINATIONS

The next awards will open on the 27th January 2026 and close on the 30th April 2026, for the upcoming Supervisor of The Year Awards night Friday July 10th 2026.

Submit your nominations via

<https://www.schoolcrossingsvictoria.com.au/supervisor-year-awards/>

PURPOSE of the SCHOOL CROSSING SUPERVISOR AWARD

To acknowledge the contribution and dedication School Crossings Supervisors provide by maintaining and providing a safe and enjoyable journey to and from your individual school and all schools throughout Victoria.

The recipient of the award should model enthusiasm and successful outcomes in a friendly and professional manner.

This award is open to all Crossing Supervisors. Please consider not only your permanent supervisor, but the large contingent of relief staff who are also very dedicated School Crossing Supervisors.

Breakfast Club is on again this year

Students can join staff volunteers for toast, cereal and fruit in the staffroom every Wednesday from 8:15 (last entry at 8:35). No need to book, just show up! ALL students can also enjoy free fruit in their classrooms every Wednesday and Friday. Munch, crunch!





HOOKIN2HOCKEY

Southern United Hockey Club

FIRST SESSION IS FREE!  ALL EQUIPMENT PROVIDED!

Come & Try:
Friday 20th Feb 5-6pm & Saturday 21th Feb 9-10am

Clinics Term 1:
Fridays 5-6pm: Feb 27, March 6,13,20,27
Saturdays 9-10am: Feb 28, March 7,14,21,28

> 102 Farm Road, Cheltenham

Hookin2Hockey Coordinator
suhchin2h@gmail.com



REGISTER TODAY

HOOKIN2HOCKEY

FIND AN INTRODUCTORY HOCKEY PROGRAM THAT WORKS FOR YOU!



U8s/U10s

VENUE-BASED COMPETITION
SAME TIME, SAME PLACE, EVERY WEEK



JUNIOR HOCKEY

AGE GROUP COMPETITIONS



HOCKEY CLUB MELBOURNE

BECOME A MEMBER TODAY



Collaboration • Respect • Perseverance

25 Farm Road Cheltenham VIC 3192 Tel: (03) 9584 5805 Fax: (03) 9585 0650
Email: kingston.heath.ps@edumail.vic.gov.au www.khps.vic.edu.au



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!



THIS NEWSLETTER COMES TO YOU FROM

BUNURONG COUNTRY



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