



Newsletter

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Dates to Remember

Term 2

June

Mon 13th June

June

Tue 14th June

Mon 20th June

Tue 21st June

Fri 24th June

Public Holiday – Queen’s Birthday

Curriculum Day – no students at school

School Council Meeting 6.30p.m.

Sausage Roll Day (fundraising)

• **Casual Clothes Day (gold coin donation – fundraising)**

• **End Term 2 (2.30 p.m. dismissal)**

Term 3

July

Mon 11th July

Sat 23rd July

Sat 30th July

August

Mon 8th Aug

16th, 17th &

18th Aug

September

Sun 4th Sept

Fri 16th Sept

Term 2 Begins

Friends of KPS 80’s Trivia Night

Working Bee 9a.m.-12p.m.

• School Council AGM 6p.m.

• School Council meeting 6.45p.m.

KPS School Production ‘Princess Whatsername’

Working Bee 9a.m. – 12p.m.

Last Day Term 3 (2.30p.m. dismissal)

Term dates 2016

Term 3 - 11th July to 16th September

Term 4 - 3rd October to 20th December

Kingsville Fete 2016

The KPS 2016 fete will take place on October 15th so please note this date now on all calendars and devices.



Assistant Principal’s Message



Making and maintaining friends

The ability to make and maintain friends is an important part of a child’s daily life and future success as an adult. Knowing how to make and maintain friendships, resolve conflict, make decisions and solve problems helps children to get along in the world. Children are not born with these abilities. Friendship skills develop over time, progressing differently for every child. It takes regular support, guidance and practice and often there are peaks and troughs in the journey. But it is through the journey that a child’s mental health and wellbeing is developed and a positive sense of self and the social skills of relating well with others’ mature.

During the early years children are developing:

- confidence about what they can do
- positive feelings about themselves, such as feeling likeable and that other children will like them
- trust that other children will be friendly
- optimism and enthusiasm to do things so other children want to be with them
- their capacity to understand and respond to other children’s feelings (empathy)
- some of the skills it takes to be a friend
- their knowledge about the social rules of their own society and culture in how to relate to other people
- their skills in joining in and playing in groups with others

The school environment is one place where children practice and are challenged in all these areas.

General Guidelines for Parents when making any Payments to the school:

End of Terms 1, 2 & 3 All payments need to be made prior to 10:00am on the last day of term.

End of Term 4 All payments must be made 2 days prior to the end of term.

Cash Payments Correct money is requested, as change cannot always be provided.

School Council President Bruce Abernethy 0467 788 058

OSHC Camp Australia 0401 054 261

School Uniform Primary School Wear 9363 8458

Program Manager Asi Malu

Schools support the development of these attributes by:

- modelling good communication skills such as listening, responding and showing interest in what a child has to say. Children learn much more from what adults do than what they say so this helps them to develop the skills they need to interact successfully with others
- talking about everyday friendship experiences with a child. What went well? What did not go so well? How did you feel about it? How do they think the other child might be feeling? Reading and talking about stories involving friendships and understanding other people's feelings helps children develop these skills
- providing children with opportunities to practise their skills, such as arranging different group dynamics for children and exposing them to lots of different social situations
- staying close enough to support children in their interactions but also give them space to work out their own problems and offer help when this is not working
- giving children encouragement and acknowledging their behaviour when you see them using friendship skills such as sharing, being responsible and caring about others
- talking with children about their progress and how they feel about the friendship skills they have been practising

To develop good friendships, now and later, it is important children begin developing the following skills:

- **empathy:** being able to respond to others' feelings with understanding. Empathy is important to friendships and children who are able to empathise with others are less likely to 'put down' or 'exclude' other children as they get older
- being able to **take turns** with others
- **making up when things go wrong.** All relationships have misunderstandings. Relationships also rely on being able to mend when things go wrong. When we show children relationships can be repaired we are giving them a very special gift
- **self-control:** being able to wait for what they want, using words to express their feelings rather than acting disruptively or misbehaving, giving others a turn with toys
- **welcoming:** being able to approach and respond to others positively (e.g. with a smile and greeting such as 'hello')
- **assertiveness:** being able to say what they would like

- **consideration:** being able to say 'please' and 'thank you', taking turns, being able to lead and follow what others want to do, being able to cooperate and share
- **play skills:** being willing to take part in games and make suggestions for play
- **communicating:** talking and listening to others in a friendly way, saying something to start a conversation
- **helping:** being willing to help others
- **prediction:** being able to understand how others might be feeling based on their behaviour, being able to predict how their behaviour might affect others
- **thinking:** such as about alternatives when things go wrong (e.g. if other children want to play something different, thinking of whether to join them or find someone else to play with)
- **copng:** being able to respond to rejection, disappointment or disapproval without experiencing too much distress or winning without gloating
- **flexibility:** being open to hearing or learning about other points of view or ways of doing things

Empathy is a key skill in developing and maintaining a friendship. Primary School aged children are just beginning to learn about empathy and to think about how others feel, so they may not realise when they tease another child or leave a child out of a game it can be very hurtful. Sometimes they tease because of what they hear adults say, sometimes it is because of competition for friends and sometimes just because they are commenting on what they see (e.g. they might comment on a disability, call a child who cries a baby). Other children who tease another child may say the other child did something first.

Children learn a great deal about the give and take of relationships just from playing together, and they need loads of opportunities to learn to work things out for themselves. It is during play that some children find they can get what they want through aggression, while others allow themselves to be pushed around or not get a turn. Young children may be aggressive from time to time because they are learning and developing their understanding about boundaries, sharing, and playing together. Many children have 'grown out of this', however some children go on being aggressive. Children who are aggressive toward others benefit from help in developing their social and emotional skills. Children need to know their aggressive behaviour is not acceptable, and they also need understanding and support from adults to learn new ways of interacting with others and feeling good about themselves.

It takes a long time to learn the skills of friendship and we continue to develop them well into adulthood. The development of these social and emotional skills are essential to being able to do well, not just at school but in our interconnected world. Schools help children develop these skills through daily experiences and by gently coaching when children are really struggling with something.

Positive communication, positive methods of discipline and being aware of where children are and what they are doing are all good ways to help prevent aggression. Children who go on being aggressive sometimes need help in understanding how other children feel. Due to this, sometimes children need adult help to work things out. Watchful adults can help with problems between children by helping each child to see how others feel and to say what they want. It is important to help all children express their feelings and learn the skills to work things out. Sometimes, adults might be tempted to step in, take over and tell children what to do or not to do. This may make children feel that they are not capable of working it out for themselves and keeps them reliant on adults. Children need to learn why conflict arises and how to work it out among themselves. The **restorative welfare approach** at Kingsville is central in the process.

Jeff McDonald, Assistant Principal
Student Welfare, Teaching and Learning

Parking around the school site

Finding parking spots around so many suburban schools is a challenge. It is also something that has the potential to compromise the safety of students and other family members and impact on residents close to school sites.

Regular messages to KPS parents relating to safe driving and parking around or, close to the school site are a component of our yearly communication schedules.

These safe **parking/obey the parking rule messages always** contain reminders/alerts about not double parking, parking across driveways or on nature strips.

Recently a resident very close to the school site in Bishop Street has reported that he has had KPS parents park across his drive way on a number of occasions. These parents have allegedly not just stopped for a few seconds to drop children off but have continued to block his driveway for periods of up to 15 minutes. On a couple of days over the last two weeks he has been unable to exit his property and as a consequence has been late to work.

So a reminder to us all to park further afield and walk if there are no legal spots available.

Lateness Blitz Term 3

Students arriving late to school is an ongoing challenge for many schools. The numbers of students coming late at Kingsville has continued to increase throughout first semester this year with teachers reporting significant numbers of students arriving after 8.55a.m. Please read full details of the **lateness blitz** at the end of this newsletter. This action will be carried out during Term 3 as we work to highlight the challenges, engage families including the students and, work towards improving this important aspect of school life.



Kingsville Awards

To be presented on Friday 24th June

Foundation C	Ujjwal Gambhir
Foundation D	Anthony Hine
Foundation E	Angie Citra
1A	Tilly Bradbury
1B	Isaac Reed
1D	Abby Droogleever
2B	Evie Giansiracusa
2C	Eman Atiq
2D	Jarrah Sasaki
3B	Liam Hutchison
3C	Diesel Singh
4A	Hadlee Koop
4B	Tilly Lester
5A	Tessa Crawford
5B	Olive Moon
5C	Takdanai McLeod-Smith



Happy Birthday

16th to 22nd June

Happy Birthday to Taleza Subin, Olive Moon, Ashton Roberts, Maya Hawker, Toma Kellam, Hugh Craig, Jack Thurston, Earl Vodicka, Willem Brennan, Scarlett Cornish, Ewan Cornish, Wilfred Johnson, Asha Karunajeewa and Jack Jacobsen.

Green Umbrella

Please see new display on noticeboards outside library (internal entry) with a heading of Green Umbrella.

The display provides pictures and information about Green Umbrella which is a not for profit NGO focusing on and supporting the community through education, social enterprise and community projects in Cambodia.

The Kingsville link/knowledge of Green Umbrella to date has been through Margo Marks, a former DET teacher who worked in schools in this area for many years. Margo has also worked in IB World Schools in China and Singapore over the last 20 years. She was a guest speaker at KPS in 2014 when she accepted an invitation to address the year 6 students as they were preparing for their year 6 exhibition.

Margo at that time was teaching in Singapore but was also organising trips for students and parents to Cambodia and the Green Umbrella schools as part of the 'taking action' component within her IB World School. She has now retired from teaching and is predominantly living in Cambodia and carrying out voluntary work with Green Umbrella. Developments over the last few years has seen gaining land, building some classrooms, developing a library and a strategic plan, a website and engaging the local community. More information is available at <http://greenumbrella-khmer.org/>

Margo is currently visiting Melbourne for just 5 weeks and is returning to Kingsville next Thursday to speak to staff about current projects underway. If any parents would like to attend this session you would be most welcome however, we do need to know the numbers therefore please respond to kingsville.ps@edumail.vic.gov.au Session time 3.45p.m. for approximately 40 minutes .

Whilst there is no formal link between Kingsville Primary School and Green Umbrella, there is certainly the potential should the staff or community be interested in forging links. There are also significant opportunities for taking action at the community, family, student or individual level.

Grade 6 Canberra Trip

Students from our school will soon be undertaking an education tour of the national capital. Students will be given the opportunity to participate in a variety of educational programs with a focus on Australia's history, culture, heritage and democracy.

The Australian Government recognises the importance of all young Australians being able to visit the national capital as part of their Civics and Citizenship education. To assist families in meeting the cost of the excursion the Australian Government is contributing funding of \$30 per student under the Parliament and Civics Education Rebate program towards those costs. The rebate is paid directly to the school upon completion of the excursion.

Aaron Wood
Teacher/Grade 6 Team Leader

Visual Arts News

As a prelude to Refugee Week which takes place from Sunday 19th June to Saturday 25th June, the Grade 5/6 and 3/4 students entered the City of Maribyrnong refugee poster competition. The theme this year was 'With Courage Let Us All Combine'. Their participation was a way for them to take action and raise community awareness.

Kingsville Primary School is pleased to announce that the work of the following two students has been voted into the top 12. Congratulations to:

Amelie Le Grand
and
Tasmin Hapi

On Monday, the top 12 posters will be uploaded to the City of Maribyrnong's Facebook Page for online voting. These entries will also travel to and be displayed at Footscray Library (20th – 22nd June), Braybrook Library (22nd – 24th June) and Highpoint Shopping Centre (27th June – 1st July) allowing for community voting.

Congratulations to every student who entered. Not only are we proud of the quality of the work you always produce but also for the thoughtful, empathetic and respectful discussions we all had together when we were working on this unit.

Rhonda McLeod and Lily Demetriou, Art Department

Question : When is your child late for school? Answer : When they arrive after 8.55am

Kingsville families please read this important information. Place this sheet up for all family members to see and refer to it regularly.

The Problem

- numbers of Kingsville students coming late to school
- this number can range between 20 to 50 children on any one day
- this is unacceptable and must change
- children already in class are disrupted by latecomers
- latecomers if unaccompanied by an adult, are out in public at a time when other school children are not around and this poses increased danger
- late students miss out on an organised beginning to the day and key instructions for the first vital components of their learning

Reality Check

The bell goes at 8.55am. A child late for school just once a week for an average of 5-10 minutes has the potential to miss out on 33 hours of vital instruction. If a child is a regular latecomer, this can escalate quickly to taking out days if not weeks of learning time and will have significant impact on the learning. That is without any addition of absences for any other reason.

What we are aiming for each morning Monday – Friday

Monday

- bell at 8.55am
- outside assembly to begin
- children to move rooms when assembly finishes

Tuesday, Wednesday and Thursday

- bell rings at 8.55am
- teachers go out to bring in classes lined up in set areas
- class time to begin as close as possible to 9.00am

Friday

- bell rings at 8.55am, teachers go out and bring in their class
- classes go to hall for Friday morning assembly

How Will We Work To Improve?

- by the school being explicit about expectations and consequences for lateness
- by families working to overcome challenges to being here on time
- by everyone willingly participating in our **Term 3, 2016 Lateness Blitz**
- by reporting back to the school community regarding our progress and hopefully building personal pride in being **on time**.

What Don't We Want?

- upset children thinking they will be in trouble because they are late
- children 'hanging out' on the edge of Monday morning assembly and missing out on important information
- Children arriving late and coming to assembly on a Friday morning, this of course is potentially dangerous (please note teachers do checks)
- interruptions to learning overall

What Do We Want?

- children on time
- children age appropriately, taking action as possible to be on time
- children coming to school themselves leaving in plenty of time
- parents talking to children about the importance of punctuality
- children feeling ready, organised and in control to start the day

Action to be taken by the school in Term 3

Week 1 - getting ready having everything ready for the start of the blitz.

Week 2 - getting tough For the next five weeks ie up until Friday 20th August whole school data will be collected eg. who is late, how often how late, reasons provided by child and / or parent. This data will allow us to target and work more directly with children and families who are regularly late and find punctuality challenging. Amila Osmanagic – 5A will be tracking our progress and providing information **hopefully about our improvement.**

IMPORTANT

From Monday the 18th July if your child is late he/ she must come (or will be sent across) to the main office for details to be recorded. If you are bringing your child to school after 8.55am, please come directly to the office. Your child will be issued with a late slip to take to the teacher. If your child comes late to assembly on Monday morning that is, after assembly has begun they should not go to their class line, but instead to staff members who will be at the Somerville Road side of the assembly to record details.

We know that at times even with all the best planning and intent nearly every family will have times when lateness is unavoidable. These times however should be few in number.

So:

- make sure the alarm clock is working
- give children the responsibility of organising and having their bag packed and ready the night before
- consider having a visible prompt e.g. a list up on the wall to help (e.g.) listing any special items they need to check off on set days

Let's work together to improve this situation.



SAUSAGE ROLL DAY

TUES 21ST JUNE

PLEASE RETURN FORM / MONEY BY MON 20TH JUNE

SAUSAGE ROLL \$4 EACH / GF \$5 EACH (please circle option)

Name:.....Class:.....Std/GF

Name:.....Class:.....Std/GF

Name:.....Class:.....Std/GF

Name:.....Class:.....Std/GF

TOTAL AMOUNT:.....