



# Newsletter

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## 2021 Dates to Remember

### Term 1

#### **March**

Mon 2 <sup>nd</sup>	Foundation students first full week
Fri 5 <sup>th</sup>	<b>Curriculum Day – no students at school</b>
Mon 8 <sup>th</sup>	<b>Public Holiday – Labour Day</b>
Fri 12 <sup>th</sup>	Assembly Item 3/4C – Christie Miller
Fri 19 <sup>th</sup>	NO Assembly (swimming program)
Mon 22 <sup>nd</sup>	School Council meeting
Fri 26 <sup>th</sup>	NO Assembly (swimming program)

#### **April**

Thurs 1 <sup>st</sup>	Easter Hat Parade Last day Term 1 (2.30p.m. dismissal)
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### Term 2

Mon 19 <sup>th</sup>	First day Term 2
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### 2021 Term Dates

Term 1	<b>*Wednesday 27 January (teachers return) to Thursday 1<sup>st</sup> April</b>
Term 2	<b>Monday 19 April to Friday 25 June</b>
Term 3	<b>Monday 12 July to Friday 17 September</b>
Term 4	<b>Monday 4 October to Friday 17 December</b>



# Principal's Message

## . School Council News

Information regarding the election of School Council members to office bearing roles was provided to the school community via a Compass post yesterday.

I am now pleased to be able to provide details of the complete School Council membership for the 2021 council year.

### **Parent Members**

Neil Marshall-Inns

Glen Yates

Nuno Goncalves

Samuel Bell

Adrian Barnard

Clive Domone

Benjamin Ellis

### **DET Members**

Blagma Veljanoska

Sam Eason

Jeff McDonald

Kath Ginnane

### **Community Member**

Debra Donovan

### **Elected Office Bearers 2021**

President - Glen Yates  
Vice President - Adrian Barnard  
Treasurer - Nuno Goncalves

Congratulations to all council members. To those who are continuing on into the second year of their current 2 year term being, Glen Yates, Nuno Goncalves, Neil Marshall-Inns, Samuel Eason and, to new members Adrian Barnard, Clive Domone, Ben Ellis, Blagma Veljanoska and Jeff McDonald who have begun their 2 year term.

Also, to Samuel Bell who has been co-opted to the 12 month parent casual vacancy and, to Debra Donovan who has been co-opted to the community member position. Both of these members were co-opted to these vacancies at the first S/C meeting of 2021 on February 22<sup>nd</sup>.

### **Easter Hat Parade**

This has been held for many years at Kingsville however, last year due to school closure it did not take place. This year it is expected to go ahead as is the tradition on the last day of term 1 being, Thursday April 1<sup>st</sup>. This is just a "heads up" now to families and further details will follow in newsletters over the next few weeks. This will include information about how we will run the parade this year in line with restrictions that are in place due to Covid-19, at the time.

We are now actually at the half way point of this 10 week term and whilst the end of the term and Easter, are some time away it is not too early for parents/ carers/ students and teachers, to be thinking about the school Easter Hat parade and their -

***"Easter Bonnets "with all the trims upon it".***

### **Beginning guide for your creative efforts**

"Old" KPS parents you have been through the **Easter Hat Challenge** before, **new** parents here are some guidelines for you.

1. **don't panic**, we do not want Kingsville parents staying up creating "millinery masterpieces" into the wee small hours
2. we do want it to be all about **participation** and fun for the students and creating great memories of events and traditions during their primary school life.

So, families get together to create your headgear e.g.

- a Kingsville creation
- a school sun hat decorated
- traditional Easter theme
- PYP "Profile of the Learner" hat (and we might see):
  - balanced
  - open minded caring creative hats

Yes, usually a football theme will sneak in somewhere as well and that is fine. Teachers provide a great example and will always create and wear a hat and parade with their class.

So **glue guns to the ready** and let the imagination go and see what happens and take advantage of the long weekend coming up.

## **Staff Personnel Update**

### **Welcome to William Davey**

I am pleased to inform the community that we have appointed William Davey to the KPS staff. Will will be taking over as class teacher for 2EE from next Monday March 1<sup>st</sup>.

### **Farewell to Georgia Jennings**

Georgia's last day was today before she takes Parental Absence Leave. We look forward to some happy news in around 6 weeks' time.

# Assistant Principal's Message

## **F -10 PYP Connections**

Kingsville has been a Victorian State School for over 100 years. In 2009 it become an authorized World School of the International Baccalaureate. The combination of these two significant and relevant systems creates a unique and powerful teaching and learning environment for the whole school community.

The information below attempts to explain the elements of these two systems and their interconnectedness.

**The Victorian Curriculum**, F - 10 specifies the skills and knowledge children and young people need for success in work and life. It is structured as a learning **continuum** that enables teachers to identify the student's current levels of achievement and then deliver teaching and learning programs that support progression of learning. The Victorian Curriculum F-10 includes eight learning areas and four capabilities. The Victorian Curriculum F-10 incorporates the Australian Curriculum and reflects Victorian standards and priorities. See: Victorian Curriculum and Assessment Authority (VCAA) - Victorian Curriculum F-10 <https://victoriancurriculum.vcaa.vic.edu.au/>

## **Primary Years Programme** <https://www.ibo.org/programmes/primary-years-programme/>

The PYP is offered by many kinds of schools in over 109 countries, including state, private and international schools. As of 3 September 2019, there are 1,782 schools offering the PYP, worldwide. The Primary Years Programme is an internationally recognised programme and provides the framework for implementing the Victorian Curriculum.

The transdisciplinary model extends across all three pillars of the PYP curriculum framework

- **The learner:** describes the outcomes for individual students and the outcomes they seek for themselves (what is learning?)
- **Learning and teaching:** articulates the distinctive features of learning and teaching (how best to support learners?)
- **The learning community:** emphasizes the importance of the social outcomes of learning and the role that IB communities play in achieving these outcomes (who facilitates learning and teaching?)

An IB education is unique because of its rigorous academic and personal standards. As a result the programme delivered at Kingsville challenges students to excel not only in their studies but also in their personal growth, how they see others and themselves. At Kingsville we inspire our students to have a lifelong quest for learning characterised through enthusiasm and empathy. We also want our students to understand that other people, with their differences, can also be right. This approach connects Kingsville to a worldwide community of schools that celebrate a common humanity and who share a belief that academic, social and emotional education can help to build a better world. At Kingsville we believe that as a community if we work together we can help to prepare students for living and working in a complex, highly interconnected world.

Teaching and learning at Kingsville celebrates the many ways people work together to construct meaning and make sense of the world. Through the process of engaging students in exploring big ideas open and democratic classrooms of asking, doing and thinking are created. This inspires the children to strive for a lifetime of learning, independently and in collaboration with others. This approach also remind us that we are all unique and play an important role in creating this wonderfully diverse and rich school community.

The parable below was shared with me by another PYP coordinator and I believe it puts into context the important message we want to send to each student as they journey through the PYP program and traverse the learning continuum of the Victorian curriculum.

*A water bearer in India had two large pots, each hung on the ends of a pole which he carried across his neck. One of the pots had a crack in it, while the other pot was perfect and always delivered a full portion of water. At the end of the long walk from the stream to the house, the cracked pot arrived only half full. For a full two years this went on daily, with the bearer delivering only one and a half pots full of water to his house. Of course, the perfect pot was proud of its accomplishments, perfect for which it was made. But the poor cracked pot was ashamed of its own imperfection, and miserable that it was able to accomplish only half of what it had been made to do. After 2 years of what it perceived to be a bitter failure, it spoke to the water bearer one day by the stream. "I am ashamed of myself because this crack in my side causes water to leak all the way back to your house."*

*The bearer said to the pot, "Did you notice that there were flowers only on your side of the path, but not on the other pot's side? That's because I have always known about your flaw, and I planted flower seeds on your side of the path, and every day while we walk back, you've watered them. For two years I have been able to pick these beautiful flowers to decorate the table. Without you being just the way you are, there would not be this beauty to grace the house."*

**Moral:** *Each of us has our own unique flaws. It's the cracks and flaws we each have that make our lives together so very interesting and rewarding. You've just got to take each person for who they are and look for the good in them.*

### **Literacy and Numeracy information sessions**

These sessions are seen as an important communication strategy to benefit parents of students across the school to understand the teaching and learning approach to two significant domain of the Victorian F-10 curriculum. Whilst information is provided to parents throughout the year relevant to experiences, expectations and provision these first sessions provides big picture details and the opportunity for parents to ask questions and to clarify any aspects of teaching and learning of numeracy and literacy.

The teams of teachers have recoded presentations on these two domain area and the links to these two sessions will be sent to the community in a Compass post next week. Interested parents will have the flexibility to watch these presentation at their own leisure.

**Please watch out for the Compass post next week.**

### **Road safety reminder**

Walking and riding bikes, skateboards or scooters to school is a healthy, popular and independent pursuit taken up by many in the Kingsville community. The staff at the school have has a number of conversations with members of our school community regarding observations and encounters of Kingsville students making their way to and from school. In the majority of the conversations it is a comment highlighting the care and respectful way they conduct themselves.

Unfortunately, we are also hearing of dangerous actions of both walkers and riders. It is timely to revisit our road safety message and for parents to talk about this topic with their children. This discussion should include all ages, as of late the older students are the ones being observed taking unnecessary risks when riding and walking to school.

It has come to my attention, from a variety of sources, of Kingsville students involved in dangerous actions, both walkers and riders to and from school. A couple of examples include:

- students riding at pace on the footpath and not thinking about vehicles reversing from driveways or parents/carers using driveways to complete U-turns
- student not using the dedicated crossings and running across intersection without looking to see if it is safe
- students riding skateboards on roads and in carparks without considering the traffic demands or frequency of vehicle movements
- students taking short cuts across cul-de-sac and dodging and weaving around and between moving vehicles

Younger children have behavioral limitations in traffic situations, as they:

- are little and cannot be seen easily by drivers
- cannot immediately tell where sounds are coming from
- may not take any notice of what is going on outside their immediate field of vision
- cannot reliably judge the speed of vehicles
- are unpredictable
- do not understand traffic laws

However, these examples of 'risky behaviours' are not stories of our younger students but of our year 3 to 6 students. With this in mind, it would be a timely reminder to all parents about talking to your child/children about road safety and for parents/guardians taking extra care whilst driving near the school and while picking up or dropping off children.

#### **Pick up and drop off**

The number of parents and carers parking around the school for drop-offs and pick-ups has certainly increased with the growing number of students at Kingsville Primary School and this increase has caused car congestion and other traffic problems and concerns.

While it may be hard at times to find a park close to the school, parking inappropriately or obscuring pedestrian crossings by parking on or near them creates an unsafe environment not just for students at the school but for all visitors to the school and the local community.

Recently I have had reports and have witnessed a number of examples of driving parents dropping off or picking up; turning outside the school and reversing from obscure places. All of which, pose a danger to the lives of students and even parents. I implore parents to think and drive in a manner which protects our students. This is a timely reminder to parents about taking extra care whilst driving in the vicinity of the school and while picking up or dropping off children.

## Student Free/Curriculum Day – Friday 5<sup>th</sup> March

Kingsville Primary School is committed to continuous improvement and a key feature of this is ongoing professional learning. Each year government schools are entitled to four student free days (when student instruction does not occur). These days allow for professional development, school planning and administration, curriculum development, and student assessment and reporting.

Curriculum days or student free days at Kingsville are seen as a very valuable resource and an opportunity to engage in deep professional conversations and work directly related to whole school improvement.

On **Friday March 5<sup>th</sup>** staff will participate together as a whole group and in teams, with a focus on the 'big ideas' that drive mathematical competencies. The 'big ideas' of mathematics being

- **Numbers 0 – 10:** developing flexible mental strategies for the numbers 0-10, part-part-whole knowledge
- **Place Value:** the importance of moving beyond counting by ones, the structure of the base ten numeration system
- **Multiplicative thinking:** Multiplicative thinking is indicated by a capacity to work flexibly with the concepts, strategies and representations of multiplication (and division) as they occur in a wide range of contexts.
- **Fractional thinking:** understanding of partitioning and equivalence of **fractions** to develop flexible **thinking** about **fraction** situations.

Kingsville has had a long and successful relationship with Maths Association of Victoria (MAV) and this day builds on the partnership.

The pupil free day will see Maths Association of Victoria (MAV) consultant Michael Minas present to the staff and deepen their understandings, skills and knowledge of the 'big ideas' of mathematics. We began our work with Michael Minas in 2020, and this day will continue our work in this area.

This work is expected to increase consistency in understandings, approaches, and disciplines within and across schools. It's the BIG IDEAS that make a difference in students' ability to engage in everyday mathematics computations.

Jennifer Duckworth  
Learning Specialist

### **Acknowledgment of school leaders**

This morning at the Friday school assembly a large number of students were presented to the school in acknowledgment of their leadership roles within the school. Badges were presented to the leaders by school council president, Glen Yates.

Those children were:

#### **School Leadership:**

Charlotte Egglestone  
Levi Matara-Ng  
Liam Yates  
Eve Harris

#### **Junior School Council Representatives:**

Ruby Lambert  
Theo Crawford  
Ike Williamson  
Poppy Tivendale  
Maggie Cann  
Elliott Millar  
Sadie Kinred  
Reuben Simnett-Sage  
Baradu Abdu  
Ollie Williamson  
Ben Elg  
Astrid Fawcett  
Joseph Burton  
Reuben Fithall  
Charlie Panton  
Hazel Baddiley  
Maddi Mcrae  
Willy Honisett  
Ben Marmo  
Eila McCarthy  
Freya Swan  
Maddie Elg  
Edith Oliver  
Rio Burrows  
Willow Cargill  
Tommy Rae

#### **House Leaders:**

Flynn Newnham  
Ewan Cornish  
Archie Lucas  
Henry Bishop  
Leroy Waghorne  
Harley Djuric  
Julian Lau  
Oscar Bugeja  
Scout Shrivell  
Emerson Atherton  
Abby Droogleever  
Maddeline Elg  
Milla Bakaitis  
Zoe Mullins  
Maggie Ellis  
Sabine Barbetta





# Kingsville Awards

No awards published today as next Friday 5<sup>th</sup> March is a Student Free Day.



# Happy Birthday

20<sup>th</sup> – 26<sup>th</sup> February

Happy Birthday to Sabine Porth, Frida Crawford, Emily Tran, Alex Goncalves, Tess Riley, Samuel Tu, Charlotte Williams – Valladares, Frieda Jeffery, Jackie Jeka and Saadi Shamit.

Roster for Assembly Items Term 1 & Term 2- 2021	
Week & Date	Friday Assembly
1 2/2	No assembly
2 9/2	No assembly
3 12/2	2MC- Mike
4 19/2	3/4C Christie
5 26/2	1RT Rosemary
6 5/3 Curriculum Day	No Assembly
7 12/3	No Assembly
8 19/3	No Assembly
9 26/3	Choir
10 1/4 Thursday	No Assembly
<b>Term 2</b>	
1 23/4	6JI Juri
2 30/4	5AA Abbas
3 7/5	6KG Kathleen
4 14/5	3/4M Alison
5 21/5	2AO Amila
6 28/5	1DG Denise
7 4/6	FLB Luisa
8 11/6 Curriculum Day	No Assembly
9 18/6	3/4L Lizzie
10 25/6	Choir - Hilary

# Cross Country

Participation in sport is an educational experience at Kingsville. The aim of offering broad participation in sports at Kingsville is to nurture the personal development of our students. We want all students to be involved in sport for the lifelong physical, psychological, social and personal benefits that such participation can bring.

The Kingsville Cross Country is our first upper school 'house event' for the year and an opportunity to engage in the team spirit, and for those that decide, the competitive element of the activity.



The aim of our Cross Country is to have every child participate in completing the distance, even if they walk to complete it. This goes a long way in building their resilience, such an important life skill. All children who participate in the event will earn points for their house. We want to give students who excel in sporting endeavours the opportunities to participate in higher levels of competition events.

On **Wednesday 10<sup>th</sup> March** children in grade 3 - 6 will be competing in the Kingsville Primary School Cross Country. The back-up day for this event is **Thursday 11<sup>th</sup> March**. The day will begin at 9:00 and conclude at 11:00. It is held in Cruickshank, directly behind the school, with the finish line inside the school grounds.

Children turning 9 or 10 this year (those born in 2012 or 2011) will run 2 kilometres and children aged 11/12 (those born in 2010 or 2009) will run 3 kilometres around Cruickshank Park. *PLEASE NOTE: children who are in grade three, but are born in 2013 (turning 8 this year), will still participate in the school cross country and earn house points, but are unable to be considered for the school team.*

From this event, children will be selected to represent the school at the Yarraville District Cross Country event at Yarraville Gardens on **Wednesday 5<sup>th</sup> May**.

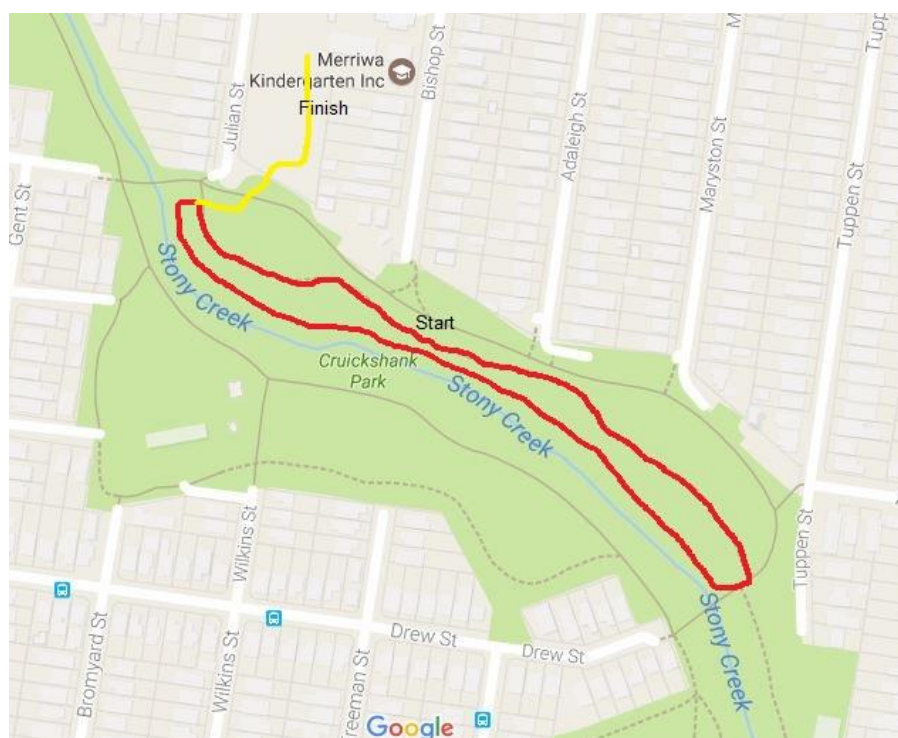
In the lead up to this event, we ask, if parents have the opportunity to, to accompany their children around the track (please see attached photo). This opportunity will provide them with the background knowledge and a feeling of familiarity when competing or participating.

At the writing of this item, due to Covid /DET Operations guides, parents are unable to attend the event as a volunteer to assist. But as the event takes place in a public space, Cruickshank Park, parents/carers may view the event but should comply with Government regulations at the time.

Parents and carers will not be able to view the event from inside the school grounds.

Thank you,

Lorey Bentley  
Sport and PE Coordinator



Children start in Cruickshank Park at the end of Bishop Street. The course will be marked with cones, distance markers and volunteers. The course is 1 km long.

9 and 10 year old children do two laps and go inside the school grounds on their second lap (yellow line)

11 and 12 year old children do three laps and go inside the school grounds on their third lap (yellow line)

Parents will be marking how many laps they do. Children to wear sunscreen, hats and take asthma puffers, if required. Children may wear their house colours for the event.

All children who participate will earn house points.