



# Newsletter

Principal Kath Ginnane p 9314 5869 or 9314 1132 f 9314 8498 e [kingsville.ps@edumail.vic.gov.au](mailto:kingsville.ps@edumail.vic.gov.au) w [kingsvilleps.vic.edu.au](http://kingsvilleps.vic.edu.au)



## 2021 Dates to Remember

### **Term 4** **October**

Monday 18 <sup>th</sup>	Students in Foundation , Year 1 & 2 return (see Kingsville schedule of return dates)
Tuesday 26 <sup>th</sup>	School Council Meeting Students in Years 3 & 4 return (see Kingsville schedule of return dates)
Thursday 28 <sup>th</sup>	Students in Years 5 & 6 return (see Kingsville schedule of return dates)

### **November**

<b>Mon 1<sup>st</sup></b>	<b>Student Free Day</b>
<b>Tues 2<sup>nd</sup></b>	Melbourne Cup Day - <b>Public Holiday</b>
Friday 5 <sup>th</sup>	All students back on-site

Monday 15 <sup>th</sup>	School Council Meeting
-------------------------	------------------------

### **December**

Monday 6 <sup>th</sup>	School Council Meeting
------------------------	------------------------

**Fri 17<sup>th</sup>**                      **Last Day Term 4 – End of school year 1.30pm dismissal**

Year level	Date of return	Days of week
Foundation	Monday 18 October	Monday, Tuesday, Wednesday
Year 1 and Year 2	Thursday 21 October	Thursday and Friday
Year 3 and Year 4	Tuesday 26 October	Tuesday and Wednesday
Year 5 and Year 6	Thursday 28 October	Thursday and Friday

## Important parent information

- face masks for students in years 3 – 6 will be **mandatory** indoors from Monday 18<sup>th</sup> October
  - face masks for students in all other levels are **highly recommended**
- Further information will be provided regarding this next week.



# Principal's Message

Welcome back to all families for the final term of 2021.

This time last year that is the end of the first week of term 4, my message focused on the imminent return of Foundation and Year 1 & 2 students in the second week of the term. They returned from remote learning on October 12<sup>th</sup> 2020, a week earlier that is expected for F- 2 students now in 2021.

This was a day to remember as will be **Monday October 18<sup>th</sup> 2021** week 3 when, the first group of students return being F-2. They will be followed soon after by Years 3 & 4 in week 4 on **Tuesday October 26<sup>th</sup>**. Our Year 5 & 6 students will join them later in week 4 on **Thursday October 28<sup>th</sup>**.

The return of students in 2021 sees a different system approach with both a staggered start for levels and, to begin with students not attending on-site for the full five days of the week. Please see the schedule for student return which was provided to parents on Sunday 3<sup>rd</sup> October. The summary of Kingsville arrangements is provided again in this newsletter.

**Friday November 5<sup>th</sup>** is of course the day we are looking forward to when it is expected that all 582 students will be back on site.

Further information regarding the return to school and on-site learning will be sent to families via Compass next week.

## **Planning for 2022**

Pre work involved in the placement of students into class groups for each following year begins in second semester term 3. In term 4 as likely student numbers become clearer the modelling is refined. What the actual school organisational model will be for any year will naturally be of interest to parents / carers and students.

It is important to note that whilst we highly value parent opinion and contribution across a wide range of school provision areas the determination of the model and arrangement of classes in any school is the Principal's decision and responsibility. Keeping the school community informed of developments regarding the planning is acknowledged as very important. Information to parents about the particular model determined and how teachers will work to ensure all children are engaged, challenged, supported and taught is all part of the ongoing dialogue between the school, parents and teachers in any school year.

The timing of when information is provided to school council and in turn parents, is planned and sequenced to take into account certain binding actions to be complied with in line the current Victorian Government Schools Agreement. These require school based consultation with staff regarding a number of areas including the organization of classes.

This mandatory consultation is both necessary and valuable however can be lengthy. The process takes into consideration a wide range of factors including but not limited to -

- **student enrolment – upon which all resourcing including human resources / staff, hinges**
- **students numbers** - at each of the 7 levels at primary school which will vary individually on a yearly basis
- staff including teaching staff who are able to be provided again, determined by overall student enrolment
- all other infrastructure considerations

- in any year the determined class model needs to ensure appropriate class student numbers i.e., numbers that may be increased to provide for any enrolments during the year without restructuring the whole school class model
- with regard to class numbers there is no mandated minimum number required - there are however recommendations and in school planning and consultation leadership take these into consideration
- for this year 2021 the class model took into account the goal to have class numbers lower than would usually be the case in as many levels of the school as possible
- in the planning we took into account overall provision support for “catch up” as required, utilization of tutors and, a significant focus of student wellbeing
- now in planning for 2022 similar considerations are a priority and are being addressed in the planning

Currently student numbers Foundation to Year 6 for 2022 **are expected** to see a model featuring what is commonly known as composite classes across levels 1– 6 of the school. Enrolments at the Foundation level **may** see three class groups (this is the level where numbers are and, will continue to adjust during term 4).

**Please note** - this is just beginning information at this point and student enrolments always change during term 4. We are also aware that a number of current families may be moving before the end of this school year and that there are still Foundation enrolments to be finalised. Again, a reminder if you are in either of these categories, please provide information to the school as soon as it becomes available to you as this is vital in refining the class model for 2022.

In working to ensure transparency and clarity for all stakeholders regarding this important area it is important for parents/ carers to be knowledgeable about a range of aspects.

### **Addressing common concerns and questions**

There have been very few years over the last 3 decades where Kingsville has not utilised a class model that does not contain what many people know as “composite” or “multi aged” cohorts. In reflecting upon this it is important to note that –

- as a community of educators, we strive to steer away from the term’s “composite” or “straight” grades
- as in reality of course no **straight grades** exist and every cohort is both multi aged and each student is at a different point in their learning, growth and social and emotional development, knowledge ability and capacity
- children in class groups will be of varying ages from Foundation onwards and this can be over 12 months depending on the age when they began school
- every teacher is required by law to differentiate the instruction and provision for each child in relation to where they are in their learning and the continuum of learning aligned with the system of schooling they are part of
- differentiated instruction by teachers informed by deep knowledge of each child is required to be evidenced regardless of the range of ages in a class
- whilst composite or multi aged classes are often utilized to address uneven enrolments at age levels, they are also formed for educational reasons where it is felt that the combining of children in multi aged groups is both educationally and socially advantageous

There is a large body of information, evidence and reference material available to parents with regard to the alleged benefits or other of composite classes. Research readily available suggests there is no discernible difference between multi age or straight grade class groups in terms of academic performance. Benefits however relating to student independence, responsibility and study habits have been highlighted. Across Victoria 75% of schools are reported to have some form of multi aged aspect to their school organisation.

However, despite favourable research regarding student cognitive and social growth in composite classrooms some negative perceptions understandably will always persist.



***KPS parents please be assured that whatever class grouping your child is placed in any year it is always going to be the teacher and the relationship between the teacher and your child / ren is the most important factor in their development, wellbeing success and happiness.***

Moving forward we will provide links and details of some materials that parents may choose to access in relation to school / class organisational models.

As we move through term 4 updates regarding the planning/ school organisation will be provided.

### **Parent Payments**

Parent contributions are always highly valued at Kingsville and every year as in all government schools parent contributions are requested.

Now in term 4 2021 school council is working to determine details of the request for parent contributions for 2022. Ensuring that there is clarity regarding government requirements and that information is communicated clearly to parents / carers is very important.

Looking back often provides valuable or interesting context and, an extract from an historic Kingsville document seems worthy of note. The Kingsville School Magazine 1924 has an article headed "A Word to Parents" -an extract from this makes interesting reading now in 2021.

***" when in 1872 the Act making education free secular and compulsory was passed, it was not anticipated even by the most enthusiastic supporter that a time would come when the course of instruction should include more than Reading, Writing, Arithmetic, Grammar, Geography and Drill. Time and space will not allow me to trace the growth of the system and the course of instruction. It must be sufficient to say that, with the changing years, (in addition above named subjects which have also been varied in their scope), many others are included in the curriculum of state schools. The result is that a child may now pass through the elementary stages right up to university entrance examination without incurring any cost for instruction beyond the expense of buying the necessary books and materials."*** – George Ellingsen Head Teacher KPS 1923 - 1925

Now in 2021 government school education remains widely considered to be free and of course no fees are charged for tuition. The modern version of the Act (The Education & Training Reform Act 2006), is strong in its intention asserting that instruction in the standard curriculum in Victorian government schools is free. It ensures students have free access to all items, activities and services that are used by the school to fulfil the current curriculum requirements in the eight key learning areas as outlined in the Victorian Curriculum F-10, the Victorian Certificate of Education (VCE) and the Victorian Certificate of Applied learning (VCAL)

Whilst there have been a number of government reviews policy relating to this area has not changed. Financial contributions from parents / carers towards the cost of delivering the program have always been able to be requested and have always been voluntary.

All parent payment requests from the KPS school council to parents / carers are and have been in line with DET policy in any year. The current school council is working to determine the details of the parent payment request for 2022. As is the case every year further details will be provided later in term 4 along with more information about parent payment categories and updated terminology.



# Attendance during Remote and Flexible Learning

In every period of lockdown and remote and flexible learning the message of 'Every Day Counts' remains vitally important. Attending 'school' each day provides opportunities to stay connected and address the work provided by the school. Both these components help students to build on their learning and maintain strong social connections with their friends and teachers.

In ensuring we are aware of and are able to be accountable for attendance, be complaint with Government expectations and ensure duty of care during remote and flexible learning, the school has put in place a process to mark the school roll.

Within each class Webex timetable, a short sharp morning session/task before 10am has been established as a role making event. We ask that parents/students attend to this routine each day.

1. Parents/carers deciding **to not** participate in Webex role marking session/task should before 10am:
  - contact their classroom teacher, explaining their child is present and will be attending to the daily program – the teacher will mark your child resent
2. Parents/carers deciding **to not** participate in the remote and flexible learning program provided for that day should before 10am:
  - use Compass to indicate an absence from the day

OR

  - ring the school and leave an absence message – the office will mark your child as an approved absence

OR

  - contact their classroom teacher – the teacher will mark your child as an approved absence
3. Parents/carers deciding **to not** participate in the remote and flexible learning program provided for the duration or part of the lockdown should contact the classroom teacher, if they haven't already done so, and inform the teacher of their intention.

A student marked absent without a reason will automatically trigger our system to ask for a parent/carer response.

## Student Placement for 2022

### The process at Kingsville Primary School

The construction of new classes for any year is a dynamic and a designed process, which ensures that children are thought of both individually and collectively. When we are working to compile class groups many factors are taken into account including; academic ability, individual needs, gender, student relationships, social and emotional traits, behaviour, working relationships, influences (the influence a child has on others, how others influence them) and, previous class placements/teachers etc. All these elements are considered in building the new "learning communities", as we make decisions about what is in the best educational interests of all students. Throughout this process we approach the work from a point of view which has a focus on what each child can bring to a class as, we believe in creating diverse learning communities with a balance of skills, knowledge, learning styles, relationships (old and new), etc. across the groups.

As students at Kingsville progress from Foundation to Year 6, it is expected they will learn to work and relate to a range of teachers and students. As with all school decisions, the aim is to offer the best possible learning experience for all our children.



To manage the complexities of information considered when constructing new classes, the school uses a program called 'Classroom Creator.' Teachers are asked to input into the system information about each child in their current class across the 'fields' of academic ability, individual needs, gender, student relationship, social and emotional traits, behaviour, working relationships, etc. The classroom teacher is significant in this data input however; consultation and contributions are also sought from other members in the level, support staff, previous teachers, specialist teachers and leadership.

All the information entered by the staff into the variety of fields is then 'crunched' and the new classes are created. How the system manages and prioritises the data is in the coding. The new classes developed are a balance of all the information recorded across the different fields. As a result, not one single field dominates the other and so not all references can be achieved.

At the conclusion of this, the human factor takes over again, more time by staff (class teachers, support aides and specialists) and leadership is allocated to fine-tune the lists, review issues the system flags, and teachers notice. Manual changes and tweaking then occur. It is during this time that all involved in this process decide if what the system has produced is fair and, if things are changed or not accommodated there is insightful justification for this happening.

It is important to note that class groups are not allocated a teacher until the whole school class model is completed. This ensures that it is the dynamic of each group which is the focus rather than, a particular teacher. Therefore, **parents /carers are asked to assist the process by not requesting a particular teacher.**

This important element of school organisation begins early this term. The role of student voice in the creating of learning environments will be explained in next week's newsletter

Jeff McDonald  
Assistant Principal  
PYP and Welfare Coordinator  
Kingsville Primary School  
IB World School  
E: [jeff.mcdonald@education.vic.gov.au](mailto:jeff.mcdonald@education.vic.gov.au)





# Kingsville Awards

To be presented on Friday 15<sup>th</sup> October

<b>FFW</b>	Gessam Fasika / Alycia Vella	<b>34M</b>	Issy Ciolli
<b>FLB</b>	Eleanor Edgley	<b>34P</b>	Evelyn Kinred
<b>FLI</b>	Apteej Gill	<b>34S</b>	Violeta Crouch-Caralt / Izzy Buchhorn
<b>FJH</b>	Jarvis Warn	<b>34H</b>	Arthur Jennings
<b>1CW</b>		<b>34A</b>	Aizah Fatima
<b>1DG</b>		<b>5AA</b>	Olivia Despott / Keaton Fawcett
<b>1RT</b>	Zian Thakker	<b>5AT</b>	Flynn Loftis / India-Rose Singh
<b>1GD</b>	Jessica Eva	<b>5TD</b>	
<b>2EE</b>	Lola McMaster / Harriet Nairn	<b>56S</b>	Roger Nguyen / Jack Owens
<b>2MC</b>	Mia Edwards / Molly Crisp	<b>6JI</b>	
<b>2JD</b>	Tali Tyler	<b>6KG</b>	Ryan Sheppard
<b>2AO</b>	Jonas Hockey / Zack Hickey	<b>6SE</b>	
<b>34L</b>			
<b>34C</b>			



## Happy Birthday

9<sup>th</sup> – 15<sup>th</sup> October

Happy Birthday to: Ryan Sheppard, Jimmy Dainton, Susan Tang, Beatrix MacGregor, Eloise Richardson, Lola Speldewinde, Riley Nolan, Maggie Ellis, Quinn Karunanayake, Beatrix Strachan, Shahad Bushra, Ella McRae, Mae Serpell, Harrison Wheeler, Reese Huang and Leroy Waghorne.



Thank you to our amazing school community!

On your behalf we raise **\$927** which far exceeded our expectations.

This is an awesome amount, and everyone should be very proud of themselves.

There were some individual donations of a very large amount, and most of these were anonymous, but we want you to know that they were noted, and we thank you so much.

Thank you,

Lorey Bentley and Sam Meddis on behalf of the JSC.

# Newsletter



## A message from your Coordinator

Hello Kingsville community, welcome back to Term 4.

These past two weeks, children have really enjoyed the Rocketeers Mission III. We had range of fun activities these holidays such as illusion goggles, magic cards craft, nature hunt, Lego city building challenge etc. In spite of low numbers, we were able to execute our program really well and children had a blast.

This week, we are focusing on development of fine motor skills by making jewellery using beads, plasticine molding and other child lead activities.

In the upcoming week, children will be doing weaving as an extension of jewellery making, sports on oval, painting as well as a range of board and construction activities.

We look forward to see you all at our OSHC.



## It's free to register

To attend our program, you must register your child. You can register an account with us at [pp.campastralia.com.au](http://pp.campastralia.com.au) or by downloading our Camp Australia smartphone app from the Apple App Store or on Google Play. Once registered, it's easy to make bookings and manage your account.



## Activities coming up

- Bracelet Making
- Origami
- Group games
- Make your own cards
- Plasticine molding.

## What's on the menu

- Jam and Vegemite sandwiches
- Variety of fruit & vegetables

## Visit our blog

New articles are added each week for parents and cover various topics to help families.

[Visit our blog](#)



# Will your child /children be at Kingsville in 2022

If you know your child / children will not be returning to Kingsville in 2022 or  
If they will be only here for a short time e.g. you could be moving in Term 1  
Please fill in below or email the school [Kingsville.ps@education.vic.gov.au](mailto:Kingsville.ps@education.vic.gov.au)

✂-----  
CHILDREN NOT ATTENDING KINGSVILLE P.S. IN 2022

Name: ..... Year level in 2021: ..... Date finishing at KPS: .....

Name: ..... Year level in 2021: ..... Date finishing at KPS: .....

Name: ..... Year level in 2021: ..... Date finishing at KPS: .....

New school (if known): .....

