



# Newsletter

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## 2020 Dates to Remember

### TERM 4

#### December

Friday 11 <sup>th</sup>	Christmas raffle drawn
Monday 14 <sup>th</sup>	Step Up Day
Tuesday 15 <sup>th</sup>	Year 6 Graduation
Thursday 17 <sup>th</sup>	Casual Clothes Day (FOKPS event)
Friday 18 <sup>th</sup>	<ul style="list-style-type: none"> <li>• <b>Casual Clothes Day (FOKPS event)</b></li> <li>• <b>Last day Term 4 – 1.30pm dismissal</b></li> </ul>

### 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>

**\*Please note:** Wednesday, 27<sup>th</sup> January (teachers return) is designated as a student free day for all Victorian Government schools. **Children in grades 1-6 return to school on Thursday 28<sup>th</sup> January.**

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

Preferred method of payment is BPay. Your BPay reference number can be located on your family statement and will remain the same throughout your child's time at KPS. EFT/credit card facilities are available over the counter at the main office. Cash payments – correct money is required as there is not always access to change. Please do not send large amounts of cash with your child. Receipts will be issued through your child's classroom. To help the office in finalising accounts, where possible, please limit payments in the last week of any school term.

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# Assistant Principal's Message

## Step Up experience for students to their 2021 class groups

### Thinking About What Lies Ahead

Being reflective is a thinking skill that we practice explicitly. Each day our children and teachers spend some time in reflection making connections between experiences, events, thoughts and feelings that have occurred over time. Time, an abstract concept, is a little more concrete when considering events that have already happened.

So what happens when we ask our children to consider the future? Is this the process of acknowledging the past and planning, or maybe predicting, what might be about to happen? In the context of school many children are perhaps wondering what the next stage of their learning will be like. Who will be their friend in a new class? Who will their teacher be? Will it be different?

When considering the transition points within our children's lives, we hope that our children view this process with optimism and excitement. We hope to provide the right opportunities for success, through building relationships, making connections and embracing change. Starting at a new school is a big step and we sometimes forget that for some children there are other significant transitions i.e. from the F-2 area to the 3-6 area. It is important to spend time considering the processes of change not just for our children but also for parents and staff.

At Kingsville we endeavour to empower the students in managing change. One of our successful initiatives is the Step Up Program. This program will take place next Monday and all children will spend time in their new class groups with their 2021 teacher. This experience provides opportunities to meet new classmates and talk about the similarities and differences in their new grades as well as becoming familiar with a new physical learning environment.

The days leading up to the Step Up Program can be a little tense at times for students. The excitement builds and rumours abound about the teachers and the grades. This year is no different to any other and, the conversations and stories are all part of processing and dealing with the next important step in the 7 year journey of primary school. Parents can also support these milestones by talking positively to their children about the next stage of their learning journey. Engaging our children in the process empowers them to face the changes with confidence and gives them permission to accept the feelings and possible apprehensions that might arise along the way.

It is important for children to be able to talk about what lies ahead and of course they do like to make predictions. "I'm going to be with my friends .....", "because I'm going to grade 2 I will be with ....." The "I bet you" statement, is also often heard in the playground at this stage of the year. The reality is of course that the make-up of a class group takes into account a variety of factors and expectations of students may not always be met.

It is important as we move through this transition stage to reflect and be grateful for what has been -

- your classmates for providing an environment with diverse backgrounds and perspectives that stimulated learning and growth
- your teachers for their dedication and for passing down knowledge, skills and attitudes to you
- your best friends for being there for you whenever you need them
- your friends you made and the possibility of them being your companions in life
- your disappointment, so you know the things that matter to you most
- your mistakes for helping you to improve and become better
- life's challenges for helping you grow and become who you are

Then having the right attitudes as we embark on this new adventure is key to success –

- you can complain because the weather is rainy or, you can be thankful that the grass is getting watered for free
- you can moan about the loss of friends from your class or, you can excitedly embark upon a quest to discover new relationships
- you can complain because you didn't get the teacher you wanted or, eagerly open your mind and fill it with rich new pieces of knowledge and experiences that they will offer

The class groups by Step Up Day will have been determined after significant consideration by teachers. We expect that the students i.e. the members of these individual communities, will work together, forge new friendships, challenge and 'stretch' each other and grow together. No combination of students in any one year will be perfect in the sense of "the whole team played well everyday" however the combinations of personalities and the challenges of the day to day for F – Year 6 students should ensure growth, development and an increase in that vital personal resources that are described in the Learner Profile.

What is important to remember with regard to all of this is the children are supported through this yearly transition/step up process. Parents can assist by chatting positively but informally with children about the move and the realities in a school of 600 children.

Who the class teacher will be for your child or children of course is of interest but should not cause stress. All teachers at Kingsville have gained their positions whether contract or ongoing, through a comprehensive selection process based on merit. All Victorian Government school teachers in primary schools are classed as generalist teacher and as such are expected to have the capacity to take up teaching duties in any level or area of the school. Your child or children, will benefit greatly from spending time with any KPS teacher as they facilitate the learning in Foundation – 6.

*"Things turn out best for people who make the best of the way things turn out!"* John Wooden, "Wizard of Westwood", legendary American basketball coach and player

## **Student Progress Reporting for Semester Two**

At Kingsville, reporting student learning progress and achievement is part of the all important cooperative relationship between the school, teachers and parents. It involves two way communication, mutual responsibility, respect and trust. The complete process serves to build engagement of parents and increase knowledge relating to the comprehensive nature of assessment and reporting in schools.

Department of Education and Training Victoria along with, the Victorian Curriculum and Assessment Authority (VCAA), provide the framework, expectations and guidelines for schools regarding reporting on student achievement. The requirement for all Victorian Government schools is to report on achievement against the Victorian Curriculum "achievement standards" at least twice a year for every student.

This year DET has modified the expectations around student reporting for semester 2 in recognition of the disruption caused by COVID-19. Kingsville teachers will therefore in line with this, provide for each parent/carer of every student an adjusted written report to reflect the reporting guidelines. The reports will focus on what progress has been made and, what has been achieved by each child during their unique learning experience in both the on-site and, remote learning environments this year.

Teachers have throughout the year continued to deliver a teaching and learning program and monitor the learning of each student. They adjusted the usual program to reflect the period of remote learning and, ensured that the three system priorities of Mental Health and Wellbeing, Learning, and Transitions were addressed. Following the return of students in Term 4 a range of assessments and actions to further address priorities have been implemented.

## **December Semester Report**

The semester 2 reports will provide parents with information regarding student progression and engagement during both onsite and remote learning and, will encompass changes and vary somewhat from the usual December reports in line with DET guidance.

Reports will include:

- a description of the areas of the Victorian Curriculum Foundation to Level 10 taught;
- a comment on student participation and engagement in the learning program offered;
- for English and Mathematics:
  - student achievement information;
  - progress shown from the last time these curriculum areas were reported on;
  - a five-point scale

- for all other curriculum areas taught:
  - a short description of what was taught
  - a short comment on progress and achievement in their learning across the semester
- a comment on how the student has adjusted to semester 2 learning opportunities – referencing F-10 Personal and Social Capability curriculum and the IB Approaches to Learning and Learner Profile

Teacher comments about student achievement and progress against provision and planned learning will include informed and considered comments from assessments made about student academic, personal and social capability progress gained from all available information.

The degree to which engagement in remote learning and the information gained from results of assessments during the time back at school during term 4 will, inform teacher judgement. It is important to note that for some students assessment results **may not** reflect a level of attainment that **may** have been gained if the 2020 school year had been experienced fully onsite.

All parents should however be assured that any gaps in their child/ren's learning that have been revealed currently are being addressed and, moving forward, this will continue next year. The 2021 class teachers will receive significant detail and profiles for each of their class members at the beginning of the school year. From that further assessment and planning for the needs for each student and in turn, differentiated instructional practice will be carried out.

This will be part of whole school plan which will see a range of resources applied including engagement in the system wide 2021 DET Tutor Program.



## Happy Birthday

5<sup>th</sup> – 11<sup>th</sup> December

Happy birthday to Edie Wilson, Archie Taylor, Kiera-Mai Clarke, Arwen Jeffery, Flynn Loftis, Lachie Bellis, Dylan Madden, William Friedmann, Isaac Reed, Dakira Nguyen, Neenah Carroll and Genevieve Bennetts.

## Kingsville Primary School Staff List 2021

Kathleen Ginnane Principal  
Jeff McDonald Assistant Principal  
Blagma Veljanoska Acting Assistant Principal

Sonia Falcone Acting Business Manager  
Betty Petrovski Office Manager

Carmel Cooper Integration Aide/Admin support  
Trish Harris Integration Aide/Admin support  
Kim Cassidy Integration Aide/Admin support

Luisa Ballestrino Foundation  
Louise Iero Foundation  
Jane Herringer Foundation  
Frances Waugh Foundation

Gareth Dainton Level 1  
Catherine Wood Level 1  
Rosemary Talbot Level 1  
Denise Gallo Level 1

Mike Carey Level 2  
Amila Osmanagic Level 2  
Jennifer Duckworth/Jeanette Mejak Level 2  
Emma Eastham Level 2

Susan Hosking Level 3/4  
Christie Miller Level 3/4  
Lizzie Horan Level 3/4  
Lauren Anile/Myffy Scott-Walker Level 3/4  
Alison Michetti Level 3/4  
Susan Phillips Level 3/4  
Larree Springall Level 3/4

Tracey Doherty Level 5  
Abbas Alidina Level 5  
Anna Terzi Level 5  
Dianne Sturrock Level 5/6  
Kathleen Gannon Level 6  
Sam Eason Level 6  
Juri Ilves Level 6

Monica Gallivan Visual Arts  
Hilary Henderson, and Kate Wilson Performing Arts  
Lorey Bentley Physical Education  
Samantha Meddis LOTE – Italian  
Georgia Jennings, Jeanette Mejak, Myffy Scott-Walker Specialist teachers  
Diane Graham Language Intervention

## Christmas Hamper Raffle

Thank you generous Kingsville families for providing the "Christmas Goodies" for the Christmas Raffle.

The winners were drawn this morning. A huge thank you to the work of Zoanne Morrissy, Sonia, Betty and Blagma for managing the task.

Please find a list of all the winners of our 2020 Christmas raffle. The prizes will need to be collected from the main office by an adult as there are glass items in the hampers.

Hamper	Name	Class
1	Jake Daghish	FDG
2	Teya Buttigieg	1AM
3	Gauri Gautam	3/4T
4	Charli McClatchey	2SP
5	Isabella Buchhorn	3/4T
6	Archie Scanlan	FLI
7	Ian Hawkins	5DS
8	Tom Morrow -Jessica Monk	2MC
9	Ivy Gordan	FLI
10	Anne Craig	5AA
11	Eila McCarthy	3/4I
12	Liam Blanco Kombo	1SH
13	Merryn Brown	6SE
14	Laura Chapin	1GM
15	Dexter Fawcett	6SE
16	Gauri Gautam	3/4T
17	Teya Buttigieg	1AM
18	Pauline McKenzie	5AT
19	Justine Damico	
20	Martha Goodridge Kelly	3/4L
21	Christine Bence	1SH
22	Lola Speldewinde	5DS
23	Marth Goodridge Kelly	3/4L
24	Kayla Burton	1CW
25	Nellie Dummett	5DS

