

***We are a Child Safe School.
All children have the right to feel safe and to learn.
We are committed to protecting the wellbeing of students in our care.***

IMPORTANT DATES

Monday 19th August	Curriculum Day—School Closed—No students required at school
Tuesday 20th August	School Tours, 10.00am
Wednesday 21st August	Uniform Shop open for sales, 9.00am—10.00am
Monday 26th August	Year 5/6 students excursion to “Matilda” @ Reservoir High School Assembly, 3.00pm
Tuesday 27th August	School Tours, 10.00am Year 5 STEM Challenge @ Bundoora Secondary College
Wednesday 28th August	Uniform Shop open for sales, 9.00am—10.00am
Thursday 29th August	Father’s Day Stall, 9.00am—11.00am Father’s Day Raffle, 11.30am
Friday 30th August	Year 5/6 excursion to Bruce Kingsbury Ceremony, Reservoir High School
Monday 2nd September	Assembly, 3.00pm
Tuesday 3rd September	School Tours, 10.00am
Wednesday 4th September	Uniform Shop open for sales, 9.00am—10.00am
Monday 9th September	Assembly, 3.00pm
Tuesday 10th September	School Tours, 10.00am
Wednesday 11th September	Uniform shop open for sales, 9.00am—10.00am

From the Acting Principal,

Welcome to the third edition of the Kingsbury Primary School newsletter for this term. In only a short amount of time staff and students have packed so much learning in.

In this newsletter, the ‘I Can’ statements for the specialist teachers have been included. Like classroom teachers, these statements are directly linked to the Victorian Curriculum and made available in child and family friendly speak, to assist everyone in understanding the learning for this term. As stated last week, we do this to make learning visible and prepare for the learning.

“The lesson can be made visible and accessible to students through the use of student-friendly language and the words ‘I Can’ to begin each leaning target statement.” - H. Clayton, 2017, p.2)’

Now that everyone knows what is being learnt this term, we all can support our students with their learning journey.

SPECIAL EXCURSION

For those who are unaware, our 3-6 building is named Isurava. This very important building name is taken from a key battle that took place this month during World War 2 in the jungles of New Guinea. Our school has a proud history associated with this time as Bruce Kingsbury fought and died during this battle.

On Thursday August 8, Wayne Bolton and student leaders headed to Ferntree Gully to participate in a memorial to commemorate the bravery of the 39th and 2/14th Battalions during this fierce battle. This day was particularly special as parts of it were filmed and will be shown at the Australian War Memorial in Canberra.

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From the Acting Principal (continued)

This excerpt from our school captains, Jasmine and Ehaan capture the actions and thoughts of our students.

First, a few members of the Victorian Parliament read out speeches, as well as some other important people. After that three of the JSCs, who had been given names of the soldiers who died, stood up to put them on these sticks, to form crosses.

Then, the school captains got up to lay a wreath with Jill Bear, the president of the 2/14th Battalion Association. Finally, the ceremony was over and we had some refreshments. It was a thoughtful day.



We remember what has come before so we can live in peace.

CAMP

Camp has come and gone, and everyone has caught up on the lack of sleep. Speaking to all involved it was an incredible experience and the students loved it. As well as strong links to the science curriculum this term, school camps can have other benefits such as character building. School camp usually offers a variety of different activities and challenges for students to take part in, many of which are not found in everyday life. These experiences often present as a challenge to work through or a barrier to overcome, prompting students to step beyond their comfort zones and persevere. Challenging them with these activities helps them to develop important character traits like resilience, teamwork and leadership. School camp places a great emphasis on personal growth and fostering a sense of achievement that can have a lasting positive impact.

Thank you to all staff who put their hand up to make this camp possible. A special shout out to Matt Mckenzie-Mchang who did the bulk of the planning, which is quite the workload.

CURRICULUM DAY

This coming Monday, August 19 is a whole school curriculum day. No child is required to be at school on this day. If you would like to enrol your child into after care please contact TheirCare on [0417 333 851](tel:0417333851) or email Kingsbury@theircare.com.au.

BOOK WEEK PARADE

On Friday August 23, we have our Book Week Parade. We will have the parade starting approximately 9.15am with all classes involved. Then, students will participate in some fun and engaging reading activities run by the teachers. The theme this year is Reading is Magic.

We encourage every student (and parents attending) to consider the magic of reading and coming in costume to celebrate the wonder that is books.

DID YOU KNOW?

Reading for **enjoyment** has significant impact on student learning. In schools we engage students in a range of activities to ensure each student becomes proficient. We spend a considerable amount of time encouraging students to borrow and choose books that will enliven their world. So why is reading for enjoyment so important for children?

Engagement and enjoyment play a critical role in reading achievement. Early experiences of positive reading motivates readers to further engage with texts as they get older and progress through school. Data demonstrates the relationship that exists between reading achievement and engagement and enjoyment. Year 4 students who said they liked reading scored higher than those who said they did not (Schleicher, 2019). Research suggests that reading engagement and enjoyment not only project students' literacy skills but also possibly serves as a protective factor enabling students to become resilient learners (OECD, 2021).

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From the Acting Principal (continued)

Reading frequency has been linked to reading achievement. It is more likely that engaged and motivated readers will be frequent readers with a cumulative effect of strong readers being more motivated to read and to be involved in diverse reading experiences. Reading frequently requires sustained commitment to a task and contributes to increased reading comprehension (Cremin, 2023).

Engagement in reading has also been linked to the development of empathy and imagination in children. It provides young children with the opportunity to think about the feelings of characters and develop their ability to empathise with others.



So as we celebrate Book Week on August 23 with a parade, we are actually saying to our students and the community, **don't just find something to read, find a love of reading.**

EGG DROP CONTEST

Just a reminder that we have the Egg Drop contest coming up in a few weeks. I trust there will be some success in protecting the googy egg from splattering across our asphalt. If any families have something on the go and would like to share some photos, I am sure we can run an article and interview for our next newsletter,



**Warm regards,
Mr. Shaun Bishop
Acting Principal**

MINI OLYMPICS

On Monday, August 9th, we had our mini-Olympics, organized by the grade 5/6 students. Each group was responsible for hosting a different sport, including touch rugby, soccer, a three-legged race, an obstacle course, relay races, and Frisbee. We spent the entire morning practicing, and by the third session, the mini-Olympics finally began!

Everyone was assigned a number from 1 to 6, and we all had a blast. The winners even received prizes like toys, candies, and more. By the end of the day, we were all tired and exhausted, especially with the hot sun beaming down on us.

When the mini-Olympics were finally over, we headed back to our classrooms for a snack. It was a really fun but tiring day!

By Oliver.



Kokoda Day One Tree Hill



Last Thursday, some of the Junior School Councillors (JSCs) attended an important memorial for the 39th Battalion. The event was held at One Tree Hill, which was about an hour away, so we left early. When we arrived, we had some time to spare, so we went on a walk—and Mr. Bolton tripped and fell, which was pretty funny!

A little while later, the ceremony began, and we all understood the importance of the occasion. Ehaan and I had the honor of laying a wreath, while three others, including Alexis, pinned names onto sticks, creating crosses to honor the soldiers who died at Kokoda. After the ceremony, we enjoyed some refreshments before heading back to school.



Camp recount by Alexis

On Monday, everyone was buzzing with excitement about camp. We were so eager that we all arrived at school earlier than usual just to see each other. As soon as we got to school, we gathered at the front, chatting non-stop about the camp. Before we knew it, we were lining up to board the bus. Ada and I sat at the front since we both get bus sick, but luckily, we were fine this time.

When we finally got off the bus, we grabbed our bags and dropped them off in a room before heading out on a ten-minute walk to the zoo. Once we arrived, we waited at the entrance while Mr. Mackenzie got the tickets. After we entered the zoo, we had a quick snack, then split into groups to explore. Each group covered one half of the zoo, and when we finished, we all met up at a playground to have lunch together and play.

Later, back at the cabin, we played a game that Isabella brought called Bean Boozled, which had some really weird flavors of jelly beans. Of course, I ended up with the worst ones—they were disgusting! After the game, we headed down to the kitchen and lounge for dinner. We had vegetables, potatoes, and the best part—chicken.

After dinner, some of us changed, and then we all gathered outside for a bush walk. Once everyone was ready, we set off and eventually stopped at a big grassy area where Mr. Bolton suggested we play hide-and-seek. We ran around, hiding from each other until everyone was found. Then, the teachers took a turn hiding, with Miss Nguyen winning by hiding under a bush!

When we got back to camp, we went into a special room to watch a movie called *The Sandlot*. It was really good, and though the movie was a bit long, some of us took showers afterward before heading to bed. I was exhausted after such a long day, even though it was hard to fall asleep with everyone still buzzing with energy and making noise.





But first, let me take a selfie



Loves a snooze...



Fun in the sun at the zoo!

Night time fun!



ANNUAL BOOK WEEK PARADE IS COMING!



Kingsbury will be celebrating Book Week with a dress up parade and activities.

Friday 23rd August 2024

9.30am

Isurava Building

Parents are not only welcome but are encouraged to dress up with their child.

PRIZES!!!!



FOUNDATION (PREP) STUDENTS CELEBRATE 100 DAYS OF SCHOOL!!




FREE EVENT
Bring family & friends

OPEN DAY

SAT 7 SEPT | 10AM-1PM

- Butterfly House
- Petting Zoo
- Spring Menu Sampling
- Rhythm & Moves
- Face Painting

PLUS

- Sausage Sizzle
- Coffee Van



Great weather!



Niño ELA Bundoora
222 Plenty Rd
(Enter via Enterprise Dr)

-  Tour our Centre
-  Meet our Educators
-  Discover our Programs



BUNDOORA CRICKET CLUB

JUNIOR & SENIOR REGISTRATIONS NOW OPEN

Looking to join a vibrant and welcoming sports community? The Bundoora Cricket Club is the perfect place for you and your family!

With top-notch facilities at Yulong Reserve, Bundoora, we cater to players of all ages and skill levels.

Our team of qualified coaches is dedicated to helping you improve your game, whether you're a seasoned player or just starting out. Don't miss out on the opportunity to be part of something special. Register using QR code below.






FOR MORE INFORMATION CONTACT US AT
INFO@BUNDOORACC.COM.AU OR CALL
0439983220

Performing Arts 'I can Statements' Term 3

DRAMA

Foundation

I can explore ideas for characters and situations through dramatic play.

I can use voice, facial expression, movement and space to imagine and improvise characters and situations.

Grade 1 and 2

I can explore roles, characters and dramatic action in dramatic play,

I can use improvisation and process drama.

Grade 3 & 4

I can use voice, body, movement and language to sustain role and relationships when acting.

I can create dramatic action with a sense of time and place.

Grade 5 & 6

I can develop skills and techniques of voice and movement to create character, mood and atmosphere.

I can perform scripted drama that develops narrative and uses performance styles and design elements to engage an audience

Visual Arts I Can Statements Term 3, 2024

Foundation

Visual Arts Practices: Clay Sculptures

- I can use various tools, like wooden sticks, rollers, and cutters, to shape and design my clay piece.
- I can create both flat and 3D sculptures using clay, paper mâché and Magiclay.
- I can use different brush sizes and tools to add colour, details, and texture to my sculpture.

Explore and Express Ideas: Textured Drawing /Mark Making

- I can use different materials to create textures in my drawings.
- I can combine lines and shapes to draw a bird using oils pastels.
- I can describe the textures I create and explain how they add detail and interest.

Respond and Interpret: African Kent Weaving

- I can cut and weave paper to create my own Kente cloth pattern.
- I can draw geometric shapes and use them in my designs.
- I can appreciate and discuss the cultural significance of Kente cloth designs.

Year 1/2

Visual Arts Practices: Olympic Torch Collage

- I can draw and cut out the shape of an Olympic torch for my collage.
- I can create intricate zentangle patterns to fill in the torch design.
- I can use different colours and shapes to make my Olympic torch collage unique.

Explore and Express Ideas: Textured Drawing /Mark Making

- I can use different materials to create textures in my drawings.
- I can combine lines and shapes to an animal from the side using oils pastels.
- I can describe the textures I create and explain how they add detail and interest.

Respond and Interpret: African Kent Weaving

- I can cut and weave paper to create my own Kente cloth pattern.
- I can draw geometric shapes and use them in my designs.
- I can appreciate and discuss the cultural significance of Kente cloth designs.

Visual Arts I Can Statements

Term 3, 2024

Year 3/4

Visual Arts Practices: Collage / Exploring lines and shapes.

- I can use different papers in new ways for special effects.
- I can practice a variety of techniques to create 2D and 3D shapes using paper.
- I can understand and, name and use the elements and principles of art in my collage works.

Explore and Express Ideas: Textured Drawing /Mark Making

- I can use different materials to create textures in my drawings.
- I can combine lines and shapes to an animal from the side using oils pastels.
- I can describe the textures I create and explain how they add detail and interest.

Respond and Interpret: Circle Weaving

- I can design and prepare my loom for weaving.
- I can select and combine different colours of wool to make my weaving visually interesting
- I can understand the cultural significance of Indigenous Australian weaving

Year 4/5

Respond and Interpret: Eiffel Tower Mixed Media

- I can use different materials to create a mixed media artwork.
- I can correctly apply warm and cool colour pallet.
- I can use swirling brushstrokes to create a moving sky inspired by Vincent van Gogh's style.
- I can combine colours and textures to convey motion and emotion in my sky, like van Gogh's techniques.

Visual Arts Practices: Textiles/Loom Weaving.

- I can set up a cardboard loom to prepare for weaving.
- I can weave using wool, creating different patterns and designs on my loom.
- I can experiment with colour combinations and textures to enhance my woven textile project.

Explore and Express Ideas: Pencil Shading Techniques

- I can use different shading techniques, like pressure blending, scribbling, hatching, and stippling, to create various tones in my drawings.
- I can draw spheres and apply shading techniques to show light and shadow, making my drawings look three-dimensional.
- I can observe a light source and use it to guide where I place shadows and highlights in my tonal drawings.

Visual Arts I Can Statements

Term 3, 2024

Year 5/6

Respond and Interpret: Olympic Games Collaborative Drawings.

- I can apply styles from three well-known artists to add colour and patterns to my artwork.
- I can collaborate with my classmates to create a large art piece celebrating the Olympic Games.
- I can use different techniques to make my part of the artwork unique and visually interesting.

Visual Arts Practices: Textiles/Loom Weaving.

- I can set up a cardboard loom to prepare for weaving.
- I can weave using wool, creating different patterns and designs on my loom.
- I can experiment with colour combinations and textures to enhance my woven textile project.

Explore and Express Ideas: Pencil Shading Techniques

- I can use different shading techniques, like pressure blending, scribbling, hatching, and stippling, to create various tones in my drawings.
- I can draw spheres and apply shading techniques to show light and shadow, making my drawings look three-dimensional.
- I can observe a light source and use it to guide where I place shadows and highlights in my tonal drawings.

Arts Collaborative Program

Semester 2, Term 3 & 4

In the Arts Collaborative program, students will develop fundamental clay modelling and painting skills. They will learn techniques to shape and sculpt clay, enhancing their fine motor skills and creativity. Additionally, students will participate in creating collaborative murals, focusing on teamwork, colour theory, and large-scale painting techniques. Through these activities, students will not only improve their artistic abilities but also build social skills by working together on shared projects.

I can shape and sculpt clay to create different forms and figures.

I can use various painting techniques to contribute to a collaborative mural.

I can work effectively with my classmates to create large-scale art projects.

Indonesian I Can Statements Term 3, 2024

Foundation:

- I can tell someone my name in Indonesian.
- I can name some forest animals in Indonesian.
- I can say some colour words in Indonesian.
- I can sing along to some Indonesian songs.

Year 1/2:

- *I can sing the greeting song, 'Selamat Siang' and can join in other songs in Indonesian.*
- I can name some body parts in Indonesian.
- I can write a simple sentence in Indonesian to describe my monster/creature.

Years 3/6:

- I can use Indonesian to give information about myself and my routine activities.
- I can respond to questions that use, *Apakah? Apa? Siapa? Berapa?*
- *I can describe events in time using 'pada' with days of the week.*
- I can use vocabulary related to school (such as *buku, pensil, kursi*), (Yr3-4)
- I can respond to everyday classroom instructions with actions
- *I can count using 'belas' and 'puluh'*

Term 3 | Week 5 at..



KINGSBURY THEIRCARE



WEEK 5 - 'DINOSAUR WEEK'

After observing many of the children at our service playing with dinosaurs and expressing their interests in dinosaurs through play, we decided to dedicate the entire week to the spectacular beasts that once ruled this earth! We loved diving into the jurassic world and exploring what life was like for dinosaurs, playing fun games and completing great art activities all related to dinoes!

ACTIVITIES

- DINO tiggy - we loved playing this game, as tag is played nearly every day and we love learning new variations! Although very simple, the children learn so many skills through fun games like this, including their gross motor skills, communication, fairness, turn taking and resilience! It was great to see them put these skills into practice with smiles on their faces!
- Frozen Fossils - we have been observing the children and catering our activities to their interests, actions and conversations, and this activity was a product of just that! We saw that many children enjoyed sensory activities, especially after Bubble Play last week, and we decided to freeze some of our DINO friends into ice! The children had the challenge of freeing them from their Ice-Age cages!
- DIY Paper Dinosaurs - this was a pretty tricky activity, but so many of our younger children gave this challenge a go! With the aid of a step-by-step video, we worked as a group to follow instructions, listen carefully and create amazing paper dinosaurs! It was amazing to see how well the children worked, even if it was quite challenging!



NOTICE

When possible, please ensure you are booking as early as you can!
Booking in advance supports us to staff the program adequately in line with our 1:15 ratio.

Also, if your child is away from school or if plans change, a friendly reminder to give us the heads up via a text or call!

FEEDBACK!

We would love to hear what you think of our program!
If you can spare 5-minutes, please fill out this Feedback Form and give us your feedback/suggestions!

<https://forms.gle/tVqDnmaYcDGPbZSO>
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Contact us:

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phone: 0417333851