

***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

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|---------------------------|---|
| Thursday 18th May | <i>School Council Meeting, 7.00pm</i> |
| Friday 19th May | <i>Interschool Sport vs. Reservoir (Home game)</i> |
| Monday 22nd May | <i>Assembly, 3.00pm</i> |
| Tuesday 23rd May | <i>Prep 2024 School Tours, 10.00am</i> |
| Wednesday 24th May | <i>Playgroup, 9.00am—11.00am</i> <i>Uniform Shop open for sales, 9.00am—10.00am</i> <i>School Council Meeting, 6.00pm</i> |
| Thursday 25th May | <i>Canteen open for sales</i> |
| Friday 26th May | <i>National Sorry Day</i> <i>Interschool Sport vs Reservoir Views (Away game)</i> |
| Monday 29th May | <i>Assembly, 3.00pm</i> |
| Tuesday 30th May | <i>Prep 2024 School Tours, 10.00am</i> <i>Prep 2024 Evening School Tours, 5.30pm</i> |
| Wednesday 31st May | <i>Playgroup, 9.00am—11.00am</i> <i>Uniform Shop open for sales, 9.00am—10.00am</i> |
| Thursday 1st June | <i>Canteen open for sales</i> |
| Friday 2nd June | <i>Interschool Sport vs. William Ruthven (away game)</i> <i>Foundation (Prep) 2024 Friday Fun Day, 2.30pm—3.15pm</i> |

From the Principal,

Open Day

Thank you to everyone who attended Open Day on Tuesday. Hopefully you enjoyed the morning and had a chance to observe the array of things that we do at Kingsbury. Although we did make a couple of timetable adjustments, all of these activities take place at our school on a weekly basis (except maybe the coffee cart and the parent dance group).

Policy Information

In this newsletter and upcoming newsletters I will feature a couple of our policies that are important to the running of our school. The first of these is our Anti-Bullying Policy which is available from our website. In this newsletter edition though I have included a summary version that includes:

- ▶ Definitions
- ▶ Prevention
- ▶ Investigation
- ▶ Responding

I have also added in some details that may guide students or families with practical actions. ***They are written in blue.*** Bullying is something that unfortunately happens in many schools, workplaces, sporting organisations etc. Calling out the behaviour is a positive first step to making things better.

Definitions

Bullying has three main features:

- ▶ It involves a misuse of power in a relationship
- ▶ It is ongoing and repeated
- ▶ It involves behaviours that can cause harm

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From the Principal (continued)

There are four main types of bullying behaviour:

- ▶ Physical – examples include hitting, pushing, shoving or intimidating or otherwise physically hurting another person, damaging or stealing their belongings. It includes threats of violence.
- ▶ Verbal/written – examples include name-calling or insulting someone about an attribute, quality or personal characteristic.
- ▶ Social (sometimes called relational or emotional bullying) – examples include deliberately excluding someone, spreading rumours, sharing information that will have a harmful effect on the other person and/or damaging a person's social reputation or social acceptance.
- ▶ Cyberbullying – any form of bullying behaviour that occurs online or via a mobile device. It can be verbal or written, and can include threats of violence as well as images, videos and/or audio.

Prevention

Bullying Prevention Kingsbury Primary School has a number of programs and strategies in place to build a positive and inclusive school culture and relationships to promote wellbeing. We strive to foster a school culture that prevents bullying behaviour by modelling, encouraging and teaching behaviour that demonstrates acceptance, kindness and respect.

At Kingsbury Primary School we use the Berry Street model to build this culture. An important element of this is Community Circles. These provide students with the opportunity to raise concerns with their teacher and happen on a daily basis in every classroom. It is also important that students are encouraged to raise issues that occur in the playground with the yard duty teacher.

We also organise guest speakers to come and talk to students about issues such as Cyber-Safety. Just last week Sergeant Andy from Preston visited our school to talk to our Year 3-6 students about this important topic.

Investigation

Our ability to effectively reduce and eliminate bullying behaviour is greatly affected by students and/or parents and carers reporting concerning behaviour as soon as possible, so that the responses implemented by Kingsbury Primary School are timely and appropriate in the circumstances. ***(See the prevention section).***

Mr Bolton is our Student Well-Being Coordinator and along with the classroom teacher is the first port of call for matters that may arise. You can also contact me directly though the office 94622711 or email brett.millott@education.vic.gov.au

When notified of alleged bullying behaviour, school staff are required to:

1. record the details of the allegations in the incident register and student file and
2. inform the relevant classroom teacher and/or the Principal

The Principal (me) is responsible for investigating allegations of bullying in a timely and sensitive manner. This usually involves speaking to students, teachers and parents and establishing a clear picture of what is happening.

The objective of completing a thorough investigation into the circumstances of alleged bullying behaviour is to determine the nature of the conduct and the students involved. A thorough understanding of the alleged bullying will inform staff about how to most effectively implement an appropriate response to that behaviour.

Responding

When the Principal has sufficient information to understand the circumstances of the alleged bullying and the students involved, a number of strategies may be implemented to address the behaviour and support affected students in consultation with the Student Well-Being Coordinator and DET Support staff. There are a number of factors that will be considered when determining the most appropriate response to the behaviour.

When making a decision about how to respond to bullying behaviour factors such as age of the student, whether bullying behaviour has happened previously and motivation are taken into consideration.

The Principal may implement all, or some of the following responses to bullying behaviours (the full list of these are included in our policy.

- ▶ Facilitate a restorative practice meeting with all or some of the students involved.

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From the Principal (continued)

- ▶ Facilitate a Student Support Group meeting and/or Behaviour Support Plan for affected students.
- ▶ Monitor the behaviour of the students involved for an appropriate time and take follow up action if necessary.
- ▶ Implement cohort, year group, or whole school targeted strategies to reinforce positive behaviours such as a whole school focus on an aspect of the Berry Street model.
- ▶ Implement proportionate disciplinary consequences for the students engaging in bullying behaviour, which may include removal of privileges detention, suspension and/or expulsion consistent with our Student Wellbeing and Engagement policy, the Ministerial Order on Suspensions and Expulsions and any other relevant Department policy.

As mentioned previously ,a positive first step is to contact either your child's teacher, the Student Well-Being Coordinator or myself (Principal) if there are any issues you wish to discuss.

All the best
Brett Millott
Principal

2023 Foundation Students

The Visiting School Nurse is currently visiting Kingsbury PS and may contacting families by phone, email or text, using information provided to them through the School Entrant Health Form. The nurse is hoping to provide a letter (in response to all completed forms) via email. Thank you.

Foundation (Prep) 2024 Enrolments

We have already received enrolments for next year.

If you have a child starting school in 2024, I encourage you to pick up an enrolment pack and return an enrolment form, together with a copy of your child's birth certificate and immunisation certificate (from Medicare) as soon as possible, preferably before the end of Term 2, Friday 24th June 2023.

What's happening in Indonesian this term?

Year Foundation—Year 2 Indonesian with Ibu Jap

Our unit for Term 2 will be about **animals**. Students will learn the names and characteristics of some Indonesian animals, as well as some Australian animals. We will use the big book *Di Kebun Binatang* (In the zoo) for discussions. Children will be able to identify some Indonesian animal, for example, the Sumatran tigers and the Komodo Dragons.

Vocab:

Binatang - animals

Dog – anjing, cat – kucing, bird- burung, fish-ikan, tortoise- kura-kura, frog- kodok, chicken-ayam.

Year 3-6 Indonesian with Ibu Jap

Our topic for Term 2 is about birthday celebrations. We will learn to sing the 'Happy birthday' song in Indonesian. Students will learn to say Indonesian numbers beyond 100, days of the week, and months of the year. Songs: <https://www.youtube.com/watch?v=H4CMvWAI-uA>

Vocab:

11-sebelas , 100- seratus, 1000- seribu



KINGSBURY
Primary
School

Aspire ★ Aim ★ Achieve



Prep 2024 Evening Tour

Tuesday 30th May 2023

5.30pm

*Come Visit our Prep Area
and meet our
Prep Teachers*

Bookings Essential

Telephone: 9462 2711

Email: kingsbury.ps@education.vic.gov.au

Open Day!



Thank you everyone for making this a fun day & thank you parents for visiting!!



Cross Country



Mathematics

Number & Algebra

Continuing to count forwards and backwards to 20 and beyond.

Ordering and comparing groups using terminology such as 'more than', 'less than' or the 'same'.

Solving simple addition and subtraction problems using number stories and concrete materials.

Ordering items from 1st to 10th

Measurement & Geometry

Ordering daily events in a logical sequence.

Comparing what is heavier, what is longer.

Naming the days of the week in order.

Statistics & Probability

Collecting and graphing data such as Birthdays, favourite foods, favourite animals

English

Reading:

Guided Reading groups: focus will be on one to one matching of words, using picture cues and initial sounds to make meaning

Continue with letter recognition and awareness of the relationship between sounds and letters using the Little Learner's Love Literacy program.

Practise recognising most commonly used words in texts.

Make predictions about events in text from looking at the cover and illustrations.



Writing:

Copying sentences from the board.

Upper- and lower-case letter formation.

Retells of stories they have read, identifying beginnings, middle and endings.

Speaking and Listening:

Students will continue to develop their speaking skills by actively participating in Show and Tell, Listen and Draw or Weekend Share. There will be a focus on speaking using complete sentences and correct tenses.

SMART spelling:

Introduce a "Sentence of the Week". They will practice the letters/sounds and the common words daily. Students will receive the sentence and words to practice at home in their satchels.

***Ms Cathy Valkanis & Ms Cindy Nguyen
Prep Classroom Teachers***

What's Happening in Visual Arts?

In Visual Art this term, Preps students will explore the works of artist Henri Rousseau. They will learn about his use of vibrant colours, lush landscapes, and exotic animals. Students will blend orange and green tones to create textured backgrounds inspired by Rousseau's landscapes. They will also learn about basic shapes and proportions of animals and how to add details to bring them to life. Additionally, students will recognize and identify foreground, midground, and background as they paint a class mural. Following this, students will be introduced to Paul Klee's Cityscapes paintings and create their own cityscapes using geometric shapes, crayons, and the watercolour resist technique while learning about colour theory.

In Visual Art this term, students in Grades 1/2 J and 1/2W will learn about folk abstract artist Karla Gerard and David Hockney's landscapes. They will create bright, patterned landscapes with 3D houses using oil pastels and the watercolour resist technique. The students will also explore colour, line, shape, and texture. They will continue exploring landscapes using recycled materials and paper weaving to create mixed media images of themselves in hot air balloons. Throughout the lessons, students will develop fine motor skills, explore the purpose of art, and experiment with different materials.

In Visual Art this term, students in Grades 3/4 will explore the works of Vincent Van Gogh's landscape paintings. They will draw inspiration from Van Gogh's style, focusing on his use of colour, texture, and movement to create their own landscapes. Students will learn to identify and draw foreground, middle ground, and background using lines. In the next unit, students will explore colours, symbols, and storytelling elements of traditional Indigenous artworks. They will combine natural and man-made materials, collage, and Australian animal silhouettes to tell their own stories. Students will also apply the elements of X-ray art to their animals.

In Visual Art this term, students in Grades 4/5 will learn about artist David Hockney and explore his distinctive style of drawing and painting landscapes. They will learn how to arrange landscapes with a horizon line, background, middle ground, and foreground, including the use of one-point perspective with multiple vanishing points. Students will apply bright, bold colours and patterns similar to Hockney's to create depth and movement. In the second unit, students will focus on Indigenous artist Bronwyn Bancroft's vibrant landscapes and her illustrations in the book "The Eagle Inside." They will learn to draw native Australian birds using observation drawing techniques. Students will also explore the colours, symbols, and storytelling elements of traditional Indigenous artworks and incorporate them into their own paintings.

In Visual Art this term, students in Grades 5/6 will explore the art of needle felting or dry felting with coloured wool. As part of the textiles unit and learning about landscape composition, students will design and create their own felted postcards featuring their chosen Australian landscapes. In the second unit, students will explore the work of Aboriginal artists Agnes Wotton and Jo Wilson. They will analyse how these artists have used shape, line, and pattern in their works to connect with nature and the different landscapes of Australia.

Mrs Alice Krause

Visual Arts Teacher



LET'S PAINT!