

***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

<i>Friday 23rd February</i>	<i>Soccer Clinic, Years 1-6 students</i>
<i>Monday 26th February</i>	<i>Assembly, 3.00pm</i>
<i>Wednesday 28th February</i>	<i>No School for Foundation (Prep) students Playgroup, 9.00am—11.00am Uniform shop open for sales, 9.00am—10.00am Getting to know Your Child Interviews, 1.30pm—6.00pm (Bookings online via Compass)</i>
<i>Friday 1st March</i>	<i>Soccer Clinic, Years 1-6 students</i>
<i>Monday 4th March</i>	<i>Assembly, 3.00pm</i>
<i>Wednesday 6th March</i>	<i>No School for Foundation (Prep) students Playgroup, 9.00am—11.00am Uniform shop open for sales, 9.00am—10.00am</i>
<i>Friday 8th March</i>	<i>International Women’s Day Soccer Clinic, Years 1-6 students</i>

From the Principal,

This week we are publishing our “I Can” Statements for all of our classrooms and specialist programs. These statements are designed to inform parents and students about what learning will be going on in every classroom. They also are the basis for individual student goals that will be developed in classrooms.

Foundation “I Can” Statements

<i>Number</i>	<i>Measurement & Geometry</i>
<ul style="list-style-type: none"> • I can count to 10 • I can put numbers in order up to 10 • I can say the numbers that are one more or one less up to 10 • I can subitize numbers 1 to 5 	<ul style="list-style-type: none"> • I can name some 2D shapes
<i>Writing</i>	<i>Reading</i>
<ul style="list-style-type: none"> • I can write my name • I can hold my pencil correctly • I can trace letters 	<ul style="list-style-type: none"> • I can recognize my name • I can show where to start reading • I can name some letters of the alphabet • I can say the sounds some letters make
<i>Berry Street</i>	
<ul style="list-style-type: none"> • I can be a good listener • I can be a good friend • I can show I am ready to learn 	

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From the Principal (continued)

Year 1/2 "I Can" Statements

Number	Measurement & Geometry
<ul style="list-style-type: none"> • I can count objects. • I can write the total number. • I can write the number before and after. • I can find the number on the number line. • I can add numbers together. 	<ul style="list-style-type: none"> • I can say the months of the year. • I can say days of the week. • I can say the names of 2D shapes. • I can make a bar graph.
Writing	Reading
<ul style="list-style-type: none"> • I can write a simple sentence. • I can write a compound sentence. • I can use capital letters. • I can use a full stop. • I can write a recount about my weekend. 	<ul style="list-style-type: none"> • I can predict what the story will be about. • I can retell the story. • I can say who is the author. • I can say who is the illustrator. <p style="text-align: center;">Little Learners Love Literacy</p> <ul style="list-style-type: none"> • I can say the letters and sounds of the alphabet. • I can read some heart words.
Berry Street	
<ul style="list-style-type: none"> • I can stay on task. • I can stay "cool". • I can work in groups. • I can talk to my teacher and ask for help. • I can keep myself and friends safe. 	

Year 3/4 "I Can" Statements

Number	Measurement & Geometry
<ul style="list-style-type: none"> • I can show numbers using MAB and number expanders. • I can write five-digit numbers in words. • I can set out proper algorithms for the four processes (Vertical Addition etc). • I can solve worded problems using knowledge of place value. • I can make estimates for addition and subtraction, 2,3,4-digit sums. • I can skip count to determine patterns in the sequences. • I can recall verbally and written my x2, x3, x5, x10 table. 	<ul style="list-style-type: none"> • I can recognise that there are 60 minutes in an hour and 60 seconds in a minute. • I can understand how many days, seasons, months and weeks in a year. • I can connect events to time taken, e.g. things that take one minute. • I can read time to the nearest minute. • I can explain or show the difference between AM and PM (e.g. creating a daily timetable). • I can calculate the amount of time between 2 events. • I can solve problems relating to the duration of time.

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From the Principal (continued)

Year 3/4 "I Can" Statements (continued)

Writing (Persuasive)	Reading (Comprehension)
<ul style="list-style-type: none">• I can discuss and write my point of view on a topic.• I can identify some persuasive language in texts.• I can separate reasons for my persuasive texts (at least 3).• I can identify and use a topic sentence.• I can start a new topic for each paragraph.• I can write reasons for my point of view.• I can use specific language to persuade others when writing a persuasive text.• I can write a paragraph that contains at least 4 sentences.• I can publish a persuasive text.	<ul style="list-style-type: none">• I can talk and write about my prior knowledge of a topic.• I can organise and record my thinking using an organiser such as Y-Chart or Mind Map.• I can find answers and information from texts by actively seeking out key words from the question.• I can skim and/or scan effectively for information in texts.• I can identify the sentence that the question can be found in.• I can restate/add information to make meaning from what i have read.• I can create a visual on paper from a passage from a text.• I can answer questions in full sentences.• I can link images to text. <p style="text-align: center;">Making Connections</p> <ul style="list-style-type: none">• I can make connections with the text and add my own experiences.• I can make connections across a small chapter book.

Year 4/5 "I Can" Statements

Number	Measurement and Geometry
<ul style="list-style-type: none">• I can use and explain addition, subtraction, multiplication and division strategies to solve worded maths problems.• I can use place value to partition numbers up to 10,000.• I can expand five-digit numbers.• I can order numbers to 10,000 from smallest to largest.• I can convert decimals to fractions.• I can explore the relationship between families of fractions (halves, quarters, thirds).• I can make fraction walls showing $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$, $\frac{1}{3}$, $\frac{1}{5}$.• I can use place values to help me order decimal numbers.• I can use objects to help me visualise open-ended mathematical problems.	<ul style="list-style-type: none">• I can convert units of time (seconds, minutes and hours).• I can understand how many days, seasons, months and weeks in a year.• I can connect events to time taken, e.g. things that take one minute.• I can read time to the nearest minute.• I can explain or show the difference between AM or PM (e.g. creating a daily timetable).• I can calculate the amount of time between 2 events.• I can solve problems relating to the duration of time.• I can create a timetable/schedule.

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From the Principal (continued)

Year 4/5 "I Can" Statements (continued)

Writing	Reading
<ul style="list-style-type: none">• I can identify and use a topic sentence.• I can start a new topic for each paragraph.• I can discuss and write my point of view on a topic.• I can use specific language to persuade others in writing.• I can write a paragraph that contains at least 4 sentences.• I can use persuasive techniques such as hyperbole, evidence and rhetorical questions.• I can publish a persuasive text.• I can publish my writing using an iPad or laptop. My published pieces using an appropriate title, font style (colour and size) and a supporting image.• I can explain what narratives are.• I can explain how authors establish setting, characters and plot in a narrative.• I can recognise the language features of simple narratives.• I can plan and draft my own narrative.• I can proofread my own narrative.• I can publish my own narrative.• I can extend my sentences using connectives for example 'however', 'therefore', 'nevertheless', 'in addition', 'by contrast', 'in summary'.	<ul style="list-style-type: none">• I can talk and write about my prior knowledge of a topic.• I can organise and record my thinking using an organiser such as a Y-Chart or Mind Map.• I can find answers and information from texts by actively seeking out key words from the question.• I can Skim and/or Scan effectively for information in texts.• I can identify the sentence that the question can be found in.• I can restate/add information to make meaning from what I have read.• I can create a visual on paper from a passage from a text.• I can answer questions in full sentences.• I can link images to text.• I can make connections with the text and my own experiences.• I can use technical language in relation to specific types of writing e.g. Information Reports, Explanations.

Year 5/6 "I Can" Statements

Number	Measurement and Geometry
<ul style="list-style-type: none">• I can select efficient strategies to demonstrate the four processes and demonstrate correct working out principles.• I can show numbers to hundreds of thousands in different ways.• I can work confidently with numbers up to 1 million.• I can work out the missing number in number sentences with division and multiplication.• I can complete algebraic patterns using whole numbers and fractions.• I can add fractions with like denominators.• I can subtract fractions with like denominators.• I can add fractions with related denominators.	<ul style="list-style-type: none">• I can tell time to the nearest 5 minutes.• I can compare the 12 hours and 24 hour time systems.• I can confidently convert 12 hour and 24 hour time systems.• I can calculate the amount of time between 2 events.• I can solve problems relating to the duration of time.

From the Principal (continued)

Year 5/6 "I Can" Statements (Continued)

Writing	Reading
<ul style="list-style-type: none"> • I can write a persuasive text on a given topic. • I can use a range of complex sentences that make connections. • I can use clear topic sentences in most paragraphs to show what the reader will be learning. • I can use my topic sentence to guide what I will write about in my paragraph. • I can discuss and write my point of view on a topic. • I can use specific language to persuade others in writing. • I can use persuasive, emotive and evaluative words and language features to engage my readers. • I can analyse the text structures and language features use in persuasive texts, in order to effectively use them in my writing. • I can publish a persuasive text. 	<ul style="list-style-type: none"> • I can activate prior knowledge to make connections to new texts. • I can find answers and information by from texts by actively seeking out key words from the question. • I can skim and scan for key information in texts. • I can identify the sentence that the question can be found in. • I can use many different comprehension strategies such as visualizing, summarising, inferencing to help me understand the text. • I can use comprehension strategies to interpret, analyse, and draw insights from various information and ideas. • I can retrieve information from a text to show my understanding. • I can activate prior knowledge to make connections to new texts.

Indonesian "I Can" Statements (Whole School)

Foundation	Year 1/2	Year 3-6
<ul style="list-style-type: none"> • I can greet my teacher in Indonesian. • I can join in class games and songs. • I can count to 5 in Indonesian. 	<ul style="list-style-type: none"> • I can greet my teacher in Indonesian. • I can say my name in Indonesian. • I can recognise and say some colour words and family words in Indonesian. • I can count to 20 in Indonesian. 	<ul style="list-style-type: none"> • I can use the correct greeting in Indonesian; understanding that the greeting changes depending on the time of day and who I am talking to. • I can respond to simple instructions and questions in Indonesian. • I can give some basic information about myself. • I can count using "puluh" (20 and greater).

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From the Principal (continued)

Performing Arts (Dance) "I Can" Statements

Grade Prep	Grade 1/2
<ul style="list-style-type: none">• I can copy a warm-up that involves warming up parts of my body from head to toe.• I can copy a simple routine from my teacher.• I can copy another person's movement using mirroring.	<ul style="list-style-type: none">• I can use instruments and objects when moving based on how I feel.• I can follow a sequence of steps from my teacher.• I can create a simple routine using a sequence of steps.
Grade 3 /4	Grade 5/6
<ul style="list-style-type: none">• I can identify different dance styles over the decades (for example, 60's, 70's and 80's).• I can participate in a warm-up that involves kicks, leaps, and turns.• I can dance in the different planes such as lower, middle, and upper planes.	<ul style="list-style-type: none">• I can identify different dance styles over the decades (for example, 60's, 70's and 80's).• I can participate in a warm-up that involves kicks, leaps, and turns.• I can understand how energy, flow, time and space impact movement.

Visual Arts "I Can" Statements

Grade Prep	Grade 1/2
<ul style="list-style-type: none">• I can create art using different materials and techniques.• I can explain what a portrait is and draw myself.• I can name and mix primary colour paint to create secondary colours.• I can add colours that express my feelings.• I can talk about the choices I make when I create art.• I can explore how artists use colours, lines, and shapes in their work.	<ul style="list-style-type: none">• I can explain what a portrait is and draw myself.• I can create art using different materials and techniques.• I can learn about Luna New Year and celebrate it through my art.• I can talk about the choices I make when I create art.• I can mix primary and secondary colours to make tertiary colours.• I can explore how artists use colours, lines, and shapes in their work.

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From the Principal (continued)

Visual Arts "I Can" Statements (Continued)

Year 3/4	Year 5/6
<ul style="list-style-type: none">• I express my identity through drawing a self-portrait.• I can experiment with different art forms and techniques.• I can show some Elements of Art, such as line, shape, colours, texture, form, space and value.• I can learn about Luna New Year and celebrate it through my art.• I can mix primary and secondary colours to make tertiary colours.• I can organise colours on the wheel to show how they relate to each other.• I can look at art from different cultures and times and share what I see.	<ul style="list-style-type: none">• I express my identity through drawing a self-portrait.• I can show some Elements of Art, such as line, shape, colour, texture, form, space, and value.• I can experiment with different art forms and techniques.• I can experiment with a range of media to create art.• I can mix primary and secondary colours to make tertiary colours.• I can organize colours on the wheel to show how they relate to each other.• I can look at art from different cultures and times and share what I see.

Physical Education (Football/Soccer) "I Can" Statements

<ul style="list-style-type: none">• I can pass the ball.• I can kick the ball.• I can dribble the ball while walking.• I can dribble the ball while jogging.• I can kick the ball with my right and left foot.• I can stop the ball rolling with my foot.• I can throw the ball with two hands over my head.• I can demonstrate teamwork (working with others)• I can pass the ball accurately to others.• I can stop the ball as a goalie.
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From the Principal (continued)

Extreme Heat Gameplan

We recently experienced some hot weather and student safety is always the priority at our school.

To support this the following guidelines are in place to support the health and safety of both students and staff.

- No Hat, No Play policy, students who do not have a hat MUST stay in the shade
- Students are reminded to drink plenty of water throughout the day, and before heading outside
- Students are reminded that they need to monitor themselves and to sit out in the shade if they get too hot

If the temperature reaches 33 degrees PE classes, recess and lunch time play will be adjusted and we will stay indoors/. **These will be called Sweat Day timetables.** The temperature will be determined by the Bureau of Meteorology website

[Australia's official weather forecasts & weather radar - Bureau of Meteorology \(bom.gov.au\)](http://www.bom.gov.au)

Annual privacy reminder for our school community

Our school collects and uses student and parent personal information for standard school functions or where permitted by law, as stated in the Schools' Privacy Policy and the Schools' Privacy Collection Notice.

Our Photographing, Filming and Recording Students Policy which is available on our website, describes how we collect and use photographs, video and recordings of students. The policy also explains when parent consent is required and how it can be provided and withdrawn.

For more information about privacy, refer to: Schools' Privacy Policy — information for parents. This information is also available in ten community languages. <https://www.vic.gov.au/schools-privacy-policy>

Before and After School Supervision (this is part of our School Council approved Supervision Policy)

Kingsbury Primary School's grounds are supervised by school staff from 8:45am until 3:45pm. A staff member will be on duty in the school grounds in the morning and after school, they will supervise student exits from the front gate. Outside of these hours, school staff will not be available to supervise students. Should your child need supervision in an emergency (such as delayed arrival to school for the afternoon pick-up, please contact the school office and inform the office staff).

Parents and carers should not allow their children to attend Kingsbury Primary School outside of these hours. Families are encouraged to contact the school Administration Office on 9462 2711 or refer to our school website www.kingsbury.vic.edu.au to inquire about the Out of School Hours Care facility available to our school community.

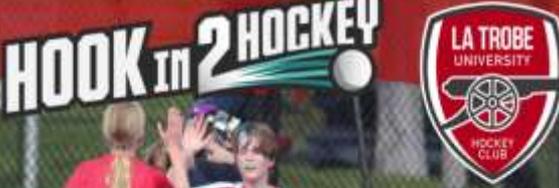
Families of students who arrive at school before supervision commences at the beginning of the day will be contacted by office staff or the Principal as soon as possible to:

- ▶ advise of the supervision arrangements before school
- ▶ request that the parent/ carer make alternate arrangements

If a student is not collected before supervision finishes at the end of the day, the principal or nominee staff member will consider whether it is appropriate to:

- ▶ attempt to contact the parents/carers
- ▶ attempt to contact the emergency contacts
- ▶ place the student in the Out of School Hours Care program (at the expense of the parent)
- ▶ contact Victoria Police and/or the Department of Health and Human Services (Child Protection) to arrange for the supervision, care and protection of the student.

***All the best,
Brett Millott
Principal***



HOOKIN2HOCKEY

COME AND TRY HOCKEY

Hookin2Hockey is an introductory program that caters for all abilities and is super fun!
Ages from 5 and up

\$70 for 8 weeks with our first session for FREE!
All equipment except mouthguards is supplied
Starting Saturday 2nd of March for 8 weeks

SCAN HERE TO REGISTER



FOR MORE INFO CONTACT Phil
juniors@latrobeunihockey.com



Free health, wellbeing and development checks for prep students

The Primary School Nursing Program is a free service offered by the Department of Education to all prep/foundation students and their families during their child's first year of school.

The program aims to assist in the early identification of children with potential health and development related learning difficulties and offers health and development screening which may include:

- 
Hearing
- 
Vision
- 
Speech
- 
Dental
- 
Motor skills
- 
Behaviour and social skills

The Primary School Nurse also provides advice, information and referrals to other health and support services.

Please to complete

The Online School Entrant Health Questionnaire can be accessed through this QR code or link on your mobile device or computer.



<https://students.educationapps.vic.gov.au/ehq/>

A paper School Entrant Health Questionnaire is available from your child's school.




MINIROOS PLAY FOOTBALL HUB

-  CLUB CHANGER EXPERIENCE
-  Home of the Matildas, Bundoora
-  2nd March 2024
-  First session from 10:00am
-  4 - 11 years old

MINIROOS PLAY FOOTBALL HUBS




Club Changer Experience – Home of the Matildas

Home of the Matildas, Sports Drive, Bundoora VIC 3083

Saturday March 2nd

4-11 year olds

The following sessions are available

10am-11am – MiniRoos (mixed)

11am-12pm – MiniTillies (Girls)

1pm-2pm – MiniRoos (mixed)

2pm-3pm – MiniTillies (Girls)

Parents can register their children through the link below, there are limited spots available in each session
<https://registration.playfootball.com.au/common/pages/reg/welcomereqplus.aspx?entityid=76317&id=98591>