

***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 25th October</i>	<i>Interschool Sports, Years 3-6</i>
<i>Monday 28th October</i>	<i>Foundation (Prep) 2025 Transition, 2.30pm—3.30pm Year 5 STEAM Challenge @ Bundoora Secondary College Assembly, 3.00pm</i>
<i>Tuesday 29th October</i>	<i>STOMP continues</i>
<i>Wednesday 30th October</i>	<i>Uniform shop open for sales, 9.00am—10.00am STOMP Presentation (Time to be confirmed)</i>
<i>Thursday 31st October</i>	<i>Halloween Dress Up Day (gold coin donation)</i>
<i>Monday 4th November</i>	<i>Assembly, 3.00pm</i>
<i>Tuesday 5th November</i>	<i>MELBOURNE CUP DAY—SCHOOL CLOSED—NO STUDENTS AT SCHOOL</i>
<i>Wednesday 6th November</i>	<i>Uniform shop open for sales, 9.00am—10.00am</i>
<i>Monday 11th November</i>	<i>Assembly, 3.00pm</i>
<i>Wednesday 13th November</i>	<i>Uniform shop open for sales, 9.00am—10.00am</i>
<i>Friday 15th November</i>	<i>Foundation (Prep) 2025 Transition, 2.30pm—3.30pm</i>
<i>Monday 18th November</i>	<i>Assembly, 3.00pm</i>

From the Principal,

Term 4 has got off to a great start, with students and teachers having a great impact in the classroom. It is also pleasing to see so many students wearing the appropriate hats out on the playground. This term will be busy for a variety of reasons, and we will be using the newsletter and Compass newsfeed to communicate all the important information you need to know.

Our website has undergone a significant change. You may notice the next time you visit, there is a 'language' button located at the bottom right of the page. This button allows the user to choose the language they feel will communicate our information. We value the diversity of our community and want to ensure everyone is informed and connected.

Friday the 25th of October is World Teacher Day. Why celebrate teachers? World Teachers' Day is a chance to celebrate these amazing people who help us grow in school and life. Teachers play a huge part in children's futures, tackle significant challenges, and give their all every day, often without enough recognition. Most of us have at least one teacher to thank for the time, effort, and dedication shown to us that helped shape who we are. For me, it was Mr Montgomery who stands out to this day. He was inspiring, empathetic, kind, and importantly never wavered in ensuring I got the best education possible. So, I say thank you to our Kingsbury staff who work tirelessly to make that special connection to ensure your child is having the best possible start to their life.

HIGHLIGHTS

Interschool Sport

Our senior students will be participating in several 'Summer' sports against other schools this term. The importance of school sports cannot be underestimated, and Kingsbury Primary School endorses the safe competitive nature that these occasions bring. Students learn a range of skills during this time. They also learn about teamwork, leadership, and how to be a 'good sport' no matter how the results go. A reminder that the VPSSA states that to participate in Summer Sport appropriate hats must be worn or the student cannot take part.

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From the Principal (continued)

STOMP

This term sees the return of STOMP for the first time this year. The program is designed to be innovative, fun, and energetic for all students. The program aims to inspire and encourage ongoing well-being through movement-based activities. They believe deeply in having fun while keeping fit. Seeing the engagement of our students has certainly demonstrated that STOMP delivers on its promise. There will be a whole school performance on Wednesday, October 30, at 2.30pm and we encourage all available parents and carers to come along and enjoy the show.

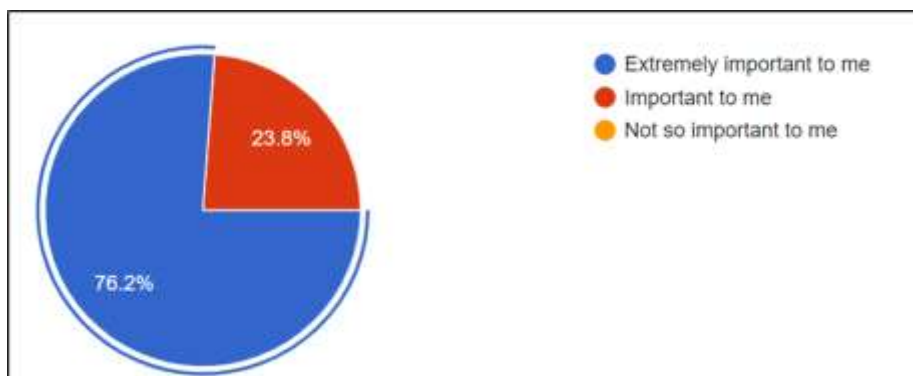
School Review

2024 is a review year for Kingsbury Primary School. This essentially means that all the plans and actions we wanted to achieve over the past 4 years are evaluated to see if we met our targets outlined in the Strategic Plan. This allows the school to reflect on its processes and practices, celebrate achievements, and consider future directions. Last week a full day was spent considering our achievements and generating questions that will eventually lead to our new Strategic Plan. This is not just a process for our internal decision-makers but involves department officials, an external reviewer, school council members, and selected staff. As we value the thoughts and skills of our community, I strongly urge anyone with a voice to participate when the opportunity arises.

Values

In the last newsletter, I wrote about values education and the importance they have on creating an environment where everyone feels safe, connected and has the greatest opportunity to learn. A reminder that our school values are: Respect - Teamwork & Cooperation – Learning – Safety – Friendship.

A few weeks ago, a link was sent out to get feedback from the community regarding how they feel about our school values. Thank you to everyone who responded. The results were not so surprising with the bulk of responses suggesting our values are very important to families. As you can see below, respect received a very high score.



What is respect and why is it important?

Respect and respectful relationships are important for a cohesive Australian society. We play a vital role in educating students about relationships in positive, strengths-based ways. Our school provides an opportunity for students to develop and reflect on knowledge, skills, attitudes, and behaviours that relate to respect, inclusion, and power. Kingsbury Primary School helps students to understand right and wrong and support them to have respect for themselves and others.

Children form beliefs from the world around them and the values and traditions of their families and communities. What they hear, see, talk about and experience from a young age shapes their view of the world. It is important that all children and young people experience and learn from positive influences where they live, learn, and socialise.

Our school has been focusing on the value of **respect** in the past couple of weeks. This has been a great opportunity for our students to reflect, demonstrate, and discuss their respectful interactions. If you have the opportunity to visit the school, you will see little respect cards displayed on windows and doors for all to see. These cards are given to students who display high levels of respect in the classroom and schoolyard.

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From the Principal (continued)

A few examples that have been brought to school assembly have been students;

- ◆ Listening without interrupting when another child is talking about their learning
- ◆ Using words such as please and thank you.
- ◆ Supporting other students with their learning.
- ◆ Waiting patiently to take their turn.
- ◆ Taking the time to say good morning to a teacher and ask how they are.

The above list is only a few of the respectful behaviours on display. In short, respect means treating everyone and everything with care. The golden rule is to treat others the way you would like to be treated.

Well done to all students who have shown exceptional respectful interactions, keep up the excellent work.

“I Can Statements”

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. We do this to make learning visible and prepare for the learning.

Prep 2025 Transition

Tomorrow, Friday 25th October, we host our first Prep Transition day, commencing at 2.30pm, where we will welcome our new Preps for 2025. This is always an exciting time for families and our school. There will be another transition day on Friday 15th November.

Grade Placements for 2025

This is the time of the year when we start to explore class structures and carefully consider the best resourcing to meet student needs. Throughout November and early December, we will be working on our class structures and student combinations for next year. A great deal of thought, planning and time goes into placing students into classes. Every effort is made to place each child in a learning environment that is engaging, caring and productive. Information from parents is welcomed as part of the decision-making process, and we now invite parents to write to us about any requests they may have for their child’s educational needs.

We do not accept requests for placement with individual teachers, however, we do take into consideration relevant information, based on educational needs, which can help us with the placement process. Requests are to be addressed directly to me and will be considered, but cannot be guaranteed. All requests must be in writing and submitted no later than Thursday 14th November 2024.

Swimming Programme



Details of our upcoming swimming programme have been released on your Compass portal. The programme is an integral part of the curriculum and we expect that all students participate. The cost of the programme is \$70.00 per student. Payment can be made via CSEF (check with office for any balances available), EFTPOS and cash. Please don’t hesitate to contact the office should you require any assistance.

***Warm regards,
Shaun Bishop
Principal***

Foundation: I Can Statements Term 4, 2024

Number	Non-Number
<ul style="list-style-type: none">▶ I can connect number names and numerals up to 20.▶ I can use counting strategies to solve problems that involve adding, subtracting and division.▶ I can recognise Australian coins according to their value.▶ I can order the first 10 elements of a set.▶ I can represent, continue and create simple patterns.	<ul style="list-style-type: none">▶ I can identify simple shapes in their environment.▶ I can sort shapes by their common features.▶ I can use simple statements and gestures to describe location.▶ I can sort familiar data into sets.▶ I can use data to answer yes/no questions.▶ I can make simple true/false statements about the data.
Writing	Reading
<ul style="list-style-type: none">▶ I can use familiar words to convey ideas.▶ I can show evidence of letter and sound knowledge.▶ I can use capital letters and full stops.▶ I can correctly form all upper- and lower-case letters.	<ul style="list-style-type: none">▶ I can retell the story in sequence.▶ I can ask and answer questions about what I read.▶ I can make connections between texts and my personal experience.▶ I can read short predictable texts.▶ I can identify all the letters of the alphabet in both upper- and lower-case.▶ I know and can use the sounds represented by most letters.

Year 1/2 - I Can Statements Term 4, 2024

Number	Non-Number
<ul style="list-style-type: none">▶ I can partition and rearrange numbers up to 1,000 in hundreds, tens (Year 2).▶ I can partition and rearrange numbers up to 100 in hundreds, tens (Year 1).▶ I can divide a group of things into fractions.▶ I can describe a half as one of two equal parts of a whole (Year 1).▶ I can identify quarter and eighth of a shape (Year 2).▶ I can show division by grouping into equal shares.▶ I can describe number patterns and identify missing parts of a pattern.▶ I can add small collections of Australian coins.	<ul style="list-style-type: none">▶ I can measure the capacity of different containers using informal units.▶ I can measure and compare the weight of objects using balance scales.▶ I can collect, check and classify data.
Writing	Reading
<ul style="list-style-type: none">▶ I can write a persuasive text with reasons to support my opinion and a conclusion.▶ I can create simple rhyming poems.▶ I can research and write a simple information report about an animal.▶ I can write in variety of genres.	<ul style="list-style-type: none">▶ I can make text to self, text to world and text to text connections.▶ I can identify the main idea and important details of a text.▶ I can identify features of a fiction and non-fiction text.▶ I can infer to help me understand the text.▶ I can hear rhymes in a poem.

Year 3/4 - I Can Statements Term 4 2024

Number & Algebra	Geometric Reasoning / Location & Transformation
<ul style="list-style-type: none"> ▶ I can recall multiplication facts up to 10×10 and related division facts. ▶ I can use multiplication and division number sentences to solve unknown quantities. ▶ I can select and apply efficient mental and written math strategies to solve problems involving the four operations. ▶ Use a function machine as a model to apply mathematical rules. 	<ul style="list-style-type: none"> ▶ I can demonstrate flips, slides, half turn and quarter turn of shapes. ▶ I can create tessellations. ▶ I can classify angles using their angle names (acute angle, obtuse angle, right angle, reflex angle). ▶ I can explain how to use, legends and directions when interpreting information on maps.
Writing	Reading
<ul style="list-style-type: none"> ▶ I can plan, draft and publish an explanation text. ▶ I can plan, draft and publish an original text from ideas created in my Writers Notebook. ▶ I can write with increasing independence. ▶ I can correctly use punctuation such as capital letters, commas, full stops and quotation marks in my writing. ▶ I can reread and edit my own and other people's work using a criterion. 	<ul style="list-style-type: none"> ▶ I can use questioning to help me better understand a text. ▶ I can ask thick and thin questions before, during and after reading a text. ▶ I can summarise short texts. ▶ I can describe different text types and explain their purposes. ▶ I can compare and contrast content from various text types.

Year 4/5 - I Can Statements Term 4 2024

Number & Algebra	Geometric Reasoning / Location & Transformation
<ul style="list-style-type: none"> ▶ I can recall multiplication facts up to 10×10 and related division facts. ▶ I can use multiplication and division number sentences to solve for unknown quantities in a variety of math problems. ▶ I can explain how equivalent number sentences help me find unknown values in multiplication and division problems. ▶ I can select and apply efficient mental and written math strategies to solve problems involving the four operations. ▶ I can identify the factors and multiples of whole numbers and explain their relationships. ▶ I can use factors and multiples to solve mathematical problems, including finding common factors and multiples. 	<ul style="list-style-type: none"> ▶ I can explain the effect of flips, slides, half turn and quarter turn. ▶ I can describe how translations, rotations and reflections change different shapes. ▶ I can explain how to use scales, legends and directions when interpreting information on maps. ▶ I can create tessellations. ▶ I can use the Cartesian coordinate system to locate and interpret points, lines and shapes. ▶ I can explain what symmetry is and how to identify it. ▶ I can classify angles using their angle names (acute angle, obtuse angle, right angle, reflex angle). ▶ I can estimate and measure angles in degrees using a protractor.
Writing	Reading
<ul style="list-style-type: none"> ▶ I can plan, draft and publish an explanation text. ▶ I can use persuasive techniques such as hyperbole, evidence and rhetorical questions. ▶ I can plan, draft and publish a persuasive text. ▶ I can write with increasing independence. ▶ I can correctly use punctuation such as capital letters, commas, full stops and quotation marks in my writing. ▶ I can reread and edit my own and other people's work using a criterion. ▶ 	<ul style="list-style-type: none"> ▶ I can use questioning to help me better understand a text. ▶ I can ask thick and thin questions before, during and after reading a text. ▶ I can summarise short texts. ▶ I can describe different text types and explain their purposes. ▶ I can apply comprehension strategies to interpret and analyse information and ideas from different textual sources, including media and digital texts. ▶ I can compare and contrast content from various types of texts to evaluate their perspectives and effectiveness in conveying information.

Year 5/6 - I Can Statements Term 4 2024

Number and Algebra	Geometric Reasoning / Location & Transformation
<ul style="list-style-type: none">▶ I can use multiplication and division number sentences to solve for unknown quantities in a variety of math problems.▶ I can explain how equivalent number sentences help me find unknown values in multiplication and division problems.▶ I can select and apply efficient mental and written math strategies to solve problems involving the four operations▶ I can identify the factors and multiples of whole numbers and explain their relationships.▶ I can use factors and multiples to solve mathematical problems, including finding common factors and multiples▶ I can apply my understanding of prime, composite, square, and triangular numbers to solve problems and classify numbers.▶ I can identify and describe the properties of prime and composite numbers, and explain how they differ.	<ul style="list-style-type: none">▶ I can estimate and measure angles in degrees using a protractor accurately.▶ I can compare and classify angles based on their measurements, such as acute, obtuse, or right angles.▶ I can investigate and explain the properties of angles on a straight line, at a point, and vertically opposite angles.▶ I can use my understanding of these angle properties to calculate unknown angles in various geometric situations.▶ I can explore and describe how combinations of transformations, such as translation, rotation, and reflection, affect simple and composite shapes.▶ I can create and analyse tessellations by applying various transformations to shapes, and explain how these transformations contribute to the tessellation pattern.▶ I can identify and describe the four quadrants of the Cartesian coordinate system and plot points accurately within each quadrant.▶ I can use the Cartesian coordinate system to locate and interpret points, lines, and shapes in all four quadrants
<ul style="list-style-type: none">▶	<ul style="list-style-type: none">▶

Year 5/6 - I Can Statements Term 4 2024 (Continued)

Writing	Reading
<ul style="list-style-type: none">▶ I can plan, draft and publish an explanation text.▶ I can use persuasive techniques such as hyperbole, evidence and rhetorical questions.▶ I can plan, draft and publish a persuasive text.▶ I can write with increasing independence.▶ I can correctly use punctuation such as capital letters, commas, full stops and quotation marks in my writing.▶ I can reread and edit my own and other people's work using a criterion.▶ I can create detailed texts and make presentations that elaborate on key ideas for different purposes and audiences.▶ I can show how specific details support a point of view in my writing.▶ I can choose language enhance my text, and use a variety of words to create detailed and engaging texts for different purposes and audiences.▶ I can apply my understanding of grammar and vocabulary to enhance my writing, while using accurate spelling and punctuation to ensure clarity.▶ I can provide feedback on my peers' work, make editorial choices based on agreed criteria.	<ul style="list-style-type: none">▶ I can use questioning to help me better understand a text.▶ I can ask thick and thin questions before, during and after reading a text.▶ I can summarise passages/texts and make connections.▶ I can describe different text types and explain their purposes.▶ I can select and navigate through complex texts effectively, using appropriate strategies to recall key information and deepen my understanding of the material.▶ I can apply text processing techniques to interpret and consolidate meaning from increasingly challenging texts for different purposes.▶ I can apply comprehension strategies to interpret and analyse information and ideas from different textual sources, including media and digital texts.▶ I can compare and contrast content from various types of texts to evaluate their perspectives and effectiveness in conveying information.

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**25
October
2024**

**WORLD
TEACHERS'
DAY**



**Thank you for the support and
inspiration you give students
across Victoria everyday.**

TEACH THE FUTURE

