

***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 5th August	Foundation (Prep) Fire Ed Visit #2 Years 3-6 Camp Departs, 8.45am Assembly, 3.00pm
Tuesday 6th August	Years 3-6 Camp returns, approx. 3.30pm School Tours, 10.00am
Wednesday 7th August	Uniform shop open for sales, 9.00am—10.00am
Monday 12th August	Assembly, 3.00pm
Tuesday 13th August	School Tours, 10.00am School Council Meeting, 6.00pm
Monday 19th August	Curriculum Day—School Closed—No students required to attend
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

From the Acting Principal,

It may have been gloomy weather for what seems an eternity but the positive vibe around the school has been fantastic.

In this newsletter, the ‘I can’ statements for classroom teachers have been included. These statements are directly linked to the Victorian Curriculum, but made available in child and family friendly speak, to assist everyone in understanding the learning for this term. Why do we do this?

“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 learning target statement.” – H. Clayton, 2017, p. 2’

Teachers have been using ‘I can’ statements for quite a while now with students. By allowing families access to the language of learning, it supports the notion that learning does not just stop at 3.30pm.

‘I Can’ statements help students understand what the lesson is about and what they will have to do to demonstrate what they have learned. They also convey the progression of learning by connecting lessons from yesterday, to today, and tomorrow. Finally, ‘I Can’ statements enable students to do a better job of self-assessing their progress by empowering them to answer three questions about their learning:

1. Where do I need to go?
2. Where am I right now?

What do I need to do to close the gap between where I need to go and where I am right now?

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

Continued next page.....

From the Acting Principal (continued)

CONGRATULATIONS

A big congratulation to David for entrance into the High Ability Program for Mathematics. The Victorian High-Ability Program (VHAP) is an enrichment program that addresses the needs of high-ability students, like David, to engage with challenging material in either English or Mathematics. The course is run by Virtual Schools Victoria, and he will have the opportunity to meet and exchange ideas with other high ability students. Students are selected by a panel of experts based on assessment results, including NAPLAN.



CAMP

This coming Monday, close to 50 students from our 3-6 area will be participating in our overnight camp experience. Matthew McKenzie Mc-McHarg has worked tirelessly to ensure the experience will be one that the students will remember fondly into the future. We also acknowledge the time of all the other staff attending to ensure this experience can go ahead and thank them for saying yes to supporting our students. We know all students will have a wonderful time. Please be aware of the returning time if you plan to pick your child up early.

DID YOU KNOW?

In the last newsletter I wrote about how positive expectations can have a profound effect on student achievement. In this week's newsletter I would like to provide some insight to the importance of being on time.

For various reasons we all can find ourselves running a little behind during the morning routine. But what are the impacts of arriving late for school?

In the realm of a school day, time is more than just a number on the clock; it is a fundamental pillar upon which the entire structure of learning is built. It serves as the foundation for a successful and enriching educational experience, impacting not only a student's individual growth but also the collective wellbeing of the classroom community.

Arriving on time allows students to acclimate themselves to the school environment before lessons commence. This transition period allows them to mentally prepare for the challenges and opportunities that lie ahead. When students are punctual, they are more likely to enter the classroom with a clear and open mind, ready to absorb information and engage actively in the learning.

Here at Kingsbury, the early moments of the school day often hold essential announcements, discussions, and introductory activities. Missing out on these initial interactions can result in students feeling disconnected, impacting their overall comprehension and engagement with the learning.

One of the most significant advantages of arriving at school on time is the opportunity for teachers to conduct student check-ins during the morning hours. These check-ins allow our staff to gauge the emotional and academic well-being of each student. They can address any concerns, answer questions, and provide the necessary support to ensure that every student is in the best possible position to learn. These moments of individual attention set a positive tone for the rest of the day.

In conclusion, punctuality becomes a powerful tool in shaping not only an individual student's learning journey but also the dynamics of the entire classroom community.

100 DAYS OF PREP

Today our Foundation students celebrated 100 days of prep. This is no small feat. They celebrated like it was 1999. Well done students, only..... many more days to go.

PARENT OPINION SURVEY

Earlier this week, a link was sent to all families to participate in the Parent Opinion survey. I encourage all families to spend a little time to complete this survey. It is anonymous but your voice will be heard. Results from this survey are collated and can influence the actions of schools going forward.

Enjoy the snippets of sun whenever you can.

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

Foundation
"I Can" statement Term 3

Number

I can count forwards and backwards up to 20

I can add and subtract numbers

I can show "fair share"

I can use ordinal numbers 1st to 10th

Measurement & Geometry

I can compare what holds more, holds less

I can name the months of the year and the seasons

Statistics & Probability

I can collect data

I can sort data

I can answer Yes/No questions about the data

Writing

I can use letter sounds to write CVC and CCVC words

I can write some heart words

I can use capital letters and full stops to write a sentence

Reading

I can use letter sounds to read some words

I can recognize some heart words

I can ask and answer questions about what I read

Speaking and Listening

I can take turns listening to others

I can join in Community Circles

I can ask and answer questions

I can present a project

Berry Street

I can show Being Ready to Learn

Year 1/2
"I Can" statement Term 3

Number	Non-Number
<p>I can skip count by 2s, 5s, 10s.</p> <p>I can use arrays to solve multiplication problems.</p> <p><i>I can sort the objects into "groups of."</i></p> <p>I can recognise Australian coins according to their value.</p> <p>I can solve simple money problems.</p> <p>I can divide objects to show fair share.</p> <p>I can show different answers to open ended problems.</p>	<p>I can use different materials to measure an object.</p> <p>I can tell which part of the object is the length and width.</p> <p>I can heft objects to make comparisons of mass.</p> <p>I can make predictions about how much something can hold (e.g. a container).</p> <p>I can understand what is longer and shorter.</p>
Writing	Reading
<p>I can convince someone of my opinions.</p> <p>I understand the correct persuasive writing structure (Introduction, three reasons and conclusion)</p> <p>I can edit my work.</p> <p>I write simple poems.</p>	<p>I can retell the story in sequence.</p> <p>I can ask and answer questions about what I read.</p> <p><i>I can identify author's purpose.</i></p>

Year 3/4
"I Can" statement Term 3

Patterns & Algebra	Division
<p>I can continue number increasing and decreasing number patterns.</p> <p>I can identify missing numbers in a pattern.</p> <p>I can use a rule to complete a pattern.</p> <p>I can complete a number sentences to make it true.</p> <p>I can balance an equation to make it equal. E.g. $7 + ? = 15 - 3$</p> <p>I can use a function machine.</p> <p>I can complete number patterns using multiplication.</p> <p>I can complete equivalent number sentences involving addition and subtraction to find unknown quantities.</p>	<p>I can represent division as sharing into equal sets.</p> <p>I can solve simple division problems using visual representations.</p> <p>I can solve simple division problems using short division with no carrying.</p> <p>I can recall simple division problems e.g. 9 divided by 3.</p> <p>I can recall multiplication facts up to 10×10 and related division facts.</p> <p>I can effectively use short division to solve equations and problems.</p>
<i>Shape</i>	Area
<p>I can match two dimensional shapes to its name.</p> <p>I can count the number of corners, edges, straight lines and curved lines on two dimensional shapes.</p> <p>I can identify what shapes are two dimensional and three dimensional.</p> <p>I can draw basic three dimensional shapes.</p> <p>I can identify the features of three dimensional shapes, e.g. corners, vertices etc</p> <p>I can compare and describe two dimensional shapes that result from combining and splitting common shapes.</p>	<p>I can identify which shape is large by over-laying it with grid paper and counting squares.</p> <p>I can use informal units to state how many will fit into a certain area.</p> <p>I can measure the length and width of a shape to find the area.</p> <p>I can use grid paper to create shapes that have a specific area.</p> <p>I can show the area of a shape in different representations.</p>

Year 3/4

"I Can" statement Term 3 (continued)

<i>Reading-Main Idea</i>	Writing
<p>I can use textual clues such as heading and pictures to determine the main idea of a short text.</p> <p>I can state the main idea of a paragraph.</p> <p>I can identify repeated words in a text and use this to determine the main idea.</p> <p>I can provide evidence to support my reasoning.</p> <p>I can summarise a short paragraph to determine the main idea.</p> <p>I can use an organiser to identify the main idea and its supporting details.</p>	<p>I can use capital letters for proper nouns.</p> <p>I can use commas to separate a list of items.</p> <p>I can use a success criteria effectively to produce written pieces.</p> <p>I can write with a topic sentence and related supporting sentences.</p> <p>I can publish a procedural text or information report with the correct textual features.</p> <p>I can make editing changes to my writing to improve its appeal to the audience.</p> <p>I can use the apostrophe correctly.</p> <p>I can use quotation marks correctly.</p> <p>I can use new words from resources in my own writing.</p> <p>I can write a text with increasing independence.</p>

Year 4/5
"I Can" statement Term 3

Number & Algebra	Measurement & Space
<p>I can complete number patterns using multiplication.</p> <p>I can complete equivalent number sentences involving addition and subtraction to find unknown quantities.</p> <p>I can recall multiplication facts up to 10×10 and related division facts.</p> <p>I can effectively use short division to solve equations and problems.</p> <p>I can find unknown values in number sentences using multiplication and division.</p> <p>I can solve division and multiplication problems by rearranging the number sentence.</p>	<p>I can compare and describe two dimensional shapes that result from combining and splitting common shapes.</p> <p>I can identify what two dimensional shapes can be combined to make a three-dimensional shape.</p> <p>I can use grid paper to create shapes that have a specific area.</p> <p>I can show the area of a shape in different representations.</p> <p>I can visualise and construct nets for a range of three-dimensional shapes.</p> <p>I can calculate the perimeter and area of regular and irregular shapes.</p> <p>I can use efficient ways to calculate the perimeter of polygons (for example; adding the sides of a rectangle and doubling the answer).</p>
Writing	Reading
<p>I can use quotation marks correctly.</p> <p>I can use new words from resources in my own writing.</p> <p>I can write a text with increasing independence.</p> <p>I can use quotation marks and apostrophes correctly.</p> <p>I can gather and organise information for writing.</p> <p>I can use technical vocabulary, appropriate to the context in my writing.</p>	<p>I can summarise a short paragraph to determine the main idea.</p> <p>I can use an organiser to identify the main idea and its supporting details.</p> <p>I can summarise information from a text or parts of a text.</p> <p>I can find the main idea from a range of texts.</p>

Year 5/6
"I Can" statement Term 3

Number & Algebra	Measurement & Space
<p>I can understand that positive and negative numbers are used to describe amounts having opposite values.</p> <p>I can recognise and represent rational numbers (including integers) as a point on a number line.</p> <p>I can create algebraic expressions.</p> <p>I can understand how arithmetic can be used with algebraic terms.</p> <p>I can complete equivalent number sentences involving the four operations to find unknown quantities.</p> <p>I can fluently divide multi-digit numbers using the standard process.</p> <p>I can find unknown values in number sentences using multiplication and division.</p>	<p>I can compare and describe two dimensional shapes that result from combining and splitting common shapes.</p> <p>I can identify what two dimensional shapes can be combined to make a three-dimensional shape.</p> <p>I can locate points in the 4 quadrants of a Cartesian plane.</p> <p>I can show the area of a shape in different representations.</p> <p>I can solve practical problems involving the area of regular and irregular shapes.</p> <p>I can calculate the perimeter and area of regular and irregular shapes.</p> <p>I can use efficient ways to calculate the perimeter of polygons (for example; adding the sides of a rectangle and doubling the answer).</p>
Writing	Reading
<p>I can use quotation marks correctly.</p> <p>I can use new words from resources in my own writing.</p> <p>I can write a text with increasing independence.</p> <p>I can use quotation marks and apostrophes correctly.</p> <p>I can gather and organise information for writing.</p> <p>I can use technical vocabulary, appropriate to the context in my writing.</p>	<p>I can summarise a short paragraph to determine the main idea.</p> <p>I can use an organiser to identify the main idea and its supporting details.</p> <p>I can summarise information from a text or parts of a text.</p> <p>I can find the main idea from a range of texts.</p>

Term 3 | Week 3 at..



KINGSBURY THEIRCARE



WEEK 3 - 'CHRISTMAS IN JULY'

We have had a great week celebrating Christmas in July, with multiple Christmas themed activities that got the children into a festive spirit!

The cold weather definitely helped us get into character about a Winter Christmas, and we loved sharing Christmas stories and memories with each other during discussion times!

ACTIVITIES

- Shortbread Biscuit making - Cooking activities are always a major hit here at Kingsbury! We always love getting our hands dirty and practicing our baking and cooking skills! This week we all made some delicious Shortbread Biscuits shaped in Christmas shapes and symbols. We loved developing skills in kneading the dough, as well as measuring and learning about fractions through this amazing activity, plus, we ended up with a delicious result!
- Obstacle courses - on Monday, the wet weather got the better of us and trapped us inside, so we got creative and went off an observation from last week and made an indoor Obstacle Course with resources from our amazing room! We timed the children as they sped through the course, and then the children took over, showing their turn taking, time keeping and problem solving/communication skills! it was amazing to see!
- Salt dough ornaments - the children loved making Christmas tree ornaments out of salt dough! They shaped the dough into their desired design and painted them afterwards!



URGENT NOTICE

Bookings are increasing and we are doing our best to staff according to the numbers each day, and late bookings can make it difficult to stay in our ratio of 1:15!

Booking in advance helps us out, so when possible, please book as early as you can so we can prepare and staff accordingly!

Contact us:

email: kingsbury@theircare.com.au

phone: 0417333851