

***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

Friday 3rd May	Interschool Sport for students in Years 3-6
Monday 6th May	Assembly, 3.00pm
Tuesday 7th May	School Tours, 10.00am
Wednesday 8th May	Playgroup, 9.00am—11.00am District Cross Country, Years 3-6 students Uniform shop opens for sales, 9.00am—10.00am
Thursday 9th May	SCHOOL PHOTOS, 8.45am sharp, PLEASE DON'T BE LATE
Friday 10th May	Mother's Day Stall & Raffle, 9.30am—11.00am Interschool Sport for students in Years 3-6
Monday 13th May	Mental Health Awareness Week—"Moving More for our Mental Health" Assembly, 3.00pm
Tuesday 14th May	School Tours, 10.00am
Wednesday 15th May	Playgroup, 9.00am—11.00am Uniform shop opens for sales, 9.00am—10.00am

From the Principal,

Staffing news

I would like to congratulate Mikayla Porteous on her (provisional) appointment as the Business Manager at our school. This will become official on Monday and I would like to thank and congratulate Mikayla on being successful in the position.

Secondly, after 41 years with DET and 22 as a Principal Class Officer, I have sent through my letter to the Regional Director and will be retiring on July 14th. When I get confirmation of what the Region wishes to do with the vacancy it will be passed on. I look forward to continue enjoying working with the KPS community until the end of Term 2.

Child Safety and Wellbeing at Kingsbury Primary School—Updated Policies available for your feedback

Victorian Government has announced new [Child Safe Standards](#) to further strengthen child safety across organisations, including schools. The new standards recognise the critical importance of families and the broader school community in maintaining and promoting child safety and wellbeing. Part of the process is to make all of our policies available for the community to access and view.

Kingsbury Primary School has reviewed and updated our child safety policies and procedures to ensure they meet the requirements of the new standards. These are available to view on our website.

<https://www.kingsburyps.vic.edu.au/for-parents/>

- Child Safety and Wellbeing Policy
- Child Safety Code of Conduct
- Child safety Responding and Reporting Obligations Policy and Procedure
- Complaints Policy
- Student Wellbeing and Engagement Policy
- Bullying Prevention Policy
- Volunteers Policy
- Visitors Policy
- Digital Learning Policy

Continued next page.....

From the Principal (continued)

If you have any suggestions, comments or questions, please contact Kingsbury Primary School at kingsbury.ps@education.vic.gov.au or by phone on 03 9462 2711.

I Can Statements

We will feature our complete set of 'I can' statements for classroom teachers and specialist teachers. These are the documents that we use to communicate our learning Intentions to students and for kids to get a sense of how they are going with their learning.

The other purpose is to give guidance to parents about the type of conversations you can have at home with students to support their learning.

Don't forget if you have any questions about the classroom or specialist programs then contact the office and arrange a meeting with your child's teacher.

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

Year 6 Transition Update

Our Year 6 students and families are now in the process of organising their preferences for their placements into high school. This is an exciting time, but it can also be challenging and stress for parents as they make this important decision. DET schools must follow a very strict regime of dates and processes and it is very important that we adhere to this. The next step is for all our families of Year 6 students to complete the preference form that was sent home and send back to our school by **Friday 10th May**. More information can be found online at <https://www.vic.gov.au/moving-primary-secondary-school-information-parents-and-carers>

Foundation 2025 Enrolments

We have already received enrolments for next year. If you have a child starting school in 2025, 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 28th June 2024. At the end of this term, we will be moving to future planning of our transitions programs.



Raffle tickets

Raffle tickets will be sent home this week. Tickets are 50c each or 3 for \$1.00 or you can purchase the whole book for \$5.00. All ticket stubs & money need to be returned to school by Thursday 9th May. Draw will take place on Friday 10th May 2024.

Mother's Day Raffle Donations

Donations for the Mother's Day Raffle can be left in the basket at the School Administration Office. If you know of someone who owns/runs a business, who could donate some items, a letter of authentication can be provided by the Principal upon request.

Stall Helpers

Parent helpers are also required for our Mother's Day Stall—if you can spare an hour or so, please fill out the form which has been sent home and return to school as soon as possible. Our thanks to Sarah Arnold once again for organising this event—I'm sure the children will find lots of nice goodies to buy for mum or grandma.



Book club orders for the current issue close 5th May. All orders must be placed online.

Reflecting on Reflection

Part of the Year 5/6 Maths curriculum is about a concept called translations.

It covers off on ideas such as rotation of shapes, translations of shapes and reflections of shapes.

It also leads into coding and to understanding the Cartesian Plane. Last week the grade was challenged with the task of being as creative as possible in demonstrating their understanding of symmetry and reflection.



Well, as you can see from the photos our students not only completed the task but did so with a truckload of creativity and flair. Maths is definitely an art form.



SCHOOL PHOTO DAY IS COMING UP SOON

ORDER NOW

School: Kingsbury Primary School

Date of photography: 9/05/2024

Place order by: 19/05/2024

HOW TO ORDER



OPTION 1 ORDER AND PAY ONLINE USING YOUR MOBILE



Scan this QR code using your mobile phone camera to go straight to your school's package options and order photos

OPTION 2 ORDER AND PAY ONLINE USING YOUR COMPUTER



Go to www.advancedlife.com.au and enter your school's 9 digit order code

KAP MVN MG2

Should you have any questions please contact us at www.advancedlife.com.au/contact

Certificate III in School Based Education Support CHC30221

Education Support is a flexible and rewarding career where you can work in the classroom to support students with additional needs.

Prace delivers an industry driven and dynamic learning experience to ensure you are job-ready with the skills employers are looking for. With the guidance of expert teachers in a friendly and supportive classroom, you will develop the skills to:

- Support students with additional needs
- Support literacy and numeracy skills
- Contribute to planning educational programs
- Support the health, wellbeing and safety of students

You will participate in excursions, workshops and gain insights from industry guest speakers.

Pathways

Graduates are in demand and work in a range of educational settings, including primary and secondary schools and schools for children with additional needs. Graduates work as education assistants, teacher's aides and support workers.

Entry requirements

Aged 18 years and over. Moderate computer, email and internet skills. Plus digital technology access. English LLN skills at an industry entry standard.

How to enrol

Call 9462 6077 to arrange a pre-enrolment interview.



Location

Prace - Merrilands
Community Centre
35 Sturdee Street,
Reservoir

Dates and duration (TBC)

3 Jun 2024 - 3 Mar 2025
(Includes 8 week holiday break
from 10 Dec 2024 - 2 Feb 2025)

26 Sessions

2 Workshops

100-hour placement

Days and times

Mondays

9.15am - 3.15pm

Classes will not run on public or
school holidays

Study Mode

Face-to-face in a
classroom, self-directed
offsite tasks and research,
remote teacher support
sessions, practical
placement and industry/
assessment workshops

Fees

Gov. subsidised:

Concession \$90

Full \$450

Non-subsidised \$5850

[^]Special consideration may
apply

Plus \$10 Service & Amenities fee

*Course commencement is
subject to variation, sufficient
enrolments and eligibility
requirements. Prace encourages
individuals with disabilities to
participate in our programs and
activities. Prace T01D 4036*

*This training is delivered with
Victorian and Commonwealth
Government funding.*

prace

Prace Main Office
Merrilands Community Centre - 35 Sturdee Street, Reservoir
Phone 9462 6077 | office@prace.vic.edu.au | www.prace.vic.edu.au

Last week was very special for our older students. It was Anzac week.

On Tuesday the 4-6's went to the 1000 Steps in Ferntree Gully. First, we attended the service, and then afterwards we had lunch. Then came the moment we were all waiting for! We got to climb the steps! The view was amazing, and when we reached the top, we were relieved to find water fountains! Mr. McKenzie and Mr. Bolton brought some of the students up a bit further, and then we went down again, but we took a different path.

The next day six of the JSC's went up to the shrine in the city to participate in the wreath laying ceremony. We held up some flags and banners and listened to some battalion members read out speeches and poems. After that we went out to the 2/14th battalion tree and watched the president of the battalion lay a wreath.

Finally, on Thursday the JSC's got to march on Anzac Day. We set up and began marching for about half an hour. Two of the Kingsbury kids had to help another battalion with THEIR flags, but they were fine. Once we had finished, we had a snack and then toured the shrine with Mr. Bolton. Then we took the train back to school.



Foundation "I Can" Statements

Number

- I can count forwards and backwards up to 20
- I can put numbers in order up to 20
- I can subitize numbers 1 to 10
- I can add 2 numbers together
- I can subtract 2 numbers from each other

Measurement & Geometry

- I can compare heavier, lighter, lightest, heaviest
- I can name the days of the week in order

Location & Transformation

- I can use the words ***beside, on, under, next, to, in, to***, describe where something is

Writing

- I can write some letters of the alphabet correctly
- I can use letter sounds to write some simple words
- I can copy writing from the board

Reading

- I can point to the words when I start reading
- I can use letter sounds to read some words
- I can recognize some Heart Words

Speaking & Listening

- I can take turns listening to others
- I can join in Community Circles
- I can ask and answer questions

Berry Street

- I can show good teamwork and collaboration
- I can use the Power of Yet

Year 1/2 "I Can" Statements

I CAN..... Writing

- I can write a story with a beginning, middle and ending.
- I can create a short information report.
- I can edit my work to improve meaning, spelling, and punctuation.
- I can use a full stops and capital letters correctly.
- I can have a go at spelling words using my letters and sound knowledge.

I CAN.....Reading

- I can answer questions about a story (literal and inferential questions).
- I can compare similarities and differences between different texts.
- I can tell some features of a non-fiction book.
- I can talk about the character and setting of different stories.
- I can identify different types of words such as nouns, pronouns, verbs and adjectives.

Little Learners Love Literacy

- I can read and write Consonant Vowel Consonant (CVC) words.
- I can read decodable words and sentences.
- I can read some heart words (Little Learners Love Literacy).

I CAN....Number

- I can find numbers that are shown on a number line and place numbers on a number line.
- I can write numbers in the correct order.
- I can show a number in different ways (by partitioning).
- I can add and subtract one- and two-digit numbers.
- I can solve simple addition and subtraction problems.
- I can understand how to double numbers and use tens facts.

I CAN.....Non-Number

- I can find special dates on the calendar (Year 2).
- I can recognise and read the time represented on an analogue clock to the hour, half-hour and quarter hour (Year 2).
- I can sequence events using years, months, weeks, days and hours (Year 1)
- I can give and follow directions to a place.
-

REVISION

I can sort collections of shapes based on their features.

Year 1/2 "I Can" Statements (continued)

Berry Street Education

- I can talk about my strengths and the power of YET.
- I can show kindness and be grateful.
- I can de-escalate and follow my Safety Plan.
- I can participate in community circle.

Year 3/4 "I Can" Statements

Number & Algebra

Fractions:

- I can model fractions using shapes and groups
- I can group fractions into families (halves, quarters and eighths)
- I can find half, quarter, eighth, third, fifth of a group or collection
- I can locate and place simple fractions on a number line ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{5}$)
- I can show where fractions in real life situations occur (sport - shopping - cooking, classroom environments)
- I can make fraction walls showing $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$, $\frac{1}{3}$, $\frac{1}{5}$
- I understand that one tenth can be partitioned into ten smaller parts

Decimals:

- I can compare fractions to decimals on a number line
- I can represent hundredths in fraction and decimal form and count by hundredths on a number line
- I understand the size of tenths and hundredths
- I know which is bigger, tenth or hundredth

Money:

- I can show different ways to make the same amount of money - $\$1 = \times 2 \text{ } 50\text{c} = \times 5 \text{ } 20\text{c} = \times 10 \text{ } 10\text{c}$
- I can show the coins needed to make an amount of money
- I can count money totals and record correctly e.g. $\$1.55$
- I can calculate change
- I can identify 'largest' and 'smallest' amounts of money
- I can convert from cents to dollars - i.e. $500\text{c} = \$5$
- I can add and subtract with decimals related to money
- I can round up and down to the nearest cent or dollar.
- I can add and subtract with decimals related to money
- I can make estimates about real-life experiences such as rounding-off with money

PROBABILITY

- I can use correct language to describe the likelihood of events occurring e.g. Impossible, unlikely, equally likely, likely etc
- I can make predictions about the chances of events occurring
- I can order events from least likely to most likely to occur and vice-versa
- I know that **independent** means a variable is not affected by the previous result, e.g. flipping a coin, spinners, pulling a counter out of a collection and then replacing it
- I know that **dependent** means a variable IS affected by the previous result, e.g. pulling a counter out of a collection and not replacing it
- I can explore the outcomes of chance, related to different collections of objects
- I can make predictions of the possible outcomes when conducting chance experiments and record and order the outcomes of using different physical or virtual random generators such as coins, dice and a variety of spinners.

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

Statistics:

- I can use a pre-made graph and pose 3 questions that relate to it
- I can use a survey question that is pre-generated to collect data using a tally method and table
- I can begin to develop closed questions and open questions
- I can put prepared data in a simple graph (picture, column, bar, dot plot, venn diagram) with different intervals
- I can read and interpret data from different graphical representations
- I can gather data for an investigation in relation to a question of interest
- I can use a PMI (plus, minus, interesting) to compare graphs/visual representations
- I can read and interpret statistical information such as the weather, population or chance and data events
- I can create a survey and graph the data

Reading

Inferring:

- I can infer character traits based on textual evidence
- I can infer authors message in short texts
- I can use visual clues to support my inferences
- I can infer why a character is feeling a certain way
- I can infer what aspect of a character makes them "good" or "bad"
- I can infer character feelings based on their cultural perspectives.

Writing

- I can use capital letters at the start of each sentence
- I can use full stops correctly
- I can start to use other punctuation such as commas and apostrophes
- I can use a plan effectively to prepare for writing
- I can use paragraphs
- I can use different sentence starters
- I can collect information on a topic using digital devices
- I can write a narrative text with elements of real events (historical fiction)

Year 4/5 "I Can" Statements

Number:

- I can convert decimals to fractions.
- I can order decimal numbers.
- 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 order fractions on a number line
- I can use objects to help me visualise open-ended mathematical problems
- I can make estimates about real-life experiences such as rounding-off with money
- I can add and subtract with decimals related to money
- I can round up and down to the nearest cent or dollar

Probability:

- I can make predictions of the possible outcomes when conducting chance experiments and record and order the outcomes of using different physical or virtual random generators such as coins, dice and a variety of spinners.
- I can describe an outcome as - Impossible, unlikely, equally likely, likely, etc
- I can explain that **independent** means a variable is not affected by the previous result e.g. Flipping a coin
- I can explain that **dependent** means a variable IS affected by the previous result. e.g., pulling a counter out of a collection and not replacing it.
- I can record and order the outcomes of experiments using different physical or virtual random generators such as coins, dice and a variety of spinners.

Writing:

- I can explain different text types.
- I can explain how authors establish setting, characters and plot in a narrative.
- I can use punctuation marks correctly.
- I can recognise the language features of different text types.
- I can plan and draft my own writing.
- I can proofread my own writing.
- 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 extend my sentences using connectives for example 'however', 'therefore', 'nevertheless', 'in addition', 'by contrast', 'in summary'.

Reading:

- I can infer why a character is feeling a certain way.
- I can infer what aspect of a character makes them 'good' or 'bad'.
- I can infer character feelings based on their cultural perspectives.
- I can infer how motives affect characters.
- I can infer meaning of symbolism.
- I can infer biases in non-fiction texts based on the writer's word choice.

Year 5/6 "I Can" Statements

Number:

- I can select efficient strategies to demonstrate the four processes and demonstrate correct working out principles.
- I can use knowledge of equivalence to understand how to simplify fractions
- I can use diagrams to investigate how to add and subtract fractions with related denominators, including improper and mixed numbers
- I can use my knowledge of equivalent fractions to solve problems involving addition and subtraction.
- I can find common denominators to add and subtract fractions in math problems.
- I can use equivalent fractions to make solving addition and subtraction of fractions easier.
- I can solve math problems that involve adding and subtracting fractions with different denominators.
- I can apply my understanding of fractions to solve real-world problems involving addition and subtraction.
- I can connect percentages to decimals and fractions
- I can add and subtract decimals by applying my knowledge of place value
- I can solve problems that require finding a familiar fraction, decimal or percentage of a quantity,
- I can count money totals.
- I can add and subtract with decimals related to money.
- I can add and subtract with decimals related to money.
- I can create financial budgets.

Measurement & Geometry

- I can describe chances using fractions, decimals, and percentages to understand likelihoods in events.
- I can recognize that probabilities are like numbers from 0 to 1 or 0% to 100%.
- I can estimate the chance of events happening using fractions, percentages and decimals.
- I can use my understanding to guess how likely events are in different situations.
- I can use fractions, decimals and percentages to assign probabilities in different situations.
- I can use digital tools to simulate and record outcomes in chance experiments.
- I can compare how often things actually happen to how often they're expected.
- I can learn about chance by trying things out many times and recording what happens.
- I can use fractions, decimals, and percentages to assign probabilities in different situations.
- I can use a survey question that is pre-generated to collect data using a tally method and table.
- I can put prepared data in a simple graph (picture - column - bar - dot plot - Venn diagram) with different intervals.
- I can read and interpret data from different graphical representations.
- I can gather data for an investigation in relation to a question of interest.

Writing:

- I can write a 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 entertain 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 used in texts, in order to effectively use them in my writing.

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

Writing:

- I can use capital letters at the start of each sentence.
- I can use full stops correctly.
- I can start to use other punctuation such as commas and apostrophes.
- I can use a plan effectively to prepare for writing.
- I can use paragraphs.
- I can use different sentence starters.
- I can collect information on a topic using digital devices.
- I can write a narrative text with elements of real events (Historical Fiction)

Reading:

- I can activate prior knowledge to make connections to new texts.
- 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 infer character traits based on textual evidence.
- I can infer authors message in short texts.
- I can use cues to support my inferences.
- I can infer why a character is feeling a certain way
- I can infer what aspect of a character makes them 'good' or 'bad'.
- I can infer character feelings based on their cultural perspectives.

Year Prep-2 Indonesian "I Can" Statements

- I can greet my teacher and classmates in Indonesian.
- I can follow simple instructions in Indonesian.
- I can tell someone my name in Indonesian.
- I can count to 10 in Indonesian.
- I can join in classroom games and songs.

Year 3-6 Indonesian "I Can" Statements

- I can greet my teacher and classmates in Indonesian, understanding that the greeting changes depending on the time of day.
- I can follow and respond to basic classroom instructions and questions.
- I can give some basic information about myself using a modelled sentence or short text.
- I can count using 'puluh'(20 and greater).
- I can join in short role-plays, dialogues and games.

Physical Education "I Can" Statements

Preps

- I can throw a bean bag using overarm
- I can catch a bean bag using rebound net or springboard
- I can throw underarm
- I can catch a bean bag when thrown by a partner
- I can kick a ball

Year 1/2:

- I can throw both underarm and over arm when required.
- I can catch a variety of equipment when thrown by a partner such as beanbag or tennis ball
- I can complete a set of activities while in a group
- I can kick a ball using left and right foot
- I can dribble a ball while controlling it's direction

Year 3/4:

- I can use a T- ball glove to catch a beanbag, tennis ball or T-ball
- I can throw with some degree of accuracy to a partner
- I can catch a beanbag, tennis ball or T-ball when thrown to me
- I can follow the basic rules of T-ball
- I can learn a range of games such as Netball and soccer for sport

Year 4/5:

- I can confidently use a T- ball glove to catch a beanbag, tennis ball or T-ball
- I can throw accuracy to a partner
- I can follow the rules of T-ball to help play the game
- I can hit the T-ball using the correct batting technic
- I can learn a range of games such as Netball and soccer for sport

Year 5/6:

- I can throw a ball using underarm and overarm using the correct technic
- I can throw a tennis ball or a t-ball accurately
- I can use a T-ball glove to catch either a tennis ball, bean bag or t-ball
- I can understand the rules of T-ball in order to play the game
- I can learn a range of games such as Netball and soccer for sport

Performing Arts "I Can" Statements

Prep:

- I can become aware of my body when moving in dance
- I can understand how different body parts and zones are used in dance

Year 1/2:

- I can explore ways to improvise and dance according to a theme
- I can use fundamental movement to create a sequence of steps for a simple dance routine

Year 3/4:

- I can use skills like accuracy and awareness of body alignment when moving
- I can use expressive skills including projection and focus when performing a dance routine for others

Year 5/6:

- I can explore meaning and interpretation when dancing
- I can use space and energy in my dance routine
- I can extend my understanding of space, time, dynamics and relations when performing

Visual Arts "I Can" Statements

Prep:

- I can create art using different materials and techniques
- I can name and mix primary colour paint to create secondary colours
- 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

Year 1/2:

- I can develop an understanding of symmetry in 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

Year 3/4:

- I can experiment with different art forms and techniques
- I can how some Elements of Art, such as line, shape, colours, texture, form, space and value
- I can develop an understanding of symmetry in art
- I can create a design that is symmetrical and balanced using radial symmetry

Year 5/6:

- 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 create a design that is symmetrical and balanced using radial symmetry
- I can look at art from different cultures and times and share what I see