



Kensington Primary School Newsletter

20th October 2016

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Upcoming Events

	DATE	TIME	EVENT
October	Thur 20 th	9-11am 5pm	Grubbies Adult Gardening Session Education Meeting
	Frid 21 st	9-11am	Interschool Sport Nth Melbourne PS -Home
	Mon 24 th	4 -5pm 7pm	Hour of Power Working Bee School Council Meeting
	Frid 28 th	9-11am	Interschool Sports Holy Rosary - Away
November	Tues 1 st		Cup Day Public Holiday – No School
	Frid 4 th	9-11am 11.30 – 1.30pm	Interschool Sports St Mary's - Away Yr 3/4 MAC Science
	Mon 7 th		Muffin Morning Tea
	Tues 8 th	9 – 11am	Prep (Foundation) Transition 2017 Session 1
	Wed 9 th	11.30 -3.15pm	Grade 5/6 Excursion to Planetarium
	Frid 11 th	9-11am 11.30-1.30pm	Interschool Sports Moonee Ponds West - Home Yr 3/4 MAC Science
	Mon 14 th	6pm	Care Program Meeting
	Tues 15 th	9-11am	Prep (Foundation) Transition 2017 Session 2
	Thur 17 th	9-11am	Grubbies Adult Gardening Session
	Frid 18 th	9-11am	Interschool Sports Ascot Vale West – Away
	Sun 20 th	10-5pm	MMT Music Concert
	Mon 21 st	7-9pm	School Council Meeting

Did you know?

Our next Muffin Morning tea will be on Monday 7th November. Orders will be sent home this week and need to be returned by Wednesday 2nd November. Don't miss out.

Nigel's Natter

Hi All,

What a week it has been at KPS this far! The launch of our community arts project was indeed a highlight. I want to take a moment to thank all the children that were an amazing help in organising and setting up for the launch. They swept all the paths, collected stray wrappers, set up tables and decorations and all without a single complaint – Yet another example of our kids being brilliant. I had lots of positive feedback following on from the many excursions that took place last week. It's great to know it's not just me noticing how kind, polite and engaging our children are.

WORLD TEACHERS' DAY

Friday, 28th October is World's Teacher Day. Australia celebrates the day on the last Friday in October of each year. Celebrated in over 100 countries, World Teachers' Day acknowledges the efforts of teachers in an increasingly complex, multicultural and technological society where being a teacher is no longer just about the 3Rs. It is a day on which students, parents and community members can demonstrate their appreciation for the contributions that teachers have made, and will continue to make, to their community.

HALLOWEEN DRESS UP DAY

On Monday 31st October students may dress up for Halloween if they wish, for a gold coin donation. This is not compulsory and we ask that no-one dress up as clowns please. All money raised will be donated to State Schools' Relief.

PARENT PAYMENT LETTERS

Parent Payment letters should be arriving in the letter box by the end of this week. This year is a little different. Every child will receive their own individual book pack that will be collected from the school library on one of the designated book pack collection days and times. At the same time you will be able to pay your school fees. Please do not hesitate to contact the school office if you have any questions about paying your school fees on the book pack days. Given this is an entirely new process; we thank you in advance for your patience. We assure you we are doing all we can to make this process as smooth as possible. Keep your eyes out for a flyer we are going to send home about one of our next major projects that the Building Fund will be supporting!

PORTABLE CLASSROOMS

I met with the project manager and subcontractors again this week, and at this stage it is looking very likely that the final location for our brand new classroom will be the car park. This has taken a considerable amount of work by all involved and I am really pleased with the outcome. Making use of the car park space and preserving play space for students is a great outcome for KPS. The plan is for this building to be all set and ready for day 1 of the 2017 school year. Please note, the company responsible for installing the building is still waiting on some final permits and signatures. At this stage, it is looking likely that the works will begin in the next few weeks. As soon as we know more, we will send out an information sheet to all families.

HOUR OF POWER REMINDER - WORKING BEE

On Monday 24th October we will be testing out a different format of working bee called the HOUR OF POWER. If you are available between 4 and 5 to lend a hand, meet in the HOF foyer and we will see what we can get done in an hour. At this stage, we have only 4 names on the list at the office.

I hope to see the foyer overflowing with people ready for action.

Many hands make light work.

Furniture moving, weeding, storeroom sorting and the list goes on.

If you happen to be a skilled tradesperson, PLEASE let us know so we can talk to you in advance about any particular jobs that you may be able to help out with.

Tell your friends, bring your family!

LAUNCH

On Monday this week it was my pleasure to sit back and enjoy the official launch of our 2016 community arts project. Listening to the passion that surrounds this project and taking time to acknowledge the huge amount of work that went into taking it from concept to reality was a joy. Please take the time to follow the trail of plains from the front entry and see where it leads you. Thanks to all those that came along to help make this a memorable occasion. I think the highlight was the incredibly well engineered and wonderfully oversized red ribbon.

HOME LEARNING

I am pleased to let you know that there is now a document available for download from our school website that includes some suggested mathematics home learning activities. This is in no way an exhaustive list, rather a selection of ideas for you to consider.

GRADES FOR 2017

Work continues on the structure of our school for 2017, including the number and formation of grades. Please note that teacher year level placements are not finalised until after grades are formed, so you will not be able to request specific teachers at any year level. I will also not be accepting requests for particular friends to be placed together. Teachers spend a significant amount of time considering these decisions. Sometimes the reasons behind decisions made in this area are not always obvious, but I can guarantee, they have always been well thought out. **If you believe your child has a particular need that should be considered, that their classroom teacher would not already be aware of, please see below.**

- Appointments can be made with Julie or I regarding parent requests for grade placement of their child/ren for next year between Monday 31st October and Friday 4th November.
- Where no discussion is considered necessary, I am very happy to receive a letter outlining the particular need. Please ensure all letters are in a sealed envelope addressed to me and marked confidential.

WHAT IS THE PROCESS FOR GRADE PLACEMENTS?

The opportunity for all children to experience success, build relationships, and develop a sense of belonging underpins our process. The first step, as advertised above, is to invite parents to contact me with educational concerns or needs in regards to their child/ren's placement for 2017. The teachers work in year level teams to form the classes using criteria such as gender balance, the social and emotional needs of each child and the academic needs across all curriculum areas. During this step parent requests are considered. After the initial classroom lists are created they are reviewed a number of times to ensure all criteria are met before being finalised. The class lists are then passed onto school leadership for final input and to consider any further confidential information and issues. Students will meet with their new classes and teachers later in the year.

Remember that moving to a new class is an opportunity to establish new friendships and to experiencing working with a different teacher and that your child will follow your lead. If you are positive and enthusiastic about the new classroom placement, chances are, your child/ren will follow your lead. If you are not satisfied with the decision made, please make a time to come and speak to me about it. Please do not tell your child that you will get them swapped as they may be very disappointed when it does not eventuate.

PARENT OPINION SURVEY

It takes an entire community to raise a child. While I was reading and reflecting on the comments made by parents on the Parent Opinion Survey, I could not help but think of that saying. Each and every one of us needs to do our part in supporting our young people to be the very best they can be. I am responding to every comment made in the survey as I want our community to know that I take feedback seriously. I also think it is an opportunity to provide some information that may not have been communicated clearly or at all previously. I hope the information below is of interest and value to you. A few key themes that emerged from the survey comments are:

- The need for clarity around home learning expectations.
- The need for improved communication with families about the work the school is doing, and individual issues and incidents.
- The desire for a balanced focus on wellbeing and academic achievement.

Please don't hesitate to contact me if you would like to discuss my responses further. Thanks for your continued support of Kensington Primary School.

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Parent Comments	Reply
I am totally satisfied with my child's progress, parent engagement and ways they deal with possible problems that might occur on their way to build a successful learning system helped by the community members.	Thanks. I'm really pleased to hear that you are so satisfied. We are indeed on our way. There are so many wonderful things happening here at KPS. We are very lucky to have such a vibrant and supportive school community.
Child's learning entirely dependent on individual teachers every year. Some teachers not interested. This 3 way conference teacher knew so little re my child. She had nothing to say. No adequate handover year to year. My child totally lost in classes etc as he is very quiet – every 3 way conference told this but only one teacher ever really worked with him in Yr 5 – (Removed for privacy reasons) - Excellent	You raise a great point. How do schools reduce the variability from classroom to classroom? As we move towards 2017 and we develop our next Annual Implementation Plan this will be a serious consideration. In all school improvement efforts, we will be asking 'How do we ensure consistent quality teaching and learning in every classroom every day? I'm really saddened to hear that you feel some of our teachers are 'not interested'. I respectfully disagree. In the time I have been here at KPS, I have witnessed hard working, dedicated and passionate educators. As a school we recognise that we have areas for improvement and we are on the way. I encourage you, and anyone else who has concerns about their child's teacher, to come and see me. We all have a shared goal so working together is critically important. More than happy to chat.
I think a lot needs to be done in terms of discipline and a general lack of respect for teachers	Thanks for your feedback. This is a really interesting observation, and I'd be interested to make a time to speak further. My observations so far are that the children that attend KPS are generally incredibly respectful of staff. There is always room for improvement and I assure you I intend on setting and upholding high behavioural standards for our children. Since arriving at KPS I have spent very little of my time managing behavioural issues. In fact, much of my time is spent with children who have been sent to the office for doing great work, or demonstrating one of our school values.
Student welfare needs to be a high priority. Very disappointed that Melissa is leaving. This role should be full time at KPS to foster safe environment for learning. Looking forward to a progressive attitude to student development. The repetitive nature of this questionnaire misses a good engagement opportunity.	I think you speak for many people when you say you are disappointed that Melissa has left KPS. However, we wish her well in her endeavours. I agree entirely with the fact that student wellbeing must be a high priority. The simple fact is that if you are not settled and safe, you are never going to be an effective learner. This is true also of teachers and parents. When we don't feel 100% in ourselves, we are not operating at most effective. I think the most important people in ensuring the wellbeing of our children are parents. Second only to parents, are teachers. Being a teacher in 2017 is about so much more than just reading, writing and mathematics. We will continue to work hard to ensure that we are keenly focused on providing a safe and supportive environment, continue to run the Bounce Back program, continue to develop the Class Meeting model and provide ongoing professional learning for staff around effective strategies for supporting student wellbeing.
I was surprised my child's class watched several movies on the last day of term and surprised there is so much Youtube (and movies on other occasions). Otherwise KPS is a wonderful school with a great sense of community. My child loves to attend and has excelled and has made firm friends. His teacher is lovely and communicates back home really well.	Firstly, I would be surprised too, if I saw a class watching several movies in one day. I think it is understandable that a class, on the last day of the YEAR may watch a movie. However, the last day of term is a regular day of learning as far as I am concerned. Normal teaching and learning programs will run, with some slight modifications to allow for the early finish. I would also be concerned if I was to see children on YouTube if there was not a solid educational purpose. Thanks for the feedback, and I'm glad that your child enjoys coming to school.
Wonderful Bounce Back program (emotional	Thanks for the kind words. I agree that KPS does a great job of

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<p>intelligence). Wonderful at bringing communities together and embracing multiculturalism at the school – eg school canteen run by African Women’s Association.</p>	<p>embracing our diverse community. What a great example we are able to set for our children in terms of living harmoniously, respecting diversity and celebrating our differences.</p>
<p>Bounce Back program – fantastic. Maths needs more focus Literacy and Arts very good. Hard to respond to this in the boxes as our experiences have been quite different year on year.</p>	<p>The Bounce Back Program is a wonderful feature of KPS’s curriculum. It sets our children up to succeed both socially and academically. When you have a moment, I’d love to chat more about your thoughts about mathematics and what you think needs more focus. You may be pleased to know that in the coming weeks we will be putting some home learning support pages on our website so support families to do some mathematics home learning.</p>
<p>Communication could be improved by increased use of email. We have seen a wide range of communication by teachers, from none, to weekly updates (we have 3 children at the school). At times I will go to see a teacher only to be told that there were things they wanted to tell me about my child’s behaviour – why didn’t they contact me at the time?</p>	<p>You make a very good point. This is a challenge that many schools face. Ensuring a level of consistency in terms of communication with families. As an absolute minimum, I believe that if a teacher has concerns about your child, that they should be making immediate contact. The only way to address a concern is to work in partnership to fully understand what might be going on and to devise a plan. Thanks for the feedback.</p>
<p>Regarding homework – I believe there seems to be no real structure apart from home reading. If more homework were set I think students would benefit from it and be more ready for the transition to high school.</p>	<p>Thanks. A number of parents have spoken to me about homework. There are two strong ‘schools of thought’ in terms of homework at the primary level. One group says, they are kids, let them come home and play and be kids. The other says, homework teaches organisational skills and prepares kids for secondary school. I like a balanced approach. Enough homework to instil positive habits and to reinforce basic knowledge and skills, but not so much that it detracts from essential family and play time. I am in the process of writing a Home Learning Policy for KPS. This will need to be approved by school council, but I am hoping that by early 2017 we will have something to share with you.</p>
<p>Should eliminate composite classes; should introduce streaming for maths and reading. Should introduce homework especially for Grade 3 and above.</p>	<p>Thanks for your comments. See above regarding homework. In 2017, we will have a number of straight grades and some composite grades. Again, there are 2 schools of thought on straight v’s composite grades. As a teacher, I personally prefer straight grades as it potentially reduces the gap between your highest achieving and lowest achieving students. However, as a Principal, I have to think about the need to be able to balance the numbers in grades and the number of classes. Straight grades give far less flexibility in terms of class size. The reality in a school building like ours is we will more than likely have a mixture of straight and composite grades for the foreseeable future.</p>
<p>The school has a strong community culture, which is different from a few other schools I know. This is a competitive advantage of the school. My children and family enjoy winter fete and family picnics at school ground. It was a good opportunity to meet other parents and families. Additionally, having in-house staff at before and after care programs make it easy for parents to discuss any issues (social behaviours) with teachers or care program staff. My children love their school!</p>	<p>Thanks for your comments. I’m really glad your children love KPS! You could not have put it better. Our positive and supportive school community is absolutely a selling point of our school. This is something that I will work hard to continue!</p>
<p>Would like stronger sustainability and indigenous</p>	<p>Thanks for your feedback. I’d love to know what year your</p>

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<p>focus. Raise more environmental awareness. Provide action on how students can help the environment. Provide more connections to the local environment. Draw on the expertise of Indigenous knowledge. More creative thinking and hands on experiences. More collaboration; students teachers, experts, community. Kitchen garden program vital; Kay amazing, (section removed for privacy reasons). Office staff wonderful. Keep diversity of families in school. Bounce Back! More care for loners at lunchtime.</p>	<p>child/ren are in. I know that a number of year levels have sustainability and indigenous focuses for their inquiry learning units of work. I agree that both Kay and the kitchen garden program are outstanding. I'm looking forward to seeing how this program can be strengthened and expanded. I think it's such a shame to have any time in the school week when the kitchen is not in use! I'd be interested to hear your thoughts. How amazing would it be if we could connect with members of our school community (mums / dads / grandmothers / grandfathers etc) and get a kitchen roster up and running for every hour of the week? Each class could be rostered in for an hour and the classroom teachers could link the kitchen experience to their classroom curriculum. Pizzas and fractions. Cakes and measurement. So many wonderful possibilities at KPS.</p>
<p>The visual and performing arts teachers have made a big difference to this school by collaborating with other teachers and the school community to present concerts, art fair etc. Guiding personal development through the Bounce Back program and teaching children to have a reflective approach to their learning has enormous benefits for children at the school.</p>	<p>Beautifully said. Our specialist teachers really are tremendous. One observation that I can share is how interesting it has been speaking with members of our school community that may have never been to another school. Sometimes it's hard to know how amazing something is until you have something to compare it to. We are very lucky to have the level of quality we do across both our specialist curriculum areas and out classroom teachers. Not to mention our educational support staff and our admin staff!</p>
<p>KPS is a fantastic school with dedicated and outstanding staff. A few concerns are 1) Extension programs need to be provided for highly able students, 2) more support given to struggling students. 3) the reading and spelling program in Prep – 2 needs to be reviewed as it is inconsistent, confusing and not supported by current research. Some phonics is taught in prep but not followed through.</p>	<p>I agree that we have wonderful staff. Everyone is committed to continuous improvement and that's a fantastic position to be in. Providing a quality curriculum, with consistently high quality teaching is clearly a priority for every school. This is exactly what our Teacher Led Action Research Teams will be working on in 2017. Clearly articulation what we collectively believe about quality teaching and effective learning, and the model we will use to achieve it. Spelling is a great example to choose. You are spot on that a consistent approach is needed. This is not to say that every teacher is not working hard on teaching spelling, however, a whole school coordinated approach is needed not only for the teaching of spelling, but also for the monitoring and tracking of students spelling skills.</p>
<p>Thank you guys!! For looking after and teaching my kids so beautifully.</p>	<p>It is out pleasure! That's why we do what we do. What an enormous responsibility and a huge privilege!</p>
<p>My child in Grade 4 would benefit from doing some homework, so far homework is not expected. My children would benefit from more work on spelling, handwriting and time tables being taught more intensively at school.</p>	<p>See homework comments above. Spelling is well and truly on the agenda. We will be developing a whole school approach to teaching spelling that will also include a focus on handwriting. An observation I have made is that many of our children can write neatly when prompted, but are using their 'shopping list' writing more than their 'birthday card' writing. The writing process includes the need for both. When you are brainstorming and drafting, neatness comes second to getting your ideas down. Then as you move into publishing, a focus on handwriting becomes more critical. Multiplication facts are one of those essential skills. As we review our assessment schedule and develop our home learning policy, this will be included. As a starting point, I would hope that multiplication facts are one of the things families are practising at home.</p>
<p>I have too many concerns, one relates to the inappropriate discipline provided to some African boys in Grades 5 & 6. My child has continued to be hit and kicked by boys dealing with their frustrations in the yard and in the classroom. By</p>	<p>Thanks for sharing your concerns. First things first, I strongly encourage you to come see either the classroom teacher or myself as soon as you have a concern. Once we are made aware, we can work on resolving them. I assume you are referring to specific children, rather than all African boys. Each and every</p>

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<p>now these boys should be able to use verbal strategies. Some actions have also been directed to teachers as well as students. My second concern is my child is due to go into Year 7 next year and I feel more support is required as to what to expect in secondary school.</p>	<p>one of our children is unique and I would be very uncomfortable labelling an entire group in our community based on the actions of a few. That said, physical violence is unacceptable and will be managed case by case. It's never as straight forward as it seems. I am passionate about supporting children to understand what happened, why it happened, what they need to do differently next time and what they need to do to restore the damage they have done.</p>
<p>Communication between teachers and parents in prep was outstanding. I was surprised to find it wasn't as easy moving beyond prep.</p>	<p>This is a common story in many schools. The first year of school is such a critically important time and teachers are hyper aware of the fact that this is the first step into education for both the children and many parents. Foundation teachers are great communicators, agreed. I would hope, and will be encouraging that communication with families is no less important as the children move up through the school. I encourage you to let me know if you feel like communication with your child's teacher is proving to be a challenge. This is something I would like to address. I encourage parents to make a time to see teachers, use email or phone.</p>
<p>Difficult to comment on homework as it seems none is ever set. Some teachers too focused on extra-curriculum activities and not in class enough. Teachers can't teach or manage kids that aren't standard and don't seem to try and end up being negative to them.</p>	<p>Homework covered above. I'd be interested to hear more about who you think is too focused on extra-curricular activities. My observations this far is that we are very lucky to have teachers who are willing to offer their time during recess and lunch breaks and before and after school to run the huge number of extra-curricular activities available for our children. However, clearly our number one priority is quality teaching learning in every class, every day. We have many children who have a range of needs. I believe our staff work incredibly hard to ensure all students are learning and being supported. I encourage you to come see me if you are talking about your child. If not, then you need to trust that there is lots going on in the background that you may not be aware of. Student Support Group meetings happen each term, teachers compose individual learning and management plans, curriculum is differentiated for individuals and more.</p>
<p>Kensington Primary have very dedicated and enthusiastic teachers. Each year I'm impressed with the learning and enthusiasm for learning that my children have. We are lucky to have such a supportive, family and community focused school.</p>	<p>Thanks. We really are very luck with the calibre of teachers we have! I have worked in 5 schools full time, and supported over 100 schools in a coaching capacity and I can say with confidence, we really do have fantastic people working here. Committed, passionate, open to change, reflective, enthusiastic and the list goes on!</p>
<p>While the standard of education my child had received seems adequate I do believe they have not been prepared for the challenges of secondary school.</p>	<p>Thanks for your feedback. I wonder if you would be willing to share more details about what areas you feel more preparation needs to be done in so we can consider this in the future. After spending time in the Year 5/6 classrooms, I see that we have independent and confident young people who are encouraged to speak their mind and to be critical in their thought. The area that comes to mind is homework and preparing children for this added demand of secondary school. The skills required here are time management and commitment. Both skills that can be fostered both at school and at home.</p>
<p>I appreciate the open door culture of the school. As a parent I always feel welcome at the school and that my participation is valued. One of the reasons I selected the school was because of its</p>	<p>Thanks for the lovely feedback. We really do value our community and the support they provide. I am keen to introduce a community space in the school – a hub of activity if you like. I imagine teachers and students being able to make use</p>

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<p>Bounce Back program and support it receives, ensuring its principles are affirmed at student, staff and parent levels. Thank you.</p>	<p>of 'the hub' as a resource to support the work they do. A teacher could drop off some laminating they need done or a group of students could place a request for the support of an expert. The Hub would spring into action, drawing on their connections in the community to locate an expert. The laminating would be done and returned to the teacher. I see this as a 'drop in' space where parents / grandparents can offer their support when they have the time to do so. This idea is still 'green', but it's bubbling away.</p>
<p>We hope that from Grade 3 and above, the school would arrange separate classes for year levels, rather than combining grade 3/4, 5/6 etc. We want our child to be ready for the more challenging academics of secondary school and believe that a merged class cannot adequately cater for children's learning and development.</p>	<p>See comment above. In 2017, we will have straight grades from Year 3 – 6. Having said that, I want to be very clear that the numbers and spaces work for 2017. That does not mean they will continue to work moving forward. We need the flexibility to utilise both strictures as needed, with our preference being straight grades.</p>
<p>Made some neutral responses where honest answer(eg; how does school manage behaviour) was "Don't know". I have been delighted with the school to date but hear rumblings of discontent form parents in upper grades about maths. Why does school still have composite classes when it's thriving? Makes for very wide age range in class. My son has had two amazing teachers to date. Thanks.</p>	<p>Thanks for your feedback. See comment above re grade structure. You were not the only parent who used some neutral responses. In fact, we have lots of parents use the middle score for lots of items on the survey. Across the board more parents were positive than negative, but the large number of neutral responses actually makes it look like our data has taken a dip. What this tells me is that communication is critical. Our community and families need more information about what is happening inside the walls of KPS. I have begun including some of this information in the school newsletter and will continue to share the work we are doing. I am hopeful that with more information, more parents will be confident to respond positively on next year's survey.</p>
<p>Maths continues to be an area of the curriculum that I think KPS needs to do more work – there seems to be a big emphasis on literacy and not the same level of focus on numeracy. My child experienced bullying this year and I do not feel that this was handled quickly enough nor did I feel I was included enough in problem solving the issues. Despite some negatives, I am still extremely happy with KPS. Fabulous community, really engaged staff, lots on offer!</p>	<p>Thanks for your comments. I'm very sorry to hear about your child experiencing bullying. Please be sure to come and see me if you feel that behavioural incidents are not being followed up. I want to be able to say with 100% confidence that every incident that is brought to our attention is followed up and dealt with appropriately. We all have a right to feel safe and secure. I'm really glad, that despite what you described, you are still happy with KPS. Like any school, we have areas to work on, and we will always have areas to work on.</p>

BRAIN BENDER

What number should replace the question mark?



Nigel Holloway.
Principal.

Swimming News



Aquatic Education Program

Monday, November 28th - Friday, December 9th

Early next week the children will bring home two notes that contain information about our **Intensive 10 day Aquatic Education Program** which will run from **Monday November 28th to Friday December 9th**. Swimming and Water Safety are important components of the Physical Education Program at Kensington Primary School. It is expected that all students will participate in the Aquatic Education Program.

Cost of the Aquatic Education Program

- The cost of the 10 day Aquatic Education program this year is **\$70** which includes \$25 from your child's Essential Activities Levy fee and funding from City of Melbourne.
- If your child's Essential Activities Levy fee is still outstanding, the cost of the Aquatic Program is **\$95**.
- **An invoice will be sent home with the eldest child in each family itemising the cost of the swimming program for each child in your family.** For families who still have money in their CSEF account (Camps Sport Excursion Fund), this has also been allocated to further reduce the cost of the program for your family.

In preparation for our 10 day intensive Aquatic Education program parents are required to complete and return the two following forms:

- **Kensington Community Recreation Centre Consent Form** **white form** due **Thursday November 10th**
- **KPS Aquatic Education Permission & Medical Form** **blue form** together with payment **by Thursday November 16th**.

If you have any queries about the Aquatic Education program please speak to your child's class teacher or Julie Stephens.

Julie Stephens

Aquatic Education Program Coordinator

Sports News

A big congratulations goes out to four students who made it through to the Regional Athletics. It was an absolutely freezing, windy day out at Keilor Park requiring lots of snuggling under blankets between races. Well done to Noah, Dylan P, Juliet and Hazel for making it through to this level of the competition and while no one made it through finals, it was a fantastic achievement for all.

Technology News

GOOGLE APPS FOR EDUCATION (GAPE) UPDATE

Students in our Google Apps for Education (GAPE) trial grades (1-2F, 3-4M and 5-6R) have been continuing their digital citizenship learning journey. Classes have learnt about the importance of always remembering that there is a person on the other side of the screen when they are communicating in an online environment. Students have participated thoughtfully, articulately and with empathy in our discussions about respectful and appropriate online communication and have embraced "The Granny Rule": if you wouldn't say it to your granny, don't post it online! Discerning between what is personal information (information that is OK to share online, such as your favourite food) and what is private information (information that is not OK to share online, such as your full name) has also been a focus. Grade 3-6 students are currently in the process of logging into their Google Apps for Education accounts for the first time, generating "Complex 7" passwords (passwords that have seven characters that include a combination of uppercase letters, lowercase letters, numerals and special characters such as @,*,!) so that they can login securely. Students are highly-motivated to begin sharing their learning within our collaborative online spaces.

An example of one way we will be making use of GAPE once all students are able to sign into their accounts is collaborative writing. This will involve multiple students composing a single written text in a shared document. This will show students both the importance of online etiquette (not deleting other people's work) and the power of real time digital collaboration (many minds contributing to one piece of work in real time).

Please don't hesitate to contact one of the trial class teachers if you have any questions about the way we are making use of GAPE in our classrooms.

Fundraising News

Muffin and Fruit Morning Tea

Monday 7th November 2016

The FunRai\$ing Committee are organising a morning tea fundraiser on Monday 7th November. For just \$4.00 children can order a muffin and a piece of fruit.

Orders need to be returned with payment to class teachers by

Wednesday 2nd November

Don't miss out!



OSHClub News

Dear Parents,

What's on this week at OshClub: Making play dough, origami, playing cluedo, block soccer, cricket, cops & robbers, body bingo, stencil art, wool beards, yoga, cooking wontons, pancakes and making orange juice.

The children have enjoyed:

Building the Titanic out of lego - Ewan
Basketball shootouts - Adrian
Making paper handbags - Taos
Making up our own games - Cormac & Raferty

Get involved at OshClub

It's great to see so many parents taking an active interest in the before & after school care program and asking lots of questions. Parents you are welcome any time should you wish to participate in the program or to see what happens at OshClub.

- Join us for breakfast
- Cook a favourite family dish with the children
- Teach the children a new sport
- Share a hobby
- Or just hang out.

The skills and knowledge you have to share with the children is valuable to their community awareness.
Grandparents & extended family member's welcome too!

Prep Parents

Over the remainder of the term we will be working with the Prep students to get them in the habit of remembering to attend OshClub in the afternoons without a reminder each day from their teachers. We are encouraging the children to take responsibility, to ask their parents each day if they are attending OshClub or being collect after school. Parents you can support this transition by having conversations with your child about how they know what days they attend OshClub and how they can remember this.

As children are booked in to OshClub please know we will always follow up should your child not arrive to OshClub after the bell. Prep teachers will also be supporting with this change as well.

Just a reminder:

Hats & Sunscreen: Just as in school time, hats and sunscreen must be worn should children wish to play outside. No hat No play. Should your child use a special sunscreen due to allergies or skin irritation please supply an alternate sunscreen which can be used at the program.

Making or Cancelling a booking within 24hrs: If you need to make or cancel a booking for your child within 24 hours of the booking time, send a text to the OshClub mobile **0478 155 322**. We then know to expect your child and can staff accordingly.

See you at OshClub!!

From Kylie, Pauline, Maranda, Beth, Kathy, Jo, Doyle, Ruby, Georgia, Nick, Ryan, Jack, Christine & Jack.

Brain Bender Answer

BRAIN BENDER ANSWER

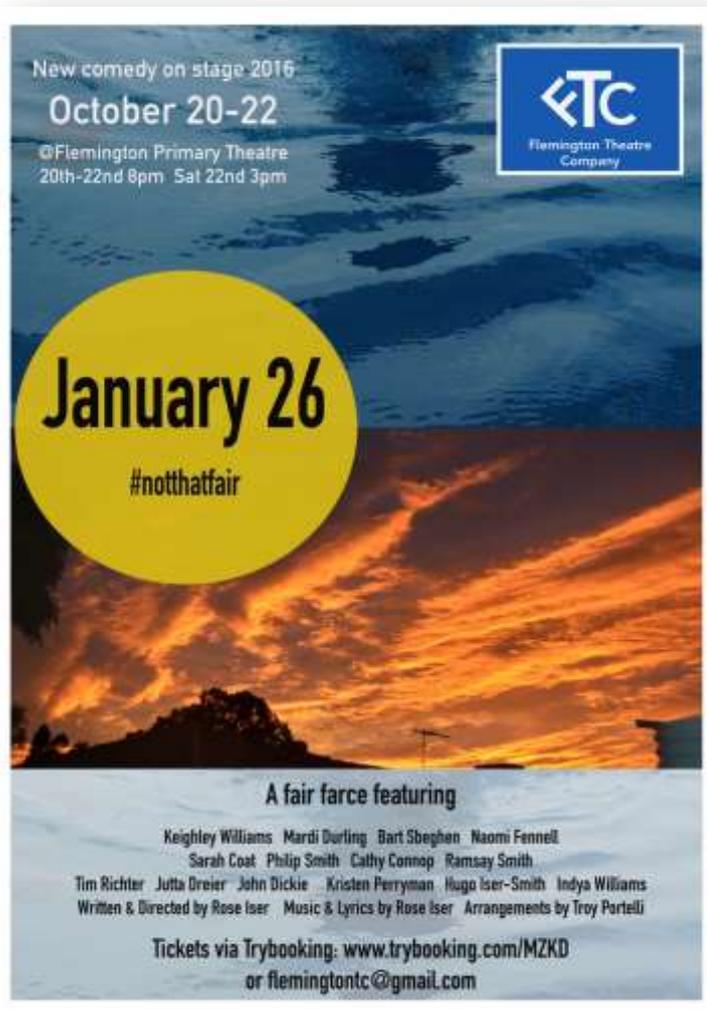
All the rows and columns must add up to 15. Thus, $5 + ? + 1 + 1 = 15$ $? = 8$.

Community News

The Department of Education & Kensington Primary School do not endorse the products or services of any private advertiser. No responsibility is accepted by the Department of Education or Kensington.

Flemington Theatre Company - is proud to present the world premiere of "January 26" featuring Kensington Primary School parents (Naomi Fennel & Tim Richter) in the cast.

The show opens this Thursday night at Flemington Primary School. 4 shows only! Please come along and show your support.



Thank you from Gen!

Genevieve B took part in this year's Run 4 Refugees as part of the Melbourne Marathon to raise much needed funds for the Asylum Seeker Resource Centre. She ran 10km which is 1km for every year of her life. With your help she has raised over \$800 so far. Thank you for your support –you are still able to donate here:

<https://run4refugees2016.gofundraise.com.au/page/NaomiFennel>



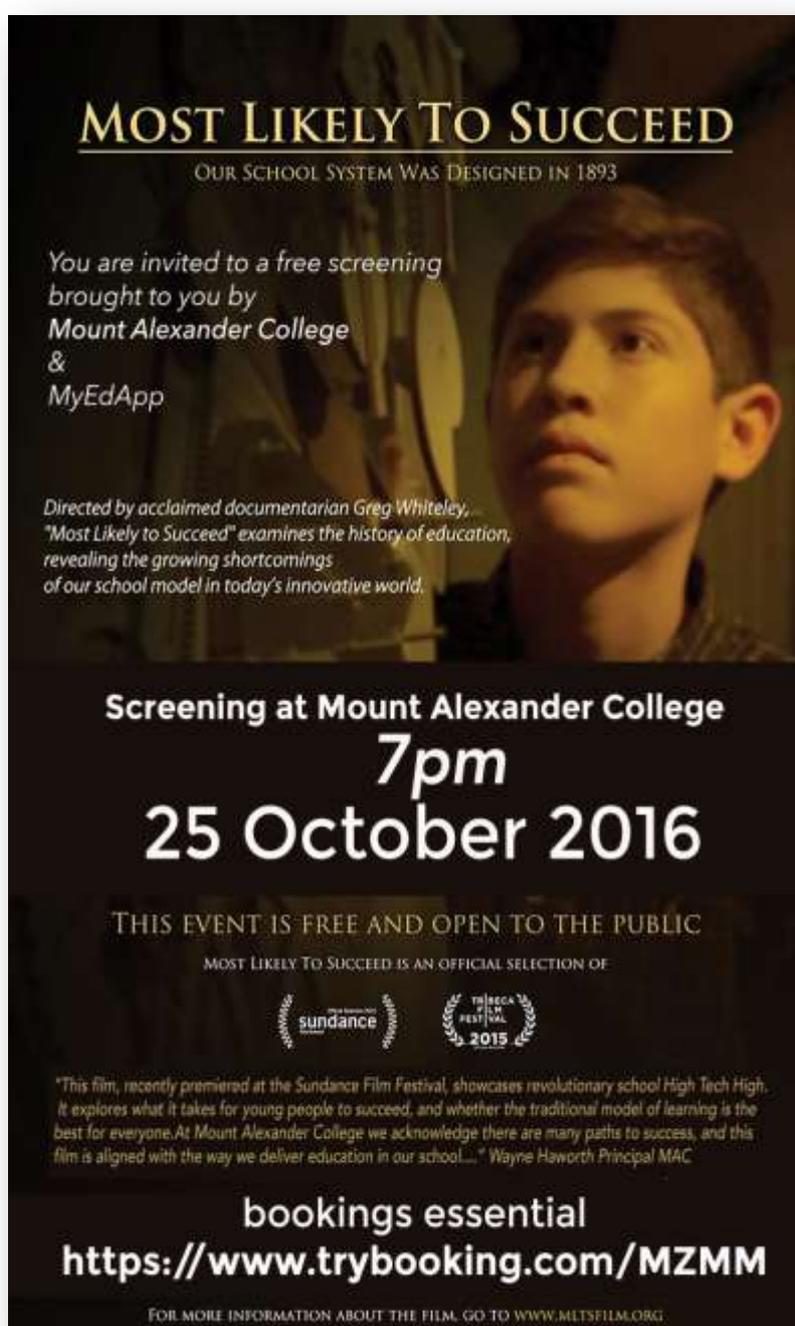
Mount Alexander College invites your school community to a free screening of the award winning documentary Most Likely to Succeed at 7pm on 25 October.

It's a fabulous opportunity for your school community to see how we can reimagine what students and teachers are capable of doing.

Bring the family, bring your friends.

"The 21st century is going to be all about building, creating, and innovating. This remarkable film shows a path of how we can empower all of our children to do that." Sal Khan, Khan Academy

Bookings are essential through TryBooking <https://www.trybooking.com/MZMM>



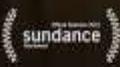
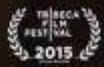
MOST LIKELY TO SUCCEED
OUR SCHOOL SYSTEM WAS DESIGNED IN 1893

You are invited to a free screening
brought to you by
Mount Alexander College
&
MyEdApp

Directed by acclaimed documentarian Greg Whiteley,
"Most Likely to Succeed" examines the history of education,
revealing the growing shortcomings
of our school model in today's innovative world.

Screening at Mount Alexander College
7pm
25 October 2016

THIS EVENT IS FREE AND OPEN TO THE PUBLIC
MOST LIKELY TO SUCCEED IS AN OFFICIAL SELECTION OF

"This film, recently premiered at the Sundance Film Festival, showcases revolutionary school High Tech High. It explores what it takes for young people to succeed, and whether the traditional model of learning is the best for everyone. At Mount Alexander College we acknowledge there are many paths to success, and this film is aligned with the way we deliver education in our school..." Wayne Haworth Principal MAC

bookings essential
<https://www.trybooking.com/MZMM>

FOR MORE INFORMATION ABOUT THE FILM, GO TO WWW.MLTSFILM.ORG



All New Enrolments Get a Free Tennis Racquet!



KIDS CLASSES

Free Trial Lesson!

Smaller courts, lighter rackets and low-compression balls that don't bounce too high make learning tennis fun and easy for primary school-aged children. This means that kids are able to start playing and having fun right from their first lesson.

Cost: **\$9.00** a session



CARDIO TENNIS

Free Trial Lesson!

- High energy workout and burn 300 to 1000 calories
- Drill-based and play-based activities
- Lose weight, get fit and have fun
- Participants wear heart monitors, exercise to music and use low compression balls and a variety of equipment such as agility ladders

Cost: **\$12.50** a session.

LOCATIONS: Kensington Banks TC Southfield Rd • North Park TC Flemington Rd
Cheltenham Park TC 15 Elmwood Rd • St Matthews TC 56 William Rd

1300 22 33 86 ACEFUNTENNISCHOOL.COM