

DIARY
NOTES:

Quiz Night
29/6/18—
Book a table
of 10 now

Working BEE
23/6/18—9.00-
11.30. All
Welcome

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Government
of South Australia

Department for Education



Principal's Report

Dear Parents & Caregivers

Hoping all families had an excellent long weekend and are ready for the shorter week.

Last Thursday we had a terrific Reconciliation Assembly that was attended by many adults. It was a sharing of aspects of Aboriginal culture and highlighted by the 'Welcome to Country' ceremony provided by Kaurua Member Michael O'Brien.

On Friday staff spent their training day looking at the technologies of 3D printing, followed by how we can embed "Aboriginal perspectives into our curriculum throughout the year"

This week marks a very signifi-

cant time for Kilkenny Primary School. Colleen Bell who has worked here for 18 years retires this week and as part of the celebrations Tuesday night, shared an afternoon twa with Bill Springham who has also retired from "the Department". Staff shared the event with Anne Phillis and Kris Psychogiopoulos who returned for the occasion.

All of Kilkenny community wish Colleen and Bill all the best for their adventures ahead

Have a great week!

Peter Dunstan
Principal



Curriculum News—Corey Taylor

SLC UPDATE: In the last newsletter I spoke of the role of SLC and what this group of student leaders within our school are hoping to achieve this year. Over the last 2 weeks the students have begun working towards the development of one of the key goals for this group of students this year, this being the establishment of authentic student voice in learning within classrooms at KPS.

To begin this process, students met in a fortnightly SLC meeting and investigated and work shopped an activity using the Audit Cards, and then took back ideas to their classes. These cards are used to find out where students believe important ideas related to authentic student voice are being supported within their classrooms across the site

ABOVE Students in green 1/2

working with the Audit Cards

Ideas related to students being, *evaluators of learning, learning designers, decision makers, teachers, researchers and advocates for 21C learning* are all explored through a task where students are asked to group audit cards related to the above topics, under specific headings. These headings are:

- This is **Developing** in our school
- This is **Not yet evident** in our school
- This is **Worth exploring** at our school
- This is **Happening** at our school

This work will continue over the next 2 weeks, with students running these lessons within classes. Information will then be

collated and discussed at the end of term to try and gauge an overall picture of how students at KPS feel about how we as teachers and leaders empower them to have and use their voice across various aspects of learning and governance within our school. We will keep you posted on the next stages. As part of this process students discussed ideas to take back to the Uniform Committee

Corey Taylor



PRESCHOOL — Mrs Cutri / Mr James & Mrs Rajena

Recently the preschoolers travelled by train to Lartelare Park next to the Port River. The area is a significant site for the Kaurna people and was the birthplace in 1851 for Lartelare Rebecca Spender. The area is known as Yerti Bulti and the spiritual totem for the area is Kudlyo [Black Swan]. We had a wonderful day exploring the significant sites, playing games, listening to Aboriginal music, eating, drawing pictures, walking around the marina, collecting

natural materials to take back to preschool and seeing dolphins. We were proud that the preschool children responded to diversity with respect, as well as caring for the environment.

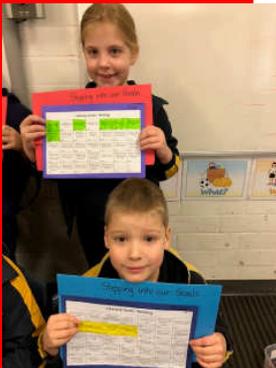


RED 1—Year 2—Cat Acha/Steph Johnson

We have been working on using the data from assessments to create our goals in areas of the curriculum. We have set goals for Reading, Writing, Comprehension, Speaking and Listening, Number, Place Value, Time, Social Skills. Each time a student achieves a goal they take a step forward which is recorded in a graph, heading towards achieving their personal best by the end of the year. We shared data as a class and discussed

what we should call this process, Red 1 chose 'Stepping into Our Goals'.

We are already making great steps towards achieving our personal best. Well done Red 1!



RED 2 — Year 1/2 —Lana Krueger

We are undertaking a research Project on Transport and have been using the IPADS and non-fiction texts to investigate how we get from one place to another. We began by looking at the types of transport and the terrain that they travel over. We sorted many different types of terrain into three main types: Land, Sea and Air. We chose the type of terrain we liked and investigated transport that best suited. We have designed our own transport, labelling our design and have written a list of items we may require to make a model. We are very excited to start our models!

Last week we discussed Reconciliation Week and how important it is to have discussions about the past. We learned about Eddie Mabo and how he fought on behalf of his people for Native Title. We talked about Mr Rudd saying sorry to the Aboriginal people for policies which approved the removal of children from their families. Finally we discussed how one artist Rhoda Lulara shared her connection with the land in her book "When We Go Walkabout" and we listened to her read the text in her native tongue. We copied Roda's techniques and made our own walkabout paintings. We hope you like them too!

RED 3 — Year 1/2 — Sharonlee Kritzki

Week 5 was our Reconciliation Week. During this week students learnt about Reconciliation, the meaning of saying sorry and developed an understanding of the Aboriginal Flag. Students took their learning from their RBL lesson back into the classroom. Here they further explored through discussion the impact of the stolen generation on the people in Australia today. They said that growing up in a family without their biological parents would feel strange, make you feel like something was missing and make you wonder about the family group that you really belonged to.

Students in Red 3 investigated the history of AFL and in particular, the AFL indigenous round. Students learnt that the guernseys that were worn during

these rounds told a particular story. They looked at different aboriginal symbols used in art and the messages these symbols communicated. Students experimented with making these symbols and designed their own guernsey, telling their own story. For example, students included the symbol of dancing people, communicating that the winning team would celebrate their victory. They included meeting place symbols to show the coming together of many people. They included the symbols of aboriginal elders to show respect for the indigenous people from the past and present. Students thought carefully about the colours and designs they would use and thoroughly enjoyed this task. Evidence of powerful learning is shown when students choose to pursue learning at home as a free choice, involving family

and teaching others what they learned. Noah from Red 3 continued designing and investigating symbols on AFL guernseys. He used a singlet and his Mum's special material textas to create his own indigenous guernsey at home. Other students realised they had objects such as boomerangs and didgeridoo that showed aboriginal symbols. They eagerly brought these to school to share and explore the stories the symbols told with their classmates.



RED 4 — Reception — Jaimee Charter

Red 4 has been learning what Reconciliation week is and why we have it. We have been listening to Dream Time stories, making Damper and sharing with our friends. We made Damper that we cooked in the school's pizza oven. We shared our Damper with Miss Irene's class that come and plays with us every Friday. We also heard the story of How the Birds got their col-

ours and made some beautiful birds of our own using old crayons and an iron.



RED 5 — Reception — Renee Asclipenos

During Reconciliation Week Red 5 students read a Dreaming Story called How the Birds got their Colours. Students made their own colourful bird puppets which they presented at Assembly. Our class learned that stories from the Dreamtime can help to teach people how to treat each other. We discussed how it was wrong of the selfish Crow to not help the injured Dove and agreed that we shouldn't treat animals (or people) this way. We enjoyed reading this story and learning more about Aboriginal culture. Students are looking forward to reading more Dreamtime stories soon!



RED 6 — Rec/1 — Alison Duggan

In science, we are looking at living things. Their basic needs and features. Identifying common features of plants, the life cycle of plants and the needs of plants. We have been reading poems about plants and how they grow.

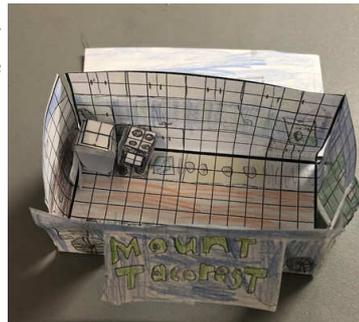


GREEN 1 & 2 — Year 6/7 — Teigan & Rhiannon

Over the last few weeks Green 1 and 2 have been working hard in math's as well as immersing ourselves in Reconciliation Week and not keeping history a mystery.

In Math's we have been learning about perimeter, area and volume and designing a taco truck. The task will have cross curricula links with advertisements in English, cooking and also business and economics.

For Reconciliation week Green 1 and 2 watched 'My Place' to discuss similarities and differences between indigenous culture and how its changed over time. In math's we looked at the history of dot painting and what they used to use



before a canvas', acrylic paint and how dot painting tells a story.

On the Friday the upper primary classes booked into sessions learning about the history of sport, making rain sticks, cooking kangaroo and damper and making Australian animals using sticks and wool. We look forward to continuing our learning about Aboriginal history throughout the year



GREEN 3 — Year 5/6 — Paige Vogelsang

In Green 3 we have been participating in Maths rotations. We have been completing rotations in division, multiplication, subtraction and addition. It has bought up a lot of great maths discussions and prior knowledge. We all now feel confident!

To commemorate Reconciliation Week 2018, we completed a buddy class activity on the Dreaming story, 'How the birds got their colours'. We also researched and investigated the AFL Indigenous round Guernsey's and created our own with our own important meaning.

GREEN 4 — Year 6/7 — Jon Stewart

Students in Green 4 over the next month will accept the challenge of learning about simple machines and incorporating their knowledge into constructing a Rube Goldberg machine.

A Rube Goldberg machine is a machine intentionally designed to perform a simple task in an indirect and overcomplicated fashion. There will be 4 phases of learning in the challenge.

Phase 1-Play. Students on Friday are invited to bring in items they wish to test and evaluate.

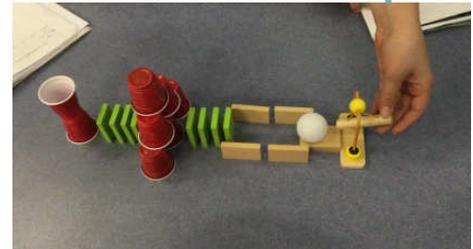
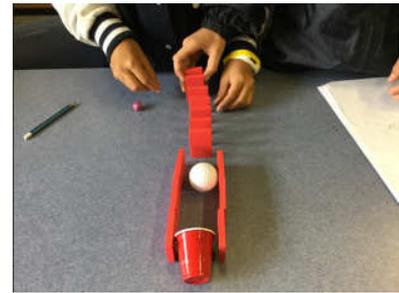
Phase 2-Simple Machines. In teams, the children will follow procedures to construct a sim-

ple machine and test its performance.

Phase 3-Design. Individuals will draw and label a Rube Goldberg machine design involving 15 steps.

Phase 4-Construct. Over 3-4 days, teams of 4 will aim to collaborate and construct a machine that completes a simple task. The task is undetermined at this stage, but in recent years it was to pop a balloon.

The estimated completion of the challenge is Week 8.



BLUE 2 — Year 3/4 — Aleisha Brine

Blue 2 are 'Not Keeping History a Mystery'! Our students have been involved in a variety of activities related to this year's Reconciliation Week theme. It fits perfectly with our Australian History topic for Semester 1. Students have been using our brand new set of laptops to inquire and research about Aboriginal and Torres Strait Islander histories and cultures. Students have developed many new understandings, particularly around the significance that family, stories, music, art, and cooking play in the life of Aboriginal and Torres Strait Islander people. Reading stories, creating sketches with special Aboriginal signs and symbols, making bush necklaces, designing Indigenous round football guernseys and participating in cultural inspired dance, are just some of the activities that students have been involved in. Students agreed that there is much to be learnt

from studying one of the longest surviving cultures in the world.



BLUE 3 — Year 4/5 — Jenne Ellis-Kells

In Blue 3 we completed a range of activities in our room during Reconciliation week. One activity that we did was listen to a Ngandijeri dreaming story called the Thukeri.

After hearing the story, we discussed the traditional aspects of storytelling of long ago and the rules for living that the elders would have wanted the younger people to learn.

The we wrote the Thukeri story in our own words dur-

ing a literacy lesson.

We also drew fat juicy Thukeri fish in art on black card. When we had finished colouring them in with oil pastels we glued on matchsticks to represent the bones.

We decided to copy our versions of the Thukeri onto paper so that we could display our stories with our artwork and

share rules of living from the story with others.

We enjoyed reading and learning the Ngarrindjeri dreaming story the Thukeri. The story taught us that we should always remember the important rules of living— always show Mutual Respect; always be honest and always remember to share.

By Latisha

BLUE 4 — Year 3 — Judith Felton

During Reconciliation Week we read the book *Stories for Simon*. Simon is a young boy who learns about the Stolen Generations and 'Sorry Day'. It is a story of friendship, understanding different cultures, reconciliation and hope for the future. We then painted rocks. A student in class suggested that maybe we could make a SORRY Garden in our school using the stones to create the word sorry so we could always remember the children who are known as the Stolen Generations..



BLUE 5 — Year 4/5 — Michael Kennett

Blue 5 have been exploring the meditative effects of rock balancing. Whilst experimenting in the serenity of the scrub, not only was it calming, we also identified character building qualities such as patience and resilience. Further to this, we learnt about gravity and weight distribution. We enjoyed it so much that we went back for more at lunch! Did you know that people, such as Michael Garb, get paid to fly around the world to do this! We have also been spending time with our buddy classes, Barn 3 & 4, creating reconciliation posters. Our posters represent the coming together of cultures to celebrate diversity. We painted symbols and artwork using traditional colours found in indigenous artwork and cul-

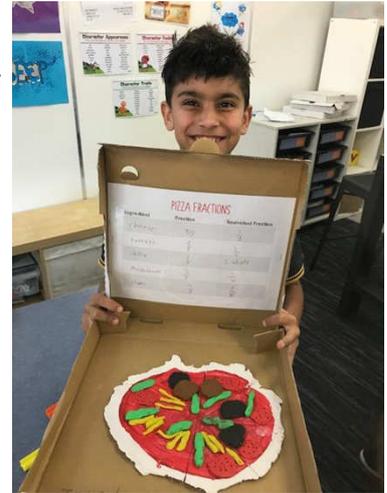
ture. For the remainder of Term 2, students in Blue 5 will be campaigning to become class Prime Minister. What changes would you like to see in our school?



BLUE 6 — Year 3 — Meg McLeod

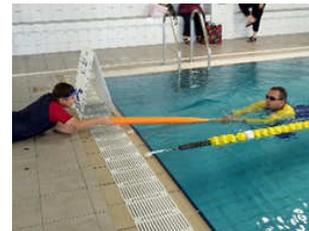
It's all about **FRACTIONS** in Blue 6! We are very proud of our Fraction Pizzas and all of the learning that has gone into this assignment. Students had to design a pizza that was cut into 8 equal pieces. They then had to put 5 different ingredients on their pizza demonstrating a different fraction for each one ($\frac{8}{8}$ cheese, $\frac{2}{8}$ tomato, etc.). After designing our pizzas, we then had to find equivalent fractions for each one (we used fraction tiles to help us). When we had all our fractions correct, we made the pizzas using coloured paper. Next, we used clay and plasticine to create a life-size version of our pizza (a huge thank you to Gareth for our pizza boxes). When

our pizzas were finished, we recorded a final copy of our fractions and their equivalents. We also drew number lines and used calculators to convert our fractions to decimals (it makes it really easy to compare fractions and find equivalent ones). Check out how amazing they all look...!



BARN 1 — PR Special Class — Laura Bennets

This year Barn 1 students have been visiting the Parks Recreation centre for their weekly swimming lesson. Students have adjusted to the new setting and their new instructors commendably. Skills explored during these lessons include floating, retrieving sunken objects, swimming with a life jacket and increasing proficiency in the various swimming strokes. All of the kids have also demonstrated how to respond if they are in danger in the water and how to rescue others safely. It has been great to see all the students improve across terms 1 and 2



BARN 2 — JP Special Class — Irene Ioannou

Barn 2 have enjoyed and developed many of their swimming abilities during their weekly swimming lessons at the Parks Recreation Centre. We have been fortunate to receive 1:1 training and developed positive relationship with our instructors. Last week we learnt about water safety and got to wear a Personal Floating Devices (PFD) for the first time. We are very thankful for the great instructors we have and look forward to our session each week.



BARN 3 — IELC 2-3 — Sarah Stevens

We have explored significant events in Australia's history such as National Sorry Day and Reconciliation week. To help not keep history a mystery we have been reflecting upon Australia's past and have been looking at Aboriginal culture. We have read Aboriginal Dreamtime stories and

embraced Aboriginal artwork in different forms such as dot paintings and even Aboriginal weaving sculptures inspired by the Tjanpi fibre art from the Central Desert of Australia.

Barn 3 along with Miss Fiona and Mr Kennett's class have also collaboratively created reconciliation artwork to

remember Australia's history.



BARN 4 — IELC R-1 — Fiona Lyons



This term we have been learning about Australian Animals and Australian Money. We have been looking at the structure of an Information Report. The information we have exploring is the Dlet, appearance, movement and habitat of each animal. We have learnt about the Kangaroo, Koala, Echidna and Shark so far.

Joey to grow in". - Dhari "Koalas have sharp claws and Kangaroos have pointy ears". - Aslam

"The 5cent coin has the Echidna on it. The strongest Kangaroo fights to be the leader". - Muhannad



"I thought that the 50cents was the biggest one but the \$2 is the bigger one". - Sofia. "The 20cent is silver and has a platypus on it. The \$2 coin is the biggest". - Jaspreet "The \$2 coin has the Aboriginal Man on it". Aziz "Kangaroos have a pouch for the baby

Miss Lisa has been teaching us about our bodies. We are learning the correct names for each body part. Here are some photos of us learning about our bodies.

BARN 5 & 6 — IELC 3-4/5-7 Emma Kelly / Ulla Hoffman

A lot has been happening in barn 5 and 6 over the last few weeks. We continue to learn all about Australia. We have been fascinated with Australian history, particularly the Indigenous perspective. We have all made a personal timeline to complement our learning. We also continue to learn how to construct an information report about Australian animals. Part of this is the habitat of the animal that individuals have been researching. Students have been collaborating to design and construct a model of the habitat. We have also concluded our maths sprint about skip counting and noticing patterns in number up to 1 200.



KITCHEN— Kate Harbison

Kitchen students have been enjoying lots of spinach from the garden, and eggs from our chooks, put together in a frittata. Gnocchi have also been fun and sticky! and delicious to eat, with garlic butter and fresh herbs. The last of our preserved peaches have been well received, especially with our homemade ice-cream. Next week we are having the SAKG Training team from Melbourne holding two training days in our kitchen, so there will unfortunately be some disruption to classes.

Help Needed!!! Does anyone out there love sewing?? Many of the aprons we use in the kitchen are very tatty now. It would be great if someone might make us some more!! If you can help, please pop in and speak to me.

Cheers, Kate

GARDEN— Tony Bryant

Hi All,

We have been harvesting Broccoli, spinach , capsicum, eggplant, herbs and some chickweed. Did you know that many of our common weeds are edible and high in Vitamins and most Minerals! Kids have been playing “what am I” in the garden with great success. The “Autumn” leaves are at last on the way down.

Keep it Green

TONE

ACKNOWLEDGEMENTS

Music

Another one of our year 7 students doing some amazing work: Dylan Foote was accepted into the Special Interest Music Course next year at Woodville High School. We wish a big congratulations to Dylan and all the best for next year



Volleyball

The school has recently had one of its former scholars make the State Under 15 Volleyball State side to compete in Queensland later in the year,

Congratulations to Isaac Butler, who was a part of the Kilkenny volleyball squad for 3 years. His development from a Year 5 student who had never hit a volleyball culminated in Isaac being selected in the 2017 SASI squad. Isaac currently plays club volleyball for Norwood, trains with the SASI squad each week as well as now training each weekend for the State side.

Best of luck Isaac in the National titles in October.

WELLBEING NEWS— Steph Johnson

MINDFULNESS

This year as a part of developing our Growth Mindset we are focusing on Mindfulness as a whole school Wellbeing practice. Every staff meeting, Miss Steph is teaching the teachers a new Mindfulness activity to try in their classes. Some classes are using the 'Smiling Minds' website too. <https://www.smilingmind.com.au/>

What is Mindfulness?

Mindfulness is being in the here and now, being fully engaged in whatever is happening around you at that moment, not focusing on the past or the future.

Why practice Mindfulness?

When we are not focusing on the present moment, our brain clicks into 'default mode' which is either planning for the future (which can increase anxiety) or worrying about things in the past (which can result in depression). The Benefits of Mindfulness according to Monash University are; improves memory, improves focus, improves information processing, decreases anxiety and depression, regulates emotions, increases creativity and the ability to problem solve and it improves empathy and compassion.

Please see the following website for further information.

Try practising Mindfulness at home! https://www.monash.edu/_data/assets/pdf_file/0006/233898/what-is-mindfulness.pdf

PARENT SEMINAR

<https://developingminds.net.au/>

Have you heard about Kirrilie Smout? She is a Child Psychologist based in Adelaide

Her team do parent seminars at schools.

There are 3 different seminars offered; *Calm and Confident kids*, *Calm and Co - Operative kids* and *Helping children through the emotional challenges of Primary School*.

The seminars cost \$1200 and go for 90mins. If we could get 100 parents interested, this would mean \$12 for a specialist session! Please email me ASAP if you are interested, and which seminar you would like to attend, then I can get numbers and organise a date.

steph.johnson586@schools.sa.edu.au

Thanks - Miss Steph



The power of presence

Lately I have been reflecting on the power of presence. That sometimes it's more than what we **do** or what we can **say**... but in how we can just **be**. To witness the beauty of just being with someone. To sit in the joy and the pain... or the silence or the chatter. We are designed for connection and there is power in our presence, in just being with people. Can you remember a time when someone did this for you? One reason I love the card game Uno, is that it enables this. I hope over this long weekend holiday break, that you enjoyed some of the power of presence too with others.

Hayley

(Pastoral Care Worker- to care for & support the wellbeing of students, families & staff at KPS, Hayley.Walker983@schools.sa.edu.au)

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BIKES/SCOOTERS ETC

Parents/Students, please be reminded to make sure your child's bikes/scooters are locked in the bike shelter and are **not** to be ridden within school grounds or in the car park

OSHC/Vac Care News -

- OSHC/Vac Care – please ensure your Vac Care bookings are given to Vanessa before the end of Week 8 22/6/18, forms available in front office
- OSHC Cancellations Fees – REMINDER: please advise Vanessa of any changes to your bookings. If your child does not attend OSHC and Vanessa is not notified you will be charged a non-cancellation fee. You can email Vanessa.hancock162@schools.sa.edu.au, phone 83454138 or text 0438797751

M&S CHARGES

- M&S Charges are due in full by end of term.
- School card forms are now completed online. Paper forms are still available from front office

AWARDS



Preschool	<i>Harsh S, Max S, Harjot S, Scarlett V</i>
Red 1	<i>Noah L, Jade S</i>
Red 2	<i>Owen D, Lilli I</i>
Red 3	<i>Niniane O, Elijah D B</i>
Red 4	<i>Jack A, Ruby N</i>
Red 5	<i>Max C, Ally P</i>
Red 6	<i>Maximus P, Yann C</i>
Green 1	<i>Elsie G, Sophie B</i>
Green 2	<i>Declan F, Deana B</i>
Green 3	<i>Tobias C, Jasmine K S</i>
Green 4	<i>Xhoana M, Eartha C</i>
Blue 2	<i>Ella B, Levi L</i>
Blue 3	<i>Levi L, Ella B</i>
Blue 4	<i>Whole Class</i>
Blue 5	<i>Torrens M, Akmal S</i>
Blue 6	<i>Aida D, Selma S</i>
Barn 1	<i>Stelios T S, Jashaya W E</i>
Barn 2	<i>Henry P, Lukesh K</i>
Barn 4	<i>Khafifah N, Hussein A</i>
Barn 3	<i>Habib A, Yangzom D</i>
Barn 5/6	<i>Heba A, Velena S, Marin B, Nhien T</i>



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