

DIARY
NOTES:

TERM 1:

Sports Day

Thursday

04/04/2019

End of Term

Dismissal

12/04/19

2.05pm

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Government
of South Australia
Department for Education



Principal's Report

Dear parent and caregivers.

The events of the past week demonstrates the importance schools play outside of the basics of the 3 R's.

A week ago the terrible actions of Christchurch backed on to the celebrations of Harmony Day in our school. We had messages from our community making sure we were celebrating the International Harmony Day and teaching students about the importance of respect, rejoicing diversity and promoting mutual respect. At our assembly our student leaders did a great job in highlighting:

Different
Individuals
Valuing
Each other
Regardless of
Skin
Intellect
Talents or
Years

They shared their personal views and also acknowledged the fantastic school effort of raising over \$520 for the Christchurch appeal.

At our week 9 assembly I reiterated the Harmony message again.

Although we cannot control world peace (thank you Ms Robyn for providing our message 'Peace of Earth' along with her donated plant). All of us can work together in "Mutual Respect" knowing treating people fairly and with absolute esteem goes a long way in making "our patch" a better place. I thank the community for their support and care around Harmony Day—a most significant event for Kilkenny Primary School.

Have a wonderful Week 10, we have many exciting events taking place including Parent/Teacher interviews

Kind regards,
Peter Dunstan
Principal



PRESCHOOL — Mrs Cutri / Mr James

Who am I?

Developing a sense of Belonging and Identity

Children have been creating a number of self-portraits using a variety of media and mediums. This will encourage recognition and reflection of changes that occur in their personal appearance over time.

First we used wooden frames, mirrors and buttons.

Then they drew a picture of themselves using black sharpies.

We collected natural materials from our outside environment and the children used a glue gun for the first time at preschool to make a face.



RED 2 — Year R/1 — Jess Pietsch

Red 2 had an absolute blast celebrating Harmony Day. We had an orange party with orange food and orange juice! Students participated in a range of activities including; making headbands, working together to make an underwater Harmony Day Display, making Harmony Day puppets and listening to and discussing a range of stories that celebrated diversity. It was a pleasure to hear the students responses on diversity, getting along and respect.

We were also lucky enough to have kitchen on the same day where we made gnocchi, pesto sauce and salad. Everyone has made great progress in these lessons, developing their chopping skills, kitchen safety awareness and general knowledge of different foods and herbs. Thank you very much to all our wonderful volunteers!



RED 4 — Reception — Jaimee Charter

Red 4 has been inspired by amazing Aboriginal artists. We have been looking at Aboriginal People's art techniques and the meanings behind their paintings. We have loved having a go at dot paintings, creating patterns with colours and drawing Australian Animals. Our biggest adventure was our Medicine Leaf paintings. We watched and learned about Gloria Petyarre who does amazing paintings. We loved the way her strokes made beautiful patterns. We had a go at making our own Medicine Leaf paintings. These paintings took us two weeks to make. We had to be very patient. Check them out they are now hanging in the front office for everyone to enjoy.



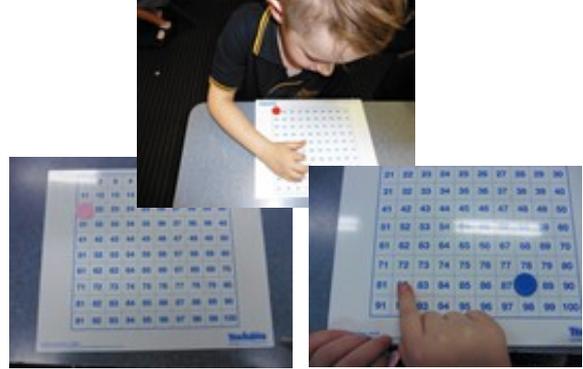
RED 5 — Reception — Renee Asclipenos

In Red 5 every day Ms. Renee and the students begin the morning with some yoga! This helps to build strength and flexibility for our minds and our bodies. We notice that we are able to concentrate on our work more efficiently and we also feel more relaxed for our busy day ahead. Some of our favourite poses are the tree pose, the dog pose and the warrior pose. We also like to choose a pose that begins with the letter sound that we are learning for the day. Please come and see us if you would like to learn some yoga – the Reception students in Red 5 are very good teachers!



RED 6 — Year 1 — Alison Duggan

In Mathematics, in the area of Number and Algebra, we have been developing our number sequencing skills to count numbers forwards and backwards from 1 to 100 from any starting point on a number chart.



GREEN 1 — Year 3/4 — Meg McLeod

Our last few weeks have been very busy... A few highlights include:

- Excursion to the Botanic Gardens and the Fringe (thank you to our volunteers, without you these outings simply would not be possible!)
- New wall being installed between Green 1 and 2
- Started our class AFL tipping competition for those interested.
- Filmed a movie for the song 'Said is Dead' (ways to replace the word 'said' in our narratives).
- Working on our narrative planning strategies.
- Exploring different addition strategies, looking at Australian money & calculating change.
- A number of different artworks, looking at different artists and styles (one such display pictured below).

Thank you to all families who have taken the time to come in for parent/teacher interviews. It is such a great opportunity for us to have really important discussions about your child's learning and social and emotional wellbeing. We are really looking forward to sharing our movie at assembly this week, and for two more weeks of learning activities.

GREEN 2 — Year 3/4 (2) — Steph Johnson

Green 2 have been working on Sheena Cameron's reading strategies. Last week we looked at the strategy of **Visualising**. Visualising is when you imagine pictures in your head based on what you or someone else is reading. It is especially useful when you are reading a novel with no pictures. We created a picture quilt by visualising whilst reading 'Ratburger' by David Walliams. Then we compared everyone's drawings. It was interesting to see that they were all different even though we were reading the same story.



GREEN 3— Year 6/7 (2)— Paige Vogelsang

In Green 3 we are lucky enough to team up with the Preschool for our buddy class! We learn so much by going back to preschool – like how to use our imagination for play and how to help teach and guide children who are only 3 and 4 years of age!

We've been meeting with our buddies for the past 3 weeks and it's been a blast! We can't wait to see how much they grow over the year.



GREEN 4— Year 6/7 — Jon Stewart

Harmony Day

Green 4 have had a thought provoking and evaluative day.

After viewing 'I am Australian' sung by the students from Broome Primary School, we viewed the G rated trailers of 2 documentaries. Seeing the footage and hearing the opinions from Ai Weiwei's documentary 'Human Flow' and the SBS series 'Go back to where you came from' students were asked to reflect on their thoughts and pose questions of interest.

Then in teams of 3, students looked at the International Declaration of Human Rights, before collaborating to make a peace symbol using their hands. An example is above.

Finally I presented the challenge to the students of doing something nice for someone else. It may be a poster, a letter to or note, or maybe a personal comment to someone to demonstrate harmony. Hopefully within the next few days and weeks, each child has acted in the best interests of someone else.



BLUE 2 —Year 6/7 (3) — Teigan Hall

Blue 2 have been working hard in HASS discovering why water is such a vital resource. They are learning about what we are doing that is jeopardising the water supply and researching ways we can save it. They are collating the information into a presentation that they will perform in front of reception students to educate the future generation.

In mathematics we have been continuing our growth mindset to challenge ourselves in lessons. They have been learning about different types of numbers such as composite, prime, triangle and square. They have been also learning about the rules of adding and subtracting positive and negative integers.



BLUE 3 — Year 5 (2) — Jenne Ellis-Kells

Harmony day, a day of peace,
A day of understandance.
We celebrate diversity,
But not hostility,
Side by side together!
Admiration, courtesy, love and friendship,
And in joy we'll hop and skip!
We can be friends, HEY, HEY, HEY,
So let's celebrate this special day!
By Meg

It's Harmony day
That's why I like today
It is March
So I want to say
It's Harmony day
By Ben

Harmony day is fun and I'll be really sad
when it's done,
you should also be sad because it's not
at all bad,
Harmony day Harmony day hooray-
hooray-hooray!
By Raf

BLUE 4 — Year 3 — Robyn Whan

In Blue 4 we have been exploring different ways of expressing fractions. We have cut up paper and Fairy Bread to show halves, quarters, eighths, thirds and sixths. We have been using counters and other materials to show fractions of numbers. The challenge now is to find fractions while we're home, playing, shopping, etc.

Ms Robyn has been doing Running Records to see how we have improved in our read-

ing and we have made big leaps since they were last done!

We have done activities for Harmony Day and had teacher- trainee visitors from Japan in our class.

We are excited about Sports Day and all the work that Mr James has put in to make it a great day for everybody.

BLUE 5 — Year 5 — Michael Kennett

Bike Ed has wrapped up for 2019 with our students celebrating a successful experience and many new skills. We've been taking advantage of the nice weather by completing other activities outdoors too. For Numeracy, we investigated area by estimating and measuring the basketball court and big oval. Did you know that the basketball court is 405m² and the oval 9,225m²! We also spent time in the scrub to practice our mindfulness activities. We have been learning about Michael Garb who creates amazing formations of large pebbles that balance on each other. We

attempted to do the same in the scrub and found it extremely relaxing for the mind as we needed all of our brain power to focus on the one task. Part of mindfulness includes savouring the present moment – we thought we'd practice this by (attempting) to savour a Freddo Frog, using all of our senses to experience it. Other highlights from the last few weeks include learning about our family stories for Harmony Day and reflecting on our work habits to produce individual and whole class learning goals.



BLUE 6 — Year 4 — Simon McLean

Exciting activities in Blue 6.

Bike Ed has now come to an end with the students putting all their riding skills and hand signals to the test out on the local streets for the last time this week. A fantastic time has been had by all with everyone becoming much more confident with their riding.

Last week we headed off on the train and made our way to the Adelaide Zoo to explore and attend an education session on Life Cycles to go with our in class learning. After using microscopes to inspect insect eggs we made a frog environment and had the chance to meet a Blue Tongue Lizard up close and personal.

We were a very tired class by the time we got back to school!



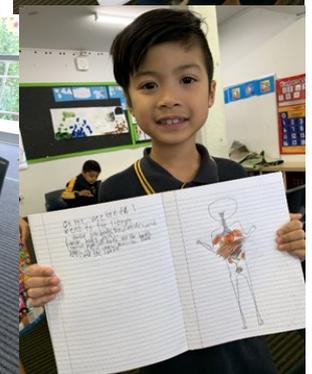
BARN 1 — PR Special Class — Laura Bennets

This term in STEM, Barn 1 students have worked in teams to complete teacher designed challenges. These include building the tallest tower using various sized plastic cups, making a falling domino sequence greater than 1 meter in length and getting a ping pong ball into a cup a table length away using only a straw and breath. Students have been developing their ability to work in small groups. Working together cooperatively towards a common purpose is a valuable skill for children and young people to develop and supports their skills in sharing and problem solving. I have been very impressed with Barn 1 this term in their ability to give new challenges a go. Very resilient Barn 1 students!



BARN 2 — JP Special Class — Irene Kennedy

Nine weeks already into term 1 and the improvements in our language and writing is outstanding! Miss I – now Mrs Kennedy, returned from her honeymoon at the start of the week to 8 little boys who have blown her away with their amazing academic growth. Some of us can now write our names independently, while others have mastered their ability to write in-between the lines. I am so proud of the progress made this term! We are all looking forward to sports day next week and are excited to be joining in with Ms Jaimee’s class. It will be a nice celebration for all the hard work and effort put in this term.



BARN 4 — Year R-1 — Lisa White

In Barn 4 we have been making the most of this beautiful weather and have enjoyed a couple of lessons outside in the scrub. On this occasion the children were practicing their skills in descriptive writing. They had to record what they could see and hear.



BARN 5 — Year 4-7 — Ulla Hoffman

Barn 5 have been busy working. We've had fun writing Haikus.

We also enjoyed a class lunch to celebrate our friendships, on Harmony Day. We shared food from India, Iran, Chile, Vietnam, Malaysia, Indonesia, South Africa, Australia and Russia. It was delicious!

Us Mob and mates have loved cricket clinic with Yang!!



KITCHEN— Kate Harbison

Children have been making Indian Roti Bread, with Chickpea Hummus from scratch. The Winter melons are starting to produce now, so we have been chargrilling them, and using in a Roast Vegetable Salad, along with chargrilled Corn, French Beans, and baby beetroot, and the first of many pumpkins. Winter melons are actually a Gourd, but if you pick them young, they are very like Zucchini. The Gnocchi with Pesto were a great hit last week, and were just as nice when made with gluten free flour, which is helpful to know.

The younger children are coming to the close of their first term in cooking, and the older grades will be in the Kitchen Next term. Volunteers are needed for the year 4/5 classes.

Perhaps parents and Grandparents might start thinking now if they could help. I am in the kitchen before and after school, and would love to chat to anyone re volunteering, and can let you know when your child's cooking class will be. Cheers, Kate



GARDEN— Tony Bryant

Hi all,

Garden bed preparation is still underway with some beds planted with zucchini, broccoli, cauliflower and lettuce. Broad beans are next to go in as is garlic which im trialing at home to check its viability. Lawn beetle grubs are succumbing to our pressure, fowls are laying well and the orchard is changing colour. I would really like some garden lessons volunteers

**Keep it Green
TONE**



Thoughts from Hayley- A longing for peace

After the events of the last few weeks, someone in our school put up a sign on the school A-frame that said, "This is our cry, our thoughts our prayer. Peace on earth".

It really made me think about our deep heart longings for peace, and about the question, "How does a society get to a point where they experience horrible events such as what happened in Christchurch? What makes people think like that, do things like that?"

I was reminded that the way we think about each other and treat one another starts with the small things. Creating a society at peace requires us to take time to understand those who are different to us, to listen to their stories. To be a peaceful school community, we can encourage one another to practice showing compassion, kindness and empathy in the schoolyard or over the work lunch table. We can become aware when talking to friends, if the language we use or the way we speak has somehow become exclusive, belittling or in some way discriminating.

Most of us are not in positions of power and influence that would enable us to change world events or make world-shaping decisions. But we all are connected to other people, and so we can all work to create peace... starting with families... or in conversations with friends.... or in the classroom....or on the football field. Every little bit contributes toward creating a peaceful community and peace in our world. With each action we take, the thoughts we think, the words we speak... we are choosing whether to work toward peace or to add to the hostility.

Are we working towards the world we want? Are we working towards the peace that we long for?

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

With the introduction of our brand new ELLA program in Indonesian we are looking for some donations to help incorporate language into play. If you are able to donate any of the following we would be very grateful:

- Lego compatible blocks
- wooden blocks, jungle animals & fruit
- doctor role play toys/costumes
- plush fruit/veg, plush soccer balls
- pizza café play toys/costumes
- fake grass mats
- play phones (no noise)
- sandpit toys with sea theme (e.g. fish, shells, crab)
- bubble wands
- build a beetle or similar game
- fishing game

Please see Bu Amy in the Indonesian room with any questions or donations. Thank you!!

Next term I will be starting one or more Seasons for Growth groups. *Seasons for Growth* is a small group programme for students who have experienced changes in their families. The programme runs for eight weeks, and is extended with a celebration event and one or two reconnectors.

Change and loss are issues that will affect all of us at some stage in our lives. At Kilkenny Primary School we recognise that when changes in families occur, (through illness, death, separation, divorce or related circumstances) it can be challenging for children and young people. *Seasons for Growth* is an Australian developed educational programme that is developed specifically to help children understand and manage these changes effectively.



This programme is facilitated in small groups (of 4-8 students) and is based on research that highlights the importance of social support and the need to practise new skills to cope effectively with change and loss. The programme focuses on issues such as self-esteem, understanding and managing feelings, problem-solving, decision-making, effective communication and support networks.

In weeks 10 and 11, I will be talking to students across the school about the programme to gauge their initial interest. Students who are interested will be taking letters home to be signed.

The programme was developed in Australia by Anne Graham and launched in 1996. It is now taught in a number of other countries. The third edition of the programme was published in 2016. There have been several very favourable evaluations of the programme over its history. Essentially the programme involves a process of insight, support and affirmation. It is based on childhood studies and J. W. Worden's tasks of grief. Key aspects that are particularly valued by children completing the programme are:

- * Understanding that they are 'not the only one' – reducing their sense of isolation
- * Learning to understand and attend to their feelings
- * The peer support of the group
- * The opportunity to voice and make sense of their story (This is done in confidence; students learn to tell only their story)
- * Learning that overwhelming feelings of grief don't last forever
- * Being encouraged to identify and engage in social networks

As a result, participants are better able to:

- * Seek support and communicate better with parents, other adults, siblings and friends
- * Understand that life moves forward and that changes happen
- * Cope better with their emotions
- * Seek support from friends and support networks including from others within the programme

If you would like to know more about the programme, I will be facilitating an information session for parents after school at 3:30pm early in Term 2. If you would like to recommend your child and they have not brought a letter home, please give me a call or let your child's teacher know.

Glenn Hart
Student Wellbeing Leader

AWARDS

Preschool	<i>Kristina S, Benjamin H, Ammar D, Reid L</i>
Red 1	
Red 2	<i>Faiban R, Kate B</i>
Red 3	
Red 4	<i>Tobden</i>
Red 5	<i>Uday A, Sophie J</i>
Red 6	
Green 1	
Green 2	<i>Marley D C, Reid S</i>
Green 3	<i>Eoin G, Audrey M</i>
Green 4	<i>Yasmina V, Michaela Z P</i>
Blue 2	<i>Jed W. Sinead W</i>
Blue 3	<i>Delilah M, Matthew B</i>
Blue 4	<i>Oum B, Maeve M</i>
Blue 5	<i>Darrell P, Jacob M</i>
Blue 6	
Barn 1	<i>Daimen F, Jake D</i>
Barn 2	<i>Ahmad A, Lukesh K</i>
Barn 3	
Barn 4	<i>Samruth S, Hussein A</i>
Barn 5	<i>Dani M S, Dawood H</i>



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