

DIARY NOTES:

- 08/09 Student Showcase online— see pg 2
- 25/09 End of term dismissal 2.05pm

VAC CARE

**PROGRAMS ARE
AVAILABLE NOW**

**Please make sure
all accounts are
paid and up to
date.**

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ISSUE:**

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Government
of South Australia
Department for Education



Principal's Report



Dear Parents & Caregivers,

Welcome to the start of Spring, we look forward to some warmer, sunnier days to come.

Many exciting things continue to occur at Kilkenny as highlighted in our newsletter. The work done by students and staff has been fantastic, with excellent results with learning and social activities.

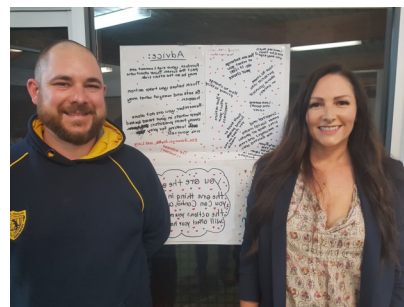
This week we welcomed "Project Connect- The Carly Ryan Foundation" to our school.

Carly Ryan was 15-years-old when she was murdered by an online predator. It was the first crime of its type in Australia, occurring in 2007 when social media was a new phenomenon and nasty adults were starting to infiltrate the online space. Determined to help prevent harm to other innocent children and families and help them navigate their online journey safely, Carly's mum Sonya incorporated The Carly Ryan Foundation in 2010.

Our children are using the internet daily to connect with each other and the world around them. It is important to empower students to make wise choices, to look after their digital reputation and keep themselves and others safe while navigating the internet, apps and forming their own relationships both online and offline.

Throughout the day our Upper Primary students took part in presentations and workshops around on-line safety. The discussed topics included;

- *Online safety*
- *Cyber bullying*
- *Emotional intelligence*
- *Resilience*
- *Critical thinking*
- *Understanding the law*
- *Respectful relationships*



These important aspects; are a main part of our everyday work here.

On the night 40 K.P.S parents attended the Parent Workshop convened by Sonya Ryan, Carly's Mum. Thank you to Michael Kennett for organising this important event.

Last week the school celebrated 'Science Week' with excellent class play time activities occurring.

Thanks to Adam Spratt and our STEM Ambassadors for your work during this week.

Have a great next few weeks

Peter



DEPUTY PRINCIPAL REPORT— Alex Narcys



Student Expo 2020

The Kilkenny Primary School Student Showcase for 2020 will unfortunately occur online this year, with class and specialist teachers supporting students to share their learning digitally through class and school DOJO. While class teachers are busily planning how this will occur, the sharing of learning will happen in Week 8, as stated in the Term 3 calendar. While we are disappointed that an important community event such as the Student Showcase cannot occur in person, teachers and students are feeling excited about the new online format and the opportunities to showcase their learning using technology.

This decision for Student Showcase 2020 was made reluctantly and in consultation with the Department for Education Work Health and Safety Team. It was clear that with a school our size we were not able to comply with physical distancing, room density, hygiene regulations and compliancy that at this time is still required.

Our 'Powerful Learning' attributes of problem solving, critical and creative thinking and collaboration will certainly be needed this year and we look forward to sharing aspects of your child's learning.

Before School and After School reminders

Before School: A reminder that students are not to be dropped off at school and left unsupervised in the yard before 8:30am. This is a safety issue. Supervision commences at 8:30am with Yard Duty teachers. Parents are asked to utilise before school care through OSHC if needed. We ask all parents to comply with these rules ensuring safety and duty of care for all our students.

After School: With COVID restrictions still in place, a reminder that parents are to leave the school grounds promptly after school and comply with physical distancing whilst on school grounds.

Deputy Principal

Alex Narcys

Absences

Under the Education Act of South Australia, parents and/or caregivers are held responsible for the regular attendance of all children in their care.

The school day begins at 8.45am. The time from 8.45 to 9.00am is an important time when class and school organisational matters are addressed. It is important that children arrive on time ready to commence lessons.

Please phone the front office on 83454138 to inform the school of your child's absence or SMS 0427016460 with your child's full name, date of absence and reason

WELLBEING— Brenton Willson

Social Work students

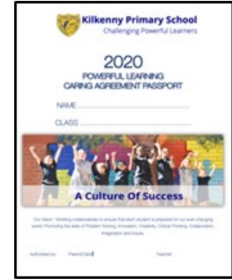


We'd like to welcome Erica and Michelle, who are in their second year of a Masters of Social Work at Flinders University. As a requirement of their study they are required to do 500 hours of field work here at school.

Erica and Michelle will be working as a part of the Wellbeing team, supporting learning and social skilling programs with individual and small groups of students, and supporting Linda with the Classroom Wellbeing program.



As a team, we are also researching Autism Spectrum Disorder (ASD), with the aim to better support our students in this space to be powerful learners. Once we are clear of Covid restrictions we are also very keen to establish an ASD parent support group. We started work on this at the beginning of the year but had to put it on hold - Stay tuned.



Caring Agreement Passports

Last term we introduced the Caring Agreement Passport (see image right), to our 4 senior classes as a way for them to reflect on themselves as powerful learners - and to articulate how they are demonstrating being a powerful learner. These are based on the actions outlined on our Caring Agreement Charter. (below right)

In total there are 41 actions students need to provide evidence for here at school and in their homes/community. They are also required to get character references from their teacher, a parent/carer, a community member, and a member of our leadership team.

So far we have 23 students at different stages of their passport completion with a few very close to completing the process.

Once they have completed this process they will be awarded a Certificate of Merit and their name will be placed on a small bronze plaque on the Mural next to the canteen.

| Kilkenny Primary School Challenging Powerful Learners Our Vision: "Thinking collaboratively to ensure that each student is prepared for our ever-changing world. Promoting the skills of Problem Solving, Innovation, Creativity, Critical Thinking, Collaboration, Imagination and Inquiry." Our school community shares the following caring agreements to achieve our vision of developing our students as powerful learners. | | | | |
|--|--|---|---|--|
| Mutual Respect Mutual respect is showing and valuing others for who they are. It is a foundation for all positive relationships. <ul style="list-style-type: none"> • Listen to others • Understand and accept differences between people • Treat others with respect • Treat ourselves with respect • Treat ourselves and others with kindness • Treat ourselves and others with respect • Treat ourselves and others with respect • Treat ourselves and others with respect • Treat ourselves and others with respect | Participation - right to pass Participation is a right to be heard and to be listened to. It is a foundation for all positive relationships. <ul style="list-style-type: none"> • Listen to others • Understand and accept differences between people • Treat others with respect • Treat ourselves with respect • Treat ourselves and others with kindness • Treat ourselves and others with respect • Treat ourselves and others with respect • Treat ourselves and others with respect • Treat ourselves and others with respect | Attention Listening Attention listening is listening with your whole heart and mind. It is a foundation for all positive relationships. <ul style="list-style-type: none"> • Listen to others • Understand and accept differences between people • Treat others with respect • Treat ourselves with respect • Treat ourselves and others with kindness • Treat ourselves and others with respect • Treat ourselves and others with respect • Treat ourselves and others with respect • Treat ourselves and others with respect | Appreciation - no put downs Appreciation is showing and valuing others for who they are. It is a foundation for all positive relationships. <ul style="list-style-type: none"> • Listen to others • Understand and accept differences between people • Treat others with respect • Treat ourselves with respect • Treat ourselves and others with kindness • Treat ourselves and others with respect • Treat ourselves and others with respect • Treat ourselves and others with respect • Treat ourselves and others with respect | Only you best will do Only you best will do is a foundation for all positive relationships. It is a foundation for all positive relationships. <ul style="list-style-type: none"> • Listen to others • Understand and accept differences between people • Treat others with respect • Treat ourselves with respect • Treat ourselves and others with kindness • Treat ourselves and others with respect • Treat ourselves and others with respect • Treat ourselves and others with respect • Treat ourselves and others with respect |

Wellbeing Warriors and Agents

This term our Warriors have been developing a lesson based on Kindness to teach onto the rest of the school. Last Friday our Warriors presented this lesson to our Wellbeing Agents, who in turn have presented this lesson to their own classes this week. All students have discussed what kindness is, what it looks/feels/sounds like, why it's important and how they can show kindness to others. The Warriors are making a display on the pin-up board by the canteen and are planning to make their own movie. We'll also have some follow-up activities for classes to do.

It is great to see this work being driven by our students, as we continue to strengthen our culture of learning and wellbeing.



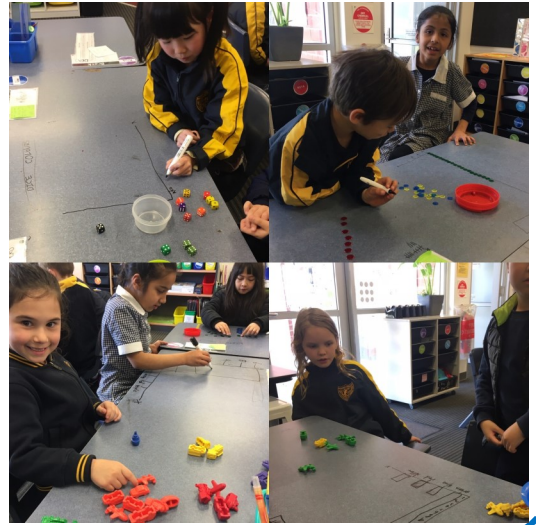
Keep being great,

Brenton

(on behalf of the Wellbeing team)

RED 1 — Year 1/2 — Tara Clarke / Claire Ewens

In Red 1 we are exploring data collection and graphing in Maths. We are currently surveying our class during our show and share talks on "Would you rather be invisible or be able to fly"? So far we have collected 9 responses with our data and still have 15 more show and share talks to go. 'Being invisible' is the current leader with a tally of 6 - how many 'being able to fly' responses do you think we have so far? And which one do you think is going to have the highest number of votes? Once we have collected all our sample data we look at different ways to graph and represent our responses.



RED 2 — Year Rec — Jess Pietsch

Congratulations to all the Red 2 students on a successful first swimming week at school. As well as learning swimming skills and the importance of water safety, the children also proved that they were able to dress and organise themselves in a timely manner. I would also like to thank the families of these children for giving them the opportunity to do this. It was very daunting for some parents not to be present this year, but I believe in the end it was incredibly beneficial for the receptions to be "thrown in the deep end" and develop resilience and independence. Practising these life skills will play a huge role in setting them up for the future. We loved the celebration dance at the end of the swimming week and finished off our Friday with some hot chips and a well deserved movie.



RED 3 — Year Rec/1 — Alanna Caire



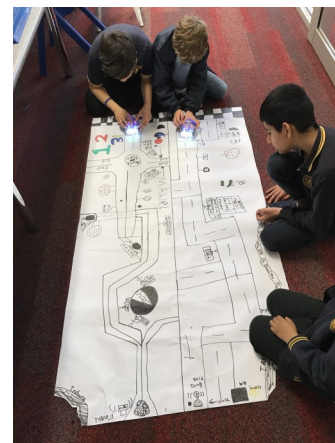
During swimming week, Red 3 participated in a STEM challenge to design and build a new waterslide for the North Adelaide Aquatic Centre. Each group has a mission checklist when designing and building their waterslide. We then tested and trialled our waterslides, sketched our final design and debriefed within our group to discuss what worked well and future improvements.



RED 4 — Year 2 — Sharonlee Kritzki

Red 4 and Green 4 students have been working together each week this year exploring different forms of technology. This term students have been focusing on coding, programming and debugging. Our buddies in Green 4 created some interesting and challenging mazes for us to navigate through when we met last week. Students thoroughly enjoyed finding different ways to travel through these mazes. Students are learning to accurately record coding instructions for each other to follow. Creating the

mazes uses measuring skills - as students need to think carefully and consider how far one blue bot movement is in order to plan their tracks and turns. Students have been highly engaged, as they use persistence and problem solving skills to work through these tasks.



RED 5 — Reception — Renee Asclipenos

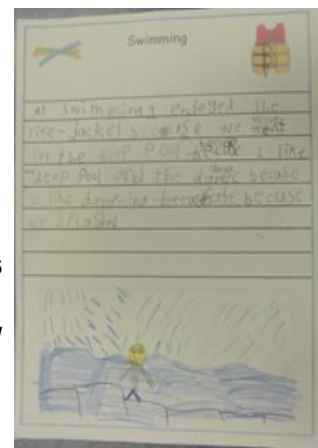
This term Red 5 students are learning about fairy tales to coincide with their 'retell' genre writing topic. So, for Science Week, we decided to incorporate our knowledge of The Three Little Pigs' story and design and construct our own houses. However instead of the wolf trying to blow the houses down, students' houses had to withstand the force of Ms Renee's hairdryer! Happy to report that all houses were super strong and were not able to be blown down! Children made their houses out of a variety of materials such as pop sticks, plasticine, plastic straws and straws and connectors. This was a fun activity to learn about the stability of structures and properties of materials.



RED 6 — Year 1 — Alison Duggan



The children were very excited about going swimming. They thoroughly enjoyed themselves, even though it was so cold!!!, it didn't seem to bother them. They learned many swimming strokes using the noodles and kick boards. They also learned water safety procedures of what to do to keep themselves safe if they happen to get into danger in water and how to save someone who is in danger by using noodles and other water equipment. They all seem to mostly enjoy wearing the life jackets and going into the 2m and 5m pools. The most exciting part of the week was the dancing on the last day, when they got to show off their dancing skills in the water and were able to splash as hard as they could!!!!, while those of us standing on the side watching got wet!!!!



GREEN 1 —Year 5/6 — Ryan Atkins

In week 4, the year 5's in Green 1 enjoyed their swimming time. We showed great responsibility by moving from school to the pool each day. They also performed very well in the pool with everyone giving it their all!

The class has made an excellent start on their 'Democracy Rules' assignment in HASS. They have been investigating the Australian Democracy system and how the government works. They are honing their presentations on the research questions for later this term. They have also started to work on the STEM part of the assignment and made great progress so far.

GREEN 2 —2/3 — Jake C

In Green 2 we have enjoyed our week 4 at the aquatic centre. The students learnt all about water safety, entries and exits, and the ability to swim continuously. The students thoroughly enjoyed this, and were exhausted by Friday. Students have also begun designing and building their stadiums with shoeboxes. Students have found a lot of joy in building their stadiums and beginning to research into a specific sport.

Awesome work over the last couple weeks Green 2.

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

In the past three weeks, the students in Green 3 and 4 have been given the assignment of creating their own Country! We have been given eight tasks to complete the project.

Task 1 - Create the Country - this is where the naming, flag, coat of arms, location description, and weather/climate description take place.

2 - Government - this is where we decide our system of Government, capital city, states and/or territories and the voting system.

3 - Culture - Here we choose the entertainment, public holidays, festivals, major sporting events, and as an extension, the national anthem.

4 - Land use - this where the attributes, city centres vs. suburban areas, farming, and landmarks are decided.

5 - Economy - this is where we decide our own currency design, assign it a value, and look into import and exports of our country.

6 - Telecommunications - Internet access and technology advancements in our country.

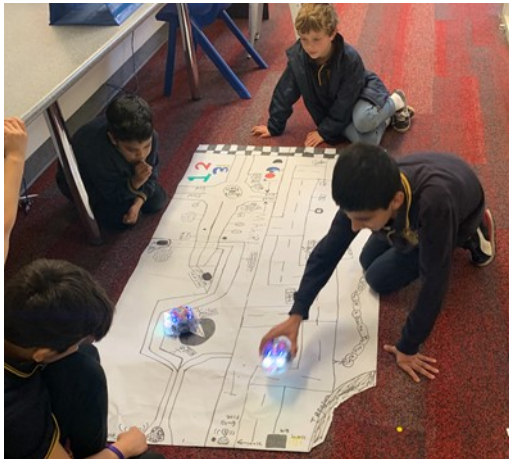
Task 7 - Education - What will our country have in terms of education? How will schools, Tafe or Universities run?

Task 8 - Healthcare - We have to describe the healthcare system and how our country runs their Hospitals, Aged Care etc. We are currently enjoying being creators of our own country, and basing our decisions from research and our prior knowledge.

Written by Claire & Elizabeth

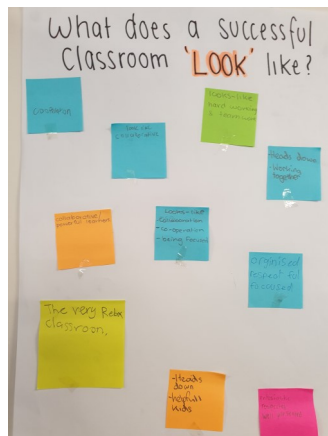
GREEN 4 —Year 6/7 — Rhiannon Duffield

This term Green 4 has been working on coding and using the Blue Bots with their buddies from Red 4. They worked in groups to create a maze of only 10 moves for their Blue bot to travel. They gave their directions/instructions to their buddies to see if they would be able to code their Blue Bots correctly to get them to the finish line. This task had all students engaged and thoroughly enjoying creating a maze for their buddies. Their buddies also really enjoyed the activity and were so proud of themselves when they correctly coded their Blue Bot and were able to get them to the finish line.



GREEN 5 — Year 6/7 (3) — Michael Kennett

We would like to welcome Ms Chloe to Green 5 for the remainder of Term 3. Chloe is a fourth-year student teacher who has hit the ground running; setting up new guided reading routines that allow us to engage more collaboratively and supportively with our peers. We have also been engaging in debates and persuasive arguments as part of our writing unit. As empowered learners, we chose and researched topics that we are passionate about such as; Should TikTok be banned? Does same-sex schooling work? Are Carbon Emissions Increasing? Should the Driving Age Limit be Increased? Some of us have changed our positions after careful research. For Numeracy, we are working on our ability to justify our answers and have used artwork to explore representations and percentages. We even created our own colourful art piece that symbolises the percentages found in Green 5, looking at various factors such as age, hair colour and even shoe size! Thank you to families who attended the Carly Ryan Foundations Online Safety seminar for parents on Thursday night.



BLUE 2 —Year 4/5 (2) — Jenne Ellis-Kells

We have a new student teacher her name is Miss La. She is going to be with us for the next 5 weeks. She is teaching us about the bushfires in Australia and spelling. For reading comprehension, we are learning about authors purpose. In Literacy Genres we are learning about the language and the structure of information reports. Today we started an art project on bushfires. We have three weeks to do these, and then they will be displayed in the front office of our school.

By Cohen Howland.

BLUE 3 — Year 4/5 — Ulla Hoffman

Blue 3 successfully completed our Taco production project. We had a great time at the The Market, shopping for ingredients after extensive planning. Thursday we cooked. Ms Hoffman is very proud of our hard work and diligence.



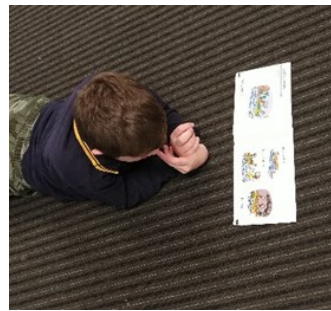
BLUE 4 & 5 — Year 3/4 — Meg McLeod / Taylor Jenkinson

Swimming week was a success for Blue 4 and 5 and we learnt many valuable water safety lessons. We even got to participate in a bit of aqua aerobics to finish off our time at the pool. We stepped onto the bus and were so excited to be visiting the Adelaide Zoo. We were lucky enough to explore the 'Threatened Species' learning experience last Thursday, where we each undertook a role replicating an endangered aspect of the Indonesian Rainforest. Fennec foxes, meerkats and lions were some of the intriguing animals we saw when wandering around the zoo and the information learnt will help up construct our information reports. We welcome our two Pre-Service teachers Mr Alex and Miss Jenny this week who will be joining us for the remainder of the term.



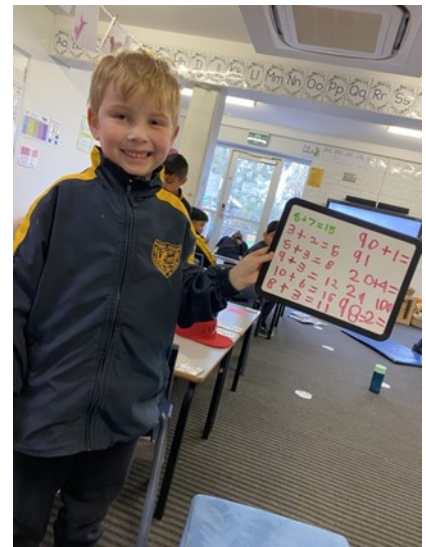
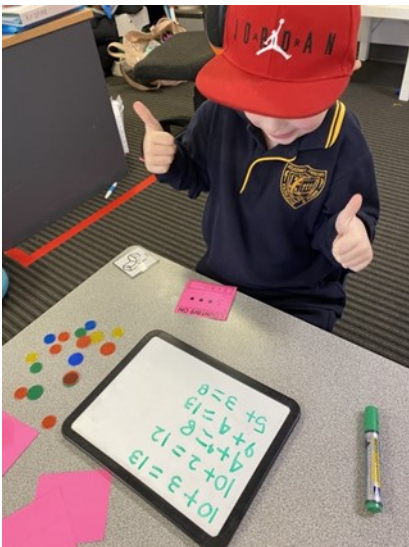
BARN 1 — ARCPR Special Class — Laura Bennets

Reading groups are one of our favourite times of the school day. Students are learning new sounds and building their fluency of previously mastered ones. They are reading words using 'Fred talk' and reading levelled decodable readers as a group, in pairs and individually. Students are building their working memory through the activity 'hold a sentence' and have so much fun reciting our sentence of the day in different ways – clapping the words, stomping the words, whispering the words and SHOUTING the words! Students are making fantastic progress in their reading. Thank you *Read Write Inc* and well done Barn 1.



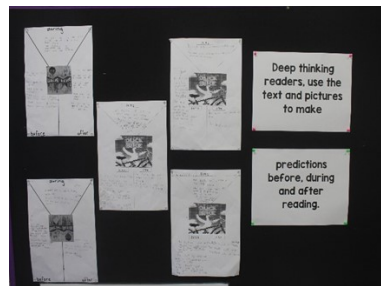
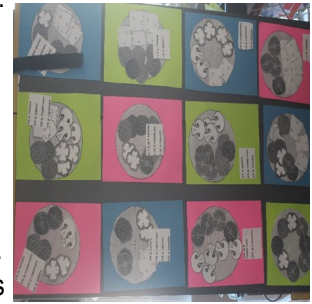
BARN 2 — ARCJP Special Class — Danni Pierson

This term in Maths, Barn 2 have been learning about counting collections using 1:1 correspondence, ordering collections and completing addition sums using the count on strategy. We have loved working in our groups using hands on materials to practise these skills. Here are some pictures of our hard work from the past couple weeks.

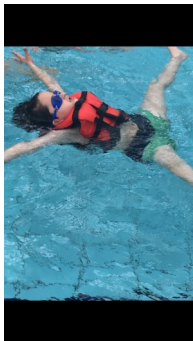


BARN 3— IELC 1-4 — Emma Kelly

WOW! The term is flying by fast. In barn 3 we have been doing so many things. In writing we continue to learn how to write explanations and procedures. We have begun to incorporate functional grammar to help us write simple sentences, compound sentences and complex sentences. These are the foundations of writing and actually quite complicated. Everyone is trying really hard to understand and learn how to do this. In maths we are continuing to complete our learning sprint around the comprehension strategy, prediction. We are learning why it is important to incorporate strategies such as prediction. These strategies help us to think deeply while we are reading, which then helps us to focus and understand better. In maths we continue to learn about fractions. We are currently focusing on size comparison of fractions. We are also still working on our collaborative farm designs, plans and constructions. We will keep you updated.



BARN 4— IELC R-1— Lisa White



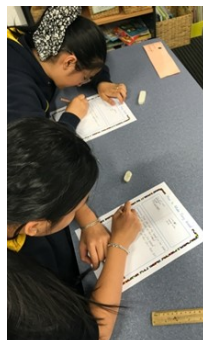
We have had a busy last few weeks at school. Everyone was excited for swimming lessons in week 4. It was amazing to see how much the children grew in confidence during the week! We have been continuing to learn more about farms and where the foods we eat come from. This week children will begin to learn about procedure writing and will get the opportunity to follow recipes with the types of foods we have been learning about.



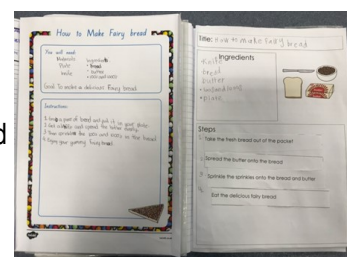
BARN 5 — IELC 4-7 — Monica Fazzalari

The last few weeks have been pretty busy for Barn 5. In week 4 we had swimming week which we all enjoyed. We loved learning to be safe in the water while also having fun.

Last Friday we had our first cooking lesson. We made soup and muffins. It was great working as a team to make delicious food.



Last week we learnt about where bread comes from and used this information to write explanations. On Monday we made fairy bread. This was very exciting because it was the first time that anyone in our class had ever tried fairy bread. After making our fairy bread we all had a go at writing up a procedure. Here is some of our work.



PRESCHOOL — Louise Cutri / Christina Lipitkas / Donna Seaton

Our inquiry about creatures in our garden has continued to unfold here at preschool! We have been learning about the different creatures that we have found in our garden and have been creating homes for them. The children have had some big questions about bugs and insects and have been developing theories of their own. We had a special visit from Kris and James from 'Bugs and Slugs' who came to share their knowledge and special friends with us. They shared many special bugs, insects and slugs; this included a variety of spiders to look at, racing snails to watch and big beetles to hold that tickled our skin! Kris helped answer some of our big questions like 'How do slugs and snails make slime?', 'How do caterpillars stick to leaves?' and 'Are slugs and snails the same?'. We are excited to continue this line of inquiry and to see where it takes us next!



GARDEN—Tony Bryant

Hi all,

The weather has been average the past few weeks with some welcome rain. Children have been weeding and preparing beds ready for spring planting just around the corner. Areas have been topped with mulch kindly donated by Rodney from 'A Cut Down under', Cheers. I've been raising seedlings at home to go into our hothouse which will fill up over the next few weeks. The Blue 3 worm farm is going well with worm juice, worms and castings for sale. Good Work.

Keep it green

TONE



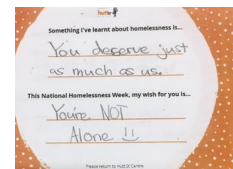
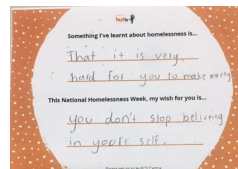
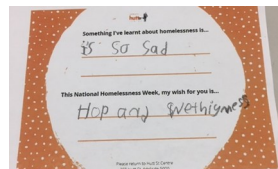
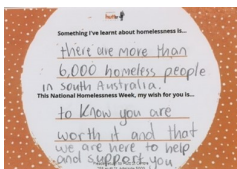
Pastoral Care Worker—Haley Walker

“Walking a mile in someone else’s boots isn’t as much about the walk or the boots; it’s to be able to think like they think, feel what they feel, understand why they are who and where they are. Every step is about empathy”.- Toni Sorenson

I loved to see Kilkenny PS embrace the Walk a Mile in My Boots event for The Hutt Street Centre. I am very proud of how far we walked, and how much money we raised as a school.

But I must admit, my heart sung to see empathy continuing to grow in the heart’s of the students, as I read some of their reflection sheets from the event. Here is a taste of some.

- Hayley (Pastoral Care Worker, at school Monday, Wednesday & Friday)



School Pavers

COMBINED SINGLE / DOUBLE NAME PAVER & HAND DRAWN IMAGE TEMPLATES

Create a long lasting imprint in the school by purchasing and personalising your own individual or family paver.

School Pavers; order forms available in the front office.

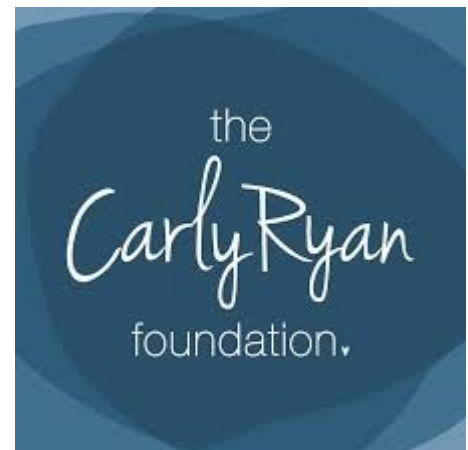
All money raised supports Kilkenny Primary School



Did you know that between March & July this year, more than 4.2 billion fake Facebook profiles were deleted?

We send a huge, heartfelt thank you to Sonya Ryan and The Carly Ryan foundation for visiting Kilkenny Primary School to present online safety seminars to students and families. They talked about not sharing passwords, being careful to whom you speak to, not giving away personal information, and a few little tricks to help keep us safe, such as turning off location services, not taking photos in our school uniform, and making sure the photos we post online don't reveal any personal information. Thank you to our parent community for supporting the event. For more information and great resources, visit:

<http://www.carlyryanfoundation.com/>



Award – Participation



| | |
|------------------|---|
| Preschool | <i>Jasmine I, Myles J, Prableen K, Ruairidh F, Tala SA, Aisha A</i> |
| Red 1 | <i>Annabel P, Jamie Morgan</i> |
| Red 2 | <i>Jason N, Ari Z</i> |
| Red 3 | <i>Bassam M, Harjot K</i> |
| Red 4 | <i>Raphael D, Evie B</i> |
| Red 5 | <i>Tyler E, Benjamin H</i> |
| Red 6 | <i>Fabian R, Grace M</i> |
| Green 1 | <i>Zobair A, Katie L</i> |
| Green 2 | <i>Sinthu K, Muhammad H</i> |
| Green 3 | <i>Lara J, Betty N</i> |
| Green 4 | <i>Audrey M, Idris M</i> |
| Green 5 | <i>Calina L, Michaela ZP</i> |
| Blue 2 | <i>Dannan R, Reid S</i> |
| Blue 3 | <i>Ethan B, Maya W</i> |
| Blue 4 | <i>Remy R, Joel L</i> |
| Blue 5 | <i>Issie E, Xavier R</i> |
| Barn 1 | <i>Murtaza H, Lucy W</i> |
| Barn 2 | <i>William A, Kristina S</i> |
| Barn 3 | <i>Mai N, Lara R</i> |
| Barn 4 | <i>Santiago P</i> |
| Barn 5 | <i>Allan H</i> |