



HARMONY EXCELLENCE RESPECT OPTIMISM



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NEWSLETTER

Week 8 Term 2 - 19 June 2020

Principals Report

Principal's word of the week: *Significantly*

Hello everyone once again. I have only a brief report for this week but there is lots of other celebrations and information in this week's newsletter.

Firstly a reminder once again that we have house day next Friday. There will be lots of activities for students across the school connected with our value of excellence. A reminder too that I will be having my head shaved on the day for our shave for a cure fundraiser as I missed out last house day. You can still make a donation to this worthy cause at:

<http://my.leukaemiafoundation.org.au/paulbranson>

Our school and community has been significantly disrupted because of the enforced breaks due to the global pandemic. While students were learning from home there were many challenges for our whole school community but also some opportunities and positives that I would like to be able to harness now that we have returned. One area that I am particularly interested in is relating to our school priority of student wellbeing through community connectedness. I would like to gather some information about how our school community felt about the connectedness with our staff over the period of learning from home. To this end I am asking for parent volunteers to be part of a focus group (or groups) to talk about their experiences during this period. I am mostly interested in what worked in terms of school

community engagement and how we can use the essence of this in our school processes and communications. If you are interested please fill out the form through this [link](#).

Once again have a great fortnight.

Paul

Deputy's Report

Can you believe it is Week 8 already? It certainly has been a busy term. Last week many of our students were acknowledged for the exceptional commitment and effort they made during our 'learning at home' period. Many Learning at Home certificates were presented last Friday at our year level assemblies and each certificate awarded was worth 20 House Points and 20 PBL points. Congratulations to all those students who earned an award.

We have had a number of new staff members join us in the high school since my last newsletter report. Mr Lyndsay Williams and Ms Natalie Eaton have joined us in the Arts/Technology faculty. Lyndsay has come to us from Mt Stromlo High School and Natalie was previously at Gold Creek School. We are also welcoming Ms Sally Ward and Ryan Cook to KSS. Sally will be joining us from Lyneham High School and will be taking up the Coaching and Engagement Officer (years 6-8) next Monday. Ryan is a social worker with West Belconnen Child and Family Centre and will be working from our school on Tuesday and Friday mornings. Both Sally and Ryan will be located in The HUB.

As the term draws to a close, we have a busy few weeks ahead. Our Nguru Program started again today and is being run by Tik, our Indigenous Education Officer. This program is open to our Aboriginal and Torres Strait Islander students and runs each Friday afternoon from 1:40 -3:00. I am also delighted to announce that House Day will be going ahead next Friday, albeit in a slightly altered format. The House Day Committee is busy working out the finer details so that they can be shared with students early next week.

Week 10 is also shaping up to be a busy one, especially for our Year 10 students. They will begin the week with the

P.A.R.T.Y Program. This program is usually run out of the Canberra Hospital but is being delivered online this year due to the current COVID restrictions. Students will be engaged in online learning that aims to give them information about trauma that helps them recognise potential injury-producing situations, make prevention-oriented choices and adopt behaviours that minimise unnecessary risks. Once P.A.R.T.Y is complete the year 10s will move on to the three-day Road Ready Course in preparation for being able to obtain their Learner Driver Permit. Both courses will be offered free of charge to our students.

Lastly, I would like to remind students and their families that we expect all students to wear school jumpers or hoodies to keep warm. Should families require assistance with uniforms please don't hesitate to contact the front office.

P.A.R.T.Y. program

The P.A.R.T.Y. Program Canberra is run out of Canberra Hospital. Its aim is to give school students information about trauma that helps them recognise potential injury-producing situations, make prevention-oriented choices and adopt behaviours that minimise unnecessary risk.

Public Transport Update

From Saturday 18 July 2020, Transport Canberra will be updating timetables for bus services.

These changes will help make public transport in Canberra easier to use by providing more services and increased frequency, to ensure that people have greater opportunity to spread out their travel across the day as we recover from COVID-19.

Transport Canberra has worked closely with the school community and we are providing increased frequency and additional services for school students across Canberra.

As a new timetable is being introduced, there will be minor

changes for all students travelling to and from school on public transport across Canberra from the first day of Term 3, 2020 (Monday 20 July 2020). In most cases, this will mean that students will catch the same service from the same stop, but the times that services arrive and leave may change. In addition, Transport Canberra has made the following changes:

New route 903

- In March, a new free bus service commenced, linking residents of Ginninderry's first suburb, Strathnairn, to the Kippax Bus Station, Kingsford Smith School and Macgregor Primary School.
- Route 903 operates every half hour, seven days a week. During peak periods on weekdays, services run every 15 minutes.
- Every route 903 service stops at Kingsford Smith School. Additionally, selected services close to bell times are extended from Kippax to Macgregor Primary.
- This new service provides another option for students to get to school from Canberra's newest suburb.

All schools, parents and students can find out more about the specific changes by:

- o checking the information packs for each school, which are online at www.transport.act.gov.au
- o checking timetables for each route (including school specials), which are online at www.transport.act.gov.au
- o calling 13 17 10.

You can help make sure everyone is prepared by letting parents, students and others in your school community know about the changes through school emails, social media, newsletters or notices. To assist, I have attached information about the specific changes for your school to this letter.

Should you have any queries regarding your school service or regular route services servicing your school please call 13 17 10.

Regards,

Kylie Smith

Year 1

Year 1 students are busy in their classrooms revising and consolidating their learning. In Mathematics, students group numbers and model into place values of tens and ones using concrete materials, such as counters, blocks and paddle pop sticks. The children continue to create a variety of interesting narratives during writing time. They plan their writing using the Who, What, When, Where, Why guide. We speak to them about including the 5Ws when writing. Students create their stories following the structure of a beginning, middle and end. In art, we explore the use of different mediums including oil pastels and collage materials. We refreshed our knowledge of living things and how their environment meets their needs during inquiry based learning.



Please encourage regular reading at home. Our library is well stocked with picture books and children's mini-chapter books. Our students have the opportunity to borrow every week during class time. Please remember to name items of clothing. We have a lot of lost property, mostly without a name.

Meg Adamson, Christine Elliott and Taylor Johnson

Year 5

Welcome back from 'learning from home' year 5. It has been great to see all of the smiling faces in person (not on screens). All of the teachers have been loving to have our wonderful year 5 people back, we missed you all a lot.

In literacy we have been continuing our work on poetry by looking at protest songs. We have been studying Midnight Oils, Bob Marley, Childish Gambino and U2, dissecting the social commentary and learning about how relevant those songs are to today's society. We are going to start writing our own protest poetry in the coming weeks to let the kids write about issues that they are passionate about. It is very cool to see them getting fired up about through poetry using all of our poetic devices.

We have been playing with numbers and revisiting some of the strategies we were playing with when learning from home. Multiplication has been a focus and there have been lots of great use of the lessons they learned online. We are very proud of all of the kids.

We have been looking towards the sky in science... and learning about space. The kids have some awesome ideas about our interstellar topic and we have had quite a few mind bending (and anxiety inducing) conversations about the vastness of space, the different planets, the stars and our teeny tiny cute little planet named Earth. I am sure this topic will be out of this world.

It has also been great to continue and finish some of our online units such as the colonial Australian and animal adaptations unit. It has been wonderful to see the effort they put into their learning from home and to finally be able to take it to the next level in face to face learning time.

Housekeeping

Can families please have a look on our bookshelves for some of the library books that have been borrowed? We can return them any day of the week and teachers will allow the kids to do that even if it isn't library day. They also have break times to go borrow/return books. It is a good time to make friends with different types/genres of books.

Overall, year 5 have made a triumphant return to school, showing the other years how it's done and having fun while doing it. It is weird to say that there are only two learning weeks left but they have definitely earned their break. Thank you parents for all of your effort during this term.

Year 5 Teachers

Mr Jack Bayley, Ms Anna Carswell and Ms Melanie Wakeling

Year 6 English

Year 6 has been studying *Playing Beatie Bow* in English.

Jas used the cover illustration to predict what the book might be about. I wonder how close her prediction will be.

I think the book is about a girl who doesn't have anyone to help her and has insecurities because everyone is looking at her. She looks like she's in the city/streets and doesn't know what to do. It looks like she's new somewhere and hasn't had help in a while. It doesn't look like people like her much because everyone was staring at her in the title, she didn't look like she knew what was going on, and she didn't look like she knew why. It looked like she needed help from someone but no one would help her and so she had to help herself.

Isha translated a passage containing old-fashioned language into modern language.

'I dunna ken where your main place is', protested Beatie. I didn't mean to go there myself. It was the bairnies calling my

name. I dunna en how I did it, honest. I never did it afore I had the fever' As though to herself in a puzzled worried voice she said, 'One minute I was in the lane, and the next there was a wall there, and the bairnies skittering about, and all those places like towers and castles and that...that great road that goes over the water, and strange carriages on it with never a horse amongst them, and I was afeared out of my wits, thinking the fever had turned my brain.'(Chapter 3, p. 46 in Penguin Classics edition)

'I don't know where your own place is', protested Beatie, I didn't mean to go there myself. It was the children calling my name, I don't know how I did it, honest. I never did it before the fever' As though to herself in a puzzled worried voice she said, 'One minute I was in the lane, and the next there was a wall there, and the children skittering about, all those places like towers and castles and that...that great road that goes over the water, and strange carriages on it with never a horse amongst them, and I was scared out of my wits, thinking the fever had turned my brain.' (Chapter 3, p. 46 in Penguin Classics edition)

Marcus in 6 White helped translate some old-fashioned language.

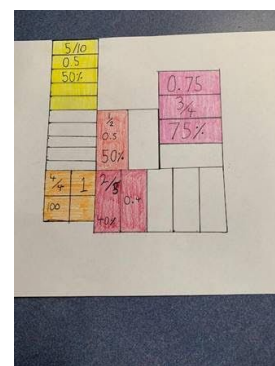
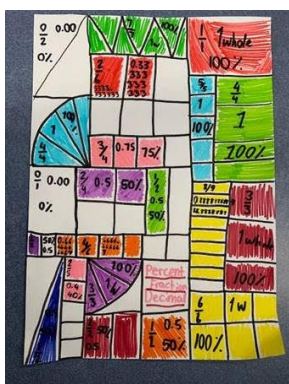
Old word	Current word	Meaning
Salt on the liver	Salty	Being upset or angry
Dreamboat	Hot	An attractive person
Stepping Out	Dating	Romantic involvement
Shiner	Black eye	A bruise from being punched in the face

Nifty	Lit	Something that is good, cool or desirable
Brick	Iphone	Electronic device

Year 6 Mathematics

Fractions, Percentages and Decimals

This term Year 6 has been working on Fractions. They have practiced how to add and subtract fractions. They have also worked on converting fractions to decimals and decimals to percentages. Year 6 began this unit during the learning at home period where students practiced answering questions in a Google Form as well as taking advantage of being back in the classroom to work on fractions creatively with some art. Below are some examples of the art students produced.



WAKAKIRRI

Australia's Largest Performing Arts Event for Schools

Dear Parents,

A Wakakirri note has been handed out today. Please return the coloured part if your child/children wish to participate. Please return the note by FRIDAY 26 June 2020

Holiday Happenings

Holiday happenings are no longer being printed and have moved to online.

Our Digital Booklet link is:

www.holidayhappenings.com.au/online-booklet

<<http://www.holidayhappenings.com.au/online-booklet>>

Library News

The staff at the library are trialling a new initiative. Information about overdue books and equipment are being emailed to students in Years 6 – 10. Parents please encourage your children to check their emails on a regular basis in order to receive this information and return their library books.

Lyn Andrews - Teacher Librarian

Mandarin Competition p-12



Taste of Languages Competition

Free and open to students from preschool to Year 12

PRIZES (each category)

First \$100

Second \$50

Third \$20

To Enter

1. Choose a favourite meal or dish which involves another language
2. Make a short video (up to 3 minutes) to illustrate how and when the dish or meal is prepared and/or eaten.
3. Write a short piece (in English) – maximum 250 words, which
 - briefly describes the dish or meal and why you chose it
 - explains the meaning of the non-English names/words/phrases in the video or associated with the dish/meal
 - explains how the meal or dish relates to your life in Australia and/or to a particular culture or cultures.

Eligibility

Open to all students in the ACT and neighbouring NSW schools from pre-school to Year 12.

Only ONE entry per student

Categories

1. Preschool – Year 2 (with help of parent/guardian)
2. Primary (Years 3-6)
3. Middle School (Years 7-9)
4. Senior High/College (Year 10- 12)

Prizes in each category

1st prize \$100, 2nd prize \$50, 3rd prize of \$20.

Other finalists will receive a Certificate

Submission process

Email canberrabilingual@gmail.com with

- a link to your video
- written piece (max 250 words) and
- completed [Student Declaration Form](#)

NOTE: If you do not have an app to share videos or to create a link on your device, you can use <https://wettransfer.com>. Or contact us by email or mobile (0408 089 235) to discuss alternative methods to submit your video.

All entries must be received by

1 September 2020

Judging criteria

The judging panel will evaluate entries based on how well they:

- Illustrate the dish or meal and identify how or when it is prepared and/or eaten
- Explain its name in the relevant language and other special terms related to the preparation and/or occasion when the dish or meal is eaten
- Show the relationship between the dish/meal and a particular culture or cultures and/or your family, identity or life in Australia.

Up to 20 finalists will be shortlisted.

Winners will be notified by email and/or phone, and results will be posted on the ACT Bilingual Education Alliance website (<https://actbilingual.weebly.com/>)



Organised by the ACT Bilingual Education Alliance (ACTBEA) with support from Canberra Multicultural Community Forum Inc.(CMCF) and an ACT 2019-2020 Participation (Multicultural) Grant