Last term **Year 2** held a Science Fair in the hall, sharing with each other their models, projects and what they learned. There was an amazing array of creations to explain science concepts about transport.

2N. Aboriginal inspired artworks were created by the students in 2N as a part of their Families Unit.

$60,875. Our submission to the Department of Education for reimbursement of up to fifty per cent of the shade shelter has been approved. This figure represents nearly 50% of the cost of the structure. The crowd funding donations, KPS OOSH, P&C, Walkathon and school budget contributed towards the other half.

The P&C, school budget and various other activities contributed towards the lights, sound system, storm water drainage and padding. Thank you all for your support and patience as we have finally covered the total cost of this project of nearly **$151,000**.
Congratulations Kensington Parents and Community.

We have raised $10, 547.40. This means we exceeded our $10 000 target for our shade shelter. Well Done!

**K-2 Term 4 Assembly Roster** Tuesday 2.20pm

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>3/11</td>
<td>Year 2</td>
</tr>
<tr>
<td>6</td>
<td>10/11</td>
<td>Year 1</td>
</tr>
<tr>
<td>7</td>
<td>17/11</td>
<td>KS, KK</td>
</tr>
<tr>
<td>8</td>
<td>24/11</td>
<td>KM, KH, KP</td>
</tr>
<tr>
<td>9</td>
<td>1/12</td>
<td>No assembly</td>
</tr>
<tr>
<td>10</td>
<td>8/12</td>
<td>Presentation Day</td>
</tr>
<tr>
<td>11</td>
<td>15/2</td>
<td>No Assembly</td>
</tr>
</tbody>
</table>

**Maroubra Fun Run**

Congratulations to the 26 students across K-6 for participating in the Maroubra Fun Run last Sunday. Our school placed 3rd in the Primary Schools’ Division.

For the 3rd successive year, students and parents supported the 4km run. Our yellow and green school colours were prominent amongst the competitors as students and parents overcame the heat and hills of South Maroubra. Their enthusiasm and excellent team spirit added to the festive atmosphere that prevailed throughout the event. Students are to be commended for their exemplary conduct and manner in which they presented themselves in our school athletic singlets.

A special mention to Ms Vlahos, Mrs Parsons and Ms Brash for their support and encouragement on the day.

Congratulations to the following students for participating and upholding our Community value.

**Kindergarten:** Isaac KK, Lola KK, Daniel KM, Ned KH

**Year 1:** Harry 2/1V, Zara 1S, Minh 1C, Anya 1C

**Year 2:** Sahara 2RP, Jo 2C, Denzel 2RP, Niamh 2RP, Riley 2RP, Sebastian 2N, Evie 2C

**Year 3:** Laila, Jemma, Maddy & Ebrerl 3P, Zara & Danny 3B,

**Year 4:** Sienna 4R, Ren-Shyan & Tri 4R, Charlotte 4/3W

**Year 6:** Lucy 6D

**Improving Dyslexic Children’s Reading Abilities? The role of Video Games**

The University of Sydney is running a study looking at improving reading ability in children with dyslexia using video games. The activities will be carried out at the University of Sydney for 11 days (90 minute sessions) during the summer holidays. Participation in the study is free and parking is provided.

To participate in the study or for any questions you may have, please feel free to contact Dr Piergiorgio Trevisan at piergeorgio.trevisan@sydney.edu.au or on 0421 948 022.
Notes Home
1. Tennis Competition for selected students

PSSA Results

PSSA results from games played 23 October 2015

T-ball/Softball v Darlinghurst A at Queens Park
Juniors won Score 16-14
Player of the Week Maria
Seniors lost Score 5-2
Player of the Week Sasha
Highlights: The T-ballers played well with Georgia having some great hits to record a deserving victory. Unfortunately the softballers lost their first match of the year to a talented Darlinghurst side.
Next Opponent: Clovelly

Cricket v Coogee at Queens Park
Junior Boys won Score 41-38
Player of the Week Shafin
Senior Boys won Score 30-29
Player of the Week Adem
Highlights: Two very close games to start Term 4. The Senior team did unbelievably well to defend 30 runs. Patrick made two very good saves in the field. Teina and Joel were very economical and closed out the game well. Shafin and Jai batted sensibly in the Junior game. Jesse took an excellent catch.
Next Opponent: Bronte

Bring Your Own Device (BYOD)
Over the past few weeks parents have been sharing their views about a BYOD strategy.
Please share your thoughts via this link to a survey:
https://www.surveymonkey.com/r/R9CHCHS
A brochure detailing a strategy to cope with the changes of technology in schools will be attached next week.

ICAS Writing Results

Year 3
High Distinction ERIKA, OSCAR, ASHLEIGH
Distinction LARA, TIARA, ETHAN, ZAYDAN, EBREL, XIN YI, ELLIS, SANDY, ELENI
Credit NEMANJA, DANIEL, ISABELLA, CHELSEY, DEAN, LACHLAN, MADELEINE, LEANN, LUKE

Year 4
High Distinction TRI
Distinction SAMUEL F., TIMOTHY, REN-SHYAN, SAMUEL N., SHAFIN, LARA, WILLIAM, KATIA, GEORGIA
Credit HARRISON, JESSE, AIDEN, JASON, JERAMIAH, BESS
Merit LEESIA, MARIA, SUSANNA, CHARLOTTE

Year 5
Distinction AMY, CARLA
Credit ZOE, JAMES
Merit JEHUDAH

Year 6
Distinction EUGENIA
Credit NATALIE, PATRICK

Year 7 Selective High School Placement in 2017
Information for parents can be found at www.schools.nsw.edu.au/shsplacement
There have been changes made to this process from previous years.
- All applications must be made online
- Late applications will not be accepted
- Parents can only make three choices, not four
- Family placement claims are not considered

Application Website Closes 16 November 2015.
All applicants are required to sit the Selective High School Placement Test to be held on 10 March 2016.

Last week we shared the stage outcomes for Mathematics from ‘A Parent’s Guide to the NSW Primary Syllabuses. This week we provide the syllabus details for Science and Human Society & Its Environment (HSIE) for each stage of learning K-6.

Whooping Cough Alert
There has been a large increase in whooping cough notifications in NSW during 2014 and 2015. A large part of this increase has been among school-aged children.

NSW Health would like to provide information about whooping cough to parents and carers of children attending NSW schools. This information is available on the NSW Health website.

Our Uniform Shop Video can be viewed here http://youtu.be/HEIdmbYJoO4
The Halloween Disco Is This Friday!!!

Disco Info:
- Gates open at 5pm
- The disco finishes at 7pm.
- Entry is $5 per child. Adults and kids under 4 are free.
- The first gate on Doncaster Av, by the crossing will be open. All other gates will be locked.
- All children must be supervised by a parent/carer
- Food/drinks/other available on the night includes:
  - Sausage in a roll - $3
  - Crisps - $1
  - Popcorn - $1
  - Drinks - $2
  - Glo bands - $1
  - Games/Balloons - $1

Thank you to the people who have already volunteered to help out. We have a few spots left where we require your help. If you are able to lend a hand then please email kensopandc@gmail.com

<table>
<thead>
<tr>
<th>Job</th>
<th># of People</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food set up</td>
<td>1</td>
<td>3.00pm-5.00pm</td>
</tr>
<tr>
<td>School gate supervision</td>
<td>1</td>
<td>5.00pm-6.00pm</td>
</tr>
<tr>
<td>School gate supervision</td>
<td>1</td>
<td>6.00pm-7.00pm</td>
</tr>
<tr>
<td>Games</td>
<td>2</td>
<td>6.00pm-7.00pm</td>
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<tr>
<td>Drinks/snacks table</td>
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<td>5.00pm-6.00pm</td>
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<tr>
<td>Drinks/snacks table</td>
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<td>6.00pm-7.00pm</td>
</tr>
<tr>
<td>Assembling/Selling BBQ</td>
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<td>5.00pm-6.00pm</td>
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<tr>
<td>Assembling/Selling BBQ</td>
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<td>6.00pm-7.00pm</td>
</tr>
<tr>
<td>Clean Up</td>
<td>3</td>
<td>7.00pm-7.30pm</td>
</tr>
</tbody>
</table>

PSSA Sport

A grand total of zero parents from school have signed the petition to speak out against the fee increase at Centennial Park. I would strongly encourage all parents to sign as the costs for sport get passed back to you.

I have left the petitions at the school office. You can also sign the petition online at tinyurl.com/parklandpetition

Playdates for 2016 Kindergarten Children

If your child is starting Kindergarten in 2016, introduce them to other children from their year group at the P&C playdates. These are not official school events. The playdates are a great way to get to know other families and make the first day a bit less daunting. Call Helen on 0431 959 295 with any questions.

The dates we have scheduled are:
- Monday 14th December, 3.15pm at Kokoda Park playground
- Wednesday 20th January, 10.30am at Duke Street playground
- Thursday 28th January, 1pm at Kensington Oval playground.

We hope you can make it!
Human Society and Its Environment (HSIE) provides opportunities for students to explore how people, events and forces from the past have shaped their world. They investigate their personal and community identity and gain an understanding of their nation and its place in the world. They learn to participate effectively in maintaining and improving the quality of their society and environment.

**In Kindergarten**

- Students:
  - tell stories of family, school and local events that are celebrated or observed at home
  - talk about how families are similar or different, using stories and/or photographs
  - discuss holidays and special events in Australia and other countries
  - listen to stories from other cultural backgrounds, including Aboriginal and Torres Strait Islander peoples
  - talk about different roles and responsibilities in the classroom, school and home
  - show care for their home, classroom, school and/or the environment.

**Some Year 1 and Year 2 examples**

- Students:
  - talk about families and identify various family traditions
  - tell stories about events and important days using language such as ‘then and now’, ‘a long time ago’
  - learn about the local community and how it has changed over time
  - talk about historical sites in the local community
  - discuss and observe how technology has changed over time
  - use maps and globes to locate places and countries
  - show an understanding of the relationships between environments and people and what they can do to help protect their environment
  - identify roles and responsibilities in families, school and their community.

**Some Year 3 and Year 4 examples**

- Students:
  - learn about the stories of Aboriginal and Torres Strait Islander peoples and their relationship with their country
  - investigate the cultural diversity or background of the local area
  - learn about celebrations and commemorations in Australia and the world, eg Anzac Day
  - investigate British colonisation of Australia and its impact
  - investigate the various ways to care for their local environment and what they can do at home and school to help protect the environment
  - describe similarities and differences between communities in Australia and other places in the world, including religions, languages and cultures
  - investigate rights, responsibilities and decision-making processes in schools and their community.

**Some Year 5 and Year 6 examples**

- Students:
  - learn about people, groups and events in the past, eg convict life and the gold rushes
  - explain events that led to Australia’s Federation
  - describe experiences of Australian democracy and citizenship, including changing rights over time
  - talk about stories of migration and learn what it means to be Australian
  - examine different cultures and their contributions to Australian identities
  - investigate an environmental issue of local, national and global significance
  - investigate Australian and global connections and recognise global responsibilities.

There are many different ways for teachers to organise lessons effectively. Talk to your child’s teacher about what they expect to cover in class and how you can help your child at home.
Science and Technology

Science and Technology develops students’ skills in thinking, investigating and problem-solving. It gives them knowledge and skills in scientific investigation and inquiry, design and applying technologies. Children pose questions, test ideas, and develop and evaluate arguments based on evidence.

**In Kindergarten**

Students:
- sketch or model ideas for a product, place or space and recount how their ideas suit their purpose
- explore a range of existing products, places and spaces, and discuss their likes and dislikes
- observe the way a variety of familiar objects move, eg sliding, rolling, spinning and bouncing on the ground
- describe what plants and animals, including humans, need to stay alive and healthy, eg food, water and air
- describe how people respond to familiar changes in their environment, eg day and night and seasonal changes
- identify how plants and animals respond to changes in the environment, eg trees losing their leaves and the thickness of animals’ fur.

**Some Year 1 and Year 2 examples**

Students:
- explore and observe different sources of light and sound in students’ daily lives and the senses that detect them
- describe some physical features of a landscape that has been changed by flood, drought or other weathering and erosion
- record the changes in growth of a plant or animal in different ways
- predict how materials will change when they are combined, eg sugar in water, different coloured paint and cooking ingredients
- study a range of familiar information sources and technologies and identify their purposes, eg television programs, websites, digital games, newspapers and magazines
- produce designs for user/audience needs using available tools, materials and equipment safely.

**Some Year 3 and Year 4 examples**

Students:
- identify some different ways in which heat is produced in the environment, eg by electricity, burning and friction
- carry out tests to investigate the forces of attraction and repulsion between magnets
- demonstrate that the rotation of the Earth on its axis is the cause of night and day, eg by using models of the Earth and sun
- investigate the role of living things in a habitat, eg plants as producers and microbes (microorganisms) as decomposers
- observe and record changes in the length and direction of shadows during the day to show how the movement of the Earth around the sun can be used to measure time, eg by using a shadow clock or sundial
- examine some built environments, eg a playground or shopping centre, and study the design considerations such as purpose, access, environmental considerations and movement within the space
- demonstrate appropriate safety and etiquette in relation to computer usage, eg general computer care, file security, maintaining confidentiality of passwords, printing and sharing resources.

**Some Year 5 and Year 6 examples**

Students:
- construct simple circuits incorporating devices, eg switches and light globes
- use models to demonstrate that the Earth revolves around the sun, and the moon revolves around the Earth
- present ideas and explanations about how the structural features and behaviour of some plants and animals help them to survive in their environment, eg shiny surfaces of leaves on sand dune plants and nocturnal behaviour in some animals
- describe how Aboriginal and Torres Strait Islander peoples use observations of the night sky to inform decisions about some everyday activities, eg food gathering and ceremonies
- plan and use a design process to produce solutions to meet design requirements.

There are many different ways for teachers to organise lessons effectively. Talk to your child’s teacher about what they expect to cover in class and how you can help your child at home.