A terrific turnout from the Kensington RSL as well as parents and students across the school took part in the ANZAC Day 100th Anniversary Commemorative service on Sunday. Thank you to over 100 students and their parents for showing such community pride.
Reminders

Zone Changes to KPS
Parents may be aware of the announcement made last week by the Minister for Education and Communities, regarding the increasing enrolments in the local area. By 2018, the government has committed $14 million to build 20 classrooms at Rainbow St Public School with $4 million to provide 10 classrooms at Randwick Public School to address capacity issues around the area.

Principals were called to a meeting late last week to discuss how this announcement would address the ever increasing enrolments in local schools. The meeting consisted of Department of Education and Communities (DEC) demographers as well as asset planners led by the Public Schools Director of Botany Bay. There was no discussion or intention expressed regarding building a separate school.

With the exception of a few places left in Kindergarten, Kensington Public School is at capacity for this 0.7 hectare site. Zone changes will need to occur. If our school does not address its boundary challenges it is predicted that we will reach 550 students by 2021. Evidence suggests that this is likely to be correct. Obviously, there is nowhere to accommodate these students, nor a possibility of any building program due to playground limitations.

At the next school council meeting on Tuesday 28th April at 6.30pm, the members will discuss the recommendations from the DEC demographers who have looked at various scenarios and the numbers of potential students whose enrolment would be affected.

The School Council may need to revise the enrolment policy depending upon the recommendations. Siblings of current students who wish to enrol at Kensington Public should continue to be accepted.

Raincoats and Socks
With the wet weather in full force it is a good idea to have your child's raincoat stored permanently in the base of their school bag. The school also finds it a good idea to pack a spare set of green socks in their bags as well.

Winter Uniform is the standard uniform for Terms 2 and 3. Black leather shoes are the expected standard and more durable than ‘trainers’ in the wet weather.

Thank you to those families who have purchased green Kensington school bags.

NAPLAN
Students in Years 3 and 5 will participate in the 2015 National Assessment Program Literacy and Numeracy (NAPLAN) on the following dates.

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Year 5</th>
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<tbody>
<tr>
<td>Tuesday 12 May 2015</td>
<td>Tuesday 15 May 2015</td>
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<tr>
<td>Language conversions 40 minutes</td>
<td>Language conversions 40 minutes</td>
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<tr>
<td>Writing 40 minutes</td>
<td>Writing 40 minutes</td>
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<tr>
<td>Reading 45 minutes</td>
<td>Reading 45 minutes</td>
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<tr>
<td>Numeracy 45 minutes</td>
<td>Numeracy 50 minutes</td>
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Please visit the following website for further details about the program and types of questions asked.
www.boardofstudies.nsw.edu.au/naplan/info-for-parents.html

Pavers- Alumni Garden
Last year the activity ‘Buy a Paver’ to be laid in the Alumni garden resulted in past students who graduated as far back as 1936, purchasing pavers. These have now been laid in the space next to the canteen. We will once again offer the pavers for sale until October when the orders received for this year will be laid in the Alumni Garden, as part of the history of being at KensingtonP.S.
Our Uniform Shop Video can be viewed here [link]

K-2 Assembly Roster

<table>
<thead>
<tr>
<th>Mon</th>
<th>Tues</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
<th>Sat</th>
<th>Sun</th>
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<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
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<tr>
<td>Term 2 Week 1</td>
<td>Term 2 begins for students</td>
<td>Roosters Against Racism Chess Lessons begin</td>
<td>SRC Meeting</td>
<td>3-6 Sport</td>
<td>Anzac Day – public holiday</td>
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<tr>
<td>School Development Day* (for teachers)</td>
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<td>3-6 Sport</td>
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Notes Home

Year 4: Intention to apply- Year 5 entry to an opportunity class in 2016
Chess Competition: Friday Games 3.10-4.15pm
P&C Mothers Day Photos: Booking Form

Peer Support    Thurs 1.45-2.15

As part of the student leadership strategy Stage 3 students lead the rest of the school through a series of lessons each Thursday afternoon developing their understandings around a wellbeing theme. The stage 3 students were trained late last term to deliver lessons to their peers about anti-bullying strategies. There are many issues surrounding bullying which become more complex with the advent of social media and cyber bullying. Whilst there is no main school specific reason for reproducing the following article it provokes thought about what is banter and what is bullying.

*not their real names

Two months ago Belinda and Mike Smith* consulted with me about their son Peter. They were concerned about Peter as he had complained to them more than once that he had been bullied at school. After the second complaint, Mike had contacted the school to voice his concern. The school’s response infuriated Mike as he felt that the headmaster was unhelpful and even unsympathetic to his cause. Mike’s knee jerk reaction was to pull his son out of the school and find a more protective environment for Peter. Belinda was slightly calmer and persuaded her husband to consult a professional first, before doing anything rash, and that is how they landed in my office.

Mike immediately began talking about how bad his son’s school is and wanted my opinion about changing schools. "Whoa," I said. "Let us first work out what is happening and then you can make an informed decision. We need to clarify: Is your child actually being bullied?"

Parents hate it when I ask that because they suspect that I am accusing their son of lying or overreacting. Heaven forbid. I just know that the word "bully" or "bullying" is bandied about as an everyday term, when in fact it has a specific meaning.

I explained to the Smiths that in order for behaviour to be classified as bullying behaviour, three factors need to be in place. These factors apply equally to boys and girls.

Our Uniform Shop Video can be viewed here [link]
The first factor to look out for is whether or not there is an imbalance of power. I wanted to know if Peter had suffered at the hands of a gang, or an older boy or even a stronger boy. Mike said no, to his knowledge Peter had been teased by a mate, a boy similar to Peter in most ways. I was relieved to hear that because when power is equal Peter need not see himself as a helpless victim needing outside assistance. Rather, he and his parents can view him as an adequate child in a peer situation who can look after himself in his world.

I recommended that Peter learn to be more assertive. An easy way of doing it would be for Mike to role play with Peter where Peter is being teased and he stands up to the comment with a witty retort. Learning a skill is proactive; being a victim is reactive and waiting to be rescued. Being proactive is so much more empowering in life.

The second factor I look out for is the frequency of the "bullying" behaviour. I asked Mike and Belinda how often Peter had been teased and they thought that it had happened two or three times. My next question was how dose together the incidents had occurred and it seems that they had occurred once at a school camp and then again several weeks later.

Again I was relieved. For behaviour to be labelled bullying it needs to occur at least twice in close succession or repeatedly for several weeks. Belinda did not like this at all. She attacked me shouting "Why are you protecting the bullies? My son has been hurt and you are implying that what happened to him is not serious." Very gently I had to explain to Belinda (and a concurring Mike) that while being teased is unpleasant and unkind, it does not have to be seen in a catastrophic way. To my knowledge, no child ever goes through school without being teased. Treading carefully, I asked Mike if Peter had ever teased another child. I wondered aloud if Peter had ever excluded a friend in a game. Mike grudgingly conceded the possibility. Belinda suddenly became animated with insight and said that she had noticed that Peter's friendships seemed to fluctuate and that sometimes he would refuse to include someone in a game, even if she insisted.

That gave me the ammunition I needed. I could now explain that children's friendships are fluid. This week Peter may want to spend all his time with Jarred but next week he will want John. In rejecting John, Peter may say something mean but his meanness is a passing, irregular occurrence and should be seen as part of the social dynamics of the group. I stressed to the Smiths that I am not excusing the bad behaviour but that is what it is, bad behaviour not bullying behaviour.

Understanding that meanness between children will occur at times immediately normalised the situation for the Smiths. No longer was Peter a social outcast but a boy in a group who needed to learn how to navigate social dynamics. I stressed the importance of Mike and Belinda being calm about group dynamics.

The view that "these things happen, it is not unusual or pathological so let's get on with the business of solving it" will be most helpful for Peter's emotional development. Sometimes just explaining to Peter that friendships at school can fluctuate, is all he will need to get through the night.

The third factor that I investigate is whether or not the perpetrator of the "bullying" behaviour is deliberately targeting the "victim". I wanted to know if the Smiths believed that the unkind behaviour was meant for Peter specifically or that the perpetrator simply behaved badly. They were unsure but I felt that since each bullying situation had been perpetrated by different boys it was unlikely to be personal.

I explained that in every class there will be a child who has a big mouth, or has poor social skills or is self-centred. He behaves badly because he behaves badly; your son is not even on his radar. Letting your child feel that he is a target when in fact he is merely sharing space with a big mouth, will only increase his unhappiness.

Rather, educate your child about different behaviours (even ugly ones) and teach him to live among different types peaceably. What I mean is that your son needs to know is that there are people of all types who will come into his orbit and he will not be able to control their behaviour. What he can control is his own response. For instance he can ignore the negative language as opposed to taking it to heart. Also, he can focus on the positive attributes of the loud mouth instead of focusing on the negative attributes.

After I had gone through these criteria with the parents, it became clear that their son was struggling with class dynamics as opposed to being bullied. They suddenly felt empowered. They no longer viewed their son as a helpless victim who needed external support and protection from the school. Solutions were in sight and a gradual educational program was set in motion which would teach their son more resilience, conflict management and to see each situation in perspective.

It is not in the scope of this article to cover various techniques of building resilience, assertiveness or the ability to manage conflict. Also, in each case a different skill may be needed by individual children, there is no blanket formula.

In addition, I must stress that I am not minimizing the frequency of bullying or its harmful effects. When behaviour meets the above criteria, protection from the bullying behaviours must take place.

However, in those situations where it is not bullying per se, other methodologies are more appropriate. In such cases, it is within a parent's ability to guide their child in peer dynamics. Skills can be taught to the child by the parents and/or a counsellor that will assist the child for life.

Jumping at the bullying label tends to stress parents and child further. However, when one talks about handling conflict, building resilience and improving social skills, everyone feels infinitely more empowered to resolve the negative situation. Good luck!

**Randwick Council’s Food and Native Garden Grants**

Mrs Krivotic applied for a grant from Randwick council and was successful in receiving $2000 towards our elevated native garden projects. Congratulations on this success. Student representatives will be presented with the cheque by the mayor next week.

**Congratulations**

Kevin took part in the NSW Junior Chess League Summer One Day Tournament and was the equal top scorer for 7 years of age. Well done Kevin!

**and...**

The cheque presentation from the Bic Handwriting Challenge took place. Thank you to the Ford family Leo (2C) and Elliot (KS) winning this money for the school. It will go to our major fundraiser this year, the COLA.

Our Uniform Shop Video can be viewed here [http://youtu.be/HEIdmbYJoO4](http://youtu.be/HEIdmbYJoO4)
Welcome Back to Term 2.

Welcome back Kensington. We hope you’ve had a fabulous holiday and feel rested and relaxed. It definitely feels very autumnal now that the cold and wet has set in but don’t be sad, we have lots of (indoor) P&C events planned this term to bring back your smile (posters and more information coming soon).

P&C BBQ and Raffle

An outstanding result was achieved from our P&C BBQ and raffle. Thank you so much for contributing and supporting our school. We raised just over $3,000 which will contribute towards speakers and lights for the new COLA.

The winners were as follows:
Signed Roosters T-Shirt – Isla in KM
Cricket bat signed by Mike Hussey – a lovely local lady who bought one of our raffle tickets whilst voting at the state election.
Family Photoshoot - Aiko (mother of Marika in 3P)

Well done to all the winners. I hope you enjoy your prizes!

Class Parents

We have Class Parents for the following classes:

KH  KM  KS  KP
2RP  2C  2/1V  3B
3P  4R  4/3W  5/4OC
5E  6D

We are still looking for Class Parents for these classes:

KK  1S  1C  2N  6D

Please email Megan Escott on marescott@gmail.com if you are able to help.

Date of the Next P&C Meeting

The daytime P&C meeting was a great success so for the rest of this year we will continue to alternate between daytime and night time P&C meetings.

What happens at a P&C meeting? If you have never been to a P&C meeting before and are anxious about attending or not sure what you can contribute, please rest assured that you are most welcome to just come and listen. Of course all views are welcome and we encourage lively debates.

Mr Johnston starts our meetings with the Principal's Report. This outlines the major activities, news and discussion points within our school and community. This is a great way as a parent to feel more connected with the school and your child’s education.

Next we have the P&C Treasurer's report. Helen our Treasurer outlines our fundraising in the last month and any expenses. If you were at the AGM (first meeting of the year) and paid your gold coin membership fees you are entitled to vote on how the P&C money is spent.

After these reports we discuss P&C fundraising issues and events. There is always an ‘AOB’ (any other business) item on the agenda if you would like to raise an issue yourself. Alternatively, email me at: judemswain@gmail.com and I can add an item to the agenda.

These meetings are informal and relaxed. I look forward to seeing you at the next meeting which is on Tuesday 28th April at 7.30pm in the Library.

Bye for now!