Headmaster’s Distinctions

Term 1
Weeks 4 & 5
Year 1
Marc Assabgy
Charlie Laso
Murphy Xi

Year 3
Lachlan Horne

Year 5
Cyrus Anderson
Joshua Keepkie (x3)
Tom Watson

Year 6
Harrison Smith

Prep News
28th February, 2014

Outdoor learning adventures – Year 3-6 Camps

Our youngest Kingsmen have felt like kings this week as they ruled the Prep School facilities during the absence of our primary aged students. This week was camps week for all students from Years 3-6 which saw the boys venture off to various exciting locations.

The Year 3 boys enjoyed a two day, overnight experience in the Blue Mountains. This outdoor experience greatly enriched their investigations into the current unit of inquiry, ‘People in past and present societies have used different forms of the Arts to express themselves.’ Staying at the CMS Conference Centre perched on the escarpment near the Scenic Railway at Katoomba, the boys enjoyed field trips into bushland locations and heard presentations from local Aboriginal guides on tribal aboriginal life and their strong connection and reliance on the natural environment.

For the Year 4 boys, the Royal National Park was the location for their outdoor adventures. The programme was co-ordinated by Youth Works, a Christian organisation and supported by a number of Prep staff. Alongside the Christian education sessions the boys enjoyed participating in bush navigation activities, pool rafting, fishing, and exploration of the mangrove area and bush survival skills.

Year 5 camp was also located in the Royal National Park at another Youth Works site known as Deer Park. After an early morning Bible discovery session the students participated in a range of outdoor activities designed to provide physical challenge and the development of team work. The activities included river rafting, sailing, abseiling, rock climbing and canoeing.

For our Year 6 students, Camp Koloona, set on the banks of the Shoalhaven River, was the perfect outdoor site for their exploration of the district. With a programme designed to challenge and extend their skills, the boys enjoyed gaining surfing skills on 7 Mile Beach at Gerroa under the tutelage of Surf Camp Australia. Other activities included fishing, canoeing, a Segway ride along designated tracks, an evening with members from the Gerringong Historical Society and an overnight camp out experience under canvas.

There’s no doubt, these camps are fun! However, the camping programme also enhances relationship building amongst the boys, improves self-esteem and self-efficacy, improves socialisation skills and facilitates group bonding and co-operation. These opportunities also reduce the formality of the relationships between students and staff and allow for the development of closer relationships that can transfer with positive results in the classroom.

THOUGHT FOR THE WEEK: “Instead of giving myself reasons why I can’t, I give reasons why I can.”

Author Unknown
Learning about Australian Indigenous Culture

Last week we welcomed the Aboriginal performance group known as Kadul to our school. The performance was part of the Year 3 investigation into Australia’s indigenous culture. The two lines of inquiry explored through the presentation included: how indigenous people have expressed themselves through the Arts; and using and exploring different art forms as a means of expression. Led by Ryka Ali and his grandmother, the performance revealed the richness of the Aboriginal and Torres Strait Island cultures. The boys learnt about ‘painting up’ for a corroboree, gaining insight into the ochres used, and the significance of the designs. Some students participated in a dance, learning about how to observe the intricate movement of animals and imitate their action within the dances. They also learnt about the Aboriginal and Torres Strait Islander flags and the significance of their symbols.

Ryka and Aka Cindy taught the boys the movement for an Emu Dance. The key was to observe the emu and replicate what was seen. They explained to the boys how life revolves around learning and how to manage and survive in place you live. Dance, music, singing and painting are important to reinforce skills for everyday living and are fun when performed as a part of a community.

Peter Allison
Head of the Preparatory School

Upcoming Events

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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Event</th>
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<tr>
<td><strong>Week 6</strong></td>
<td>Tuesday, 4 March 2014</td>
<td>Year 1 Art Gallery Excursion</td>
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<td>Wednesday, 5 March 2014</td>
<td>Year 2 Powerhouse Museum Excursion</td>
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<td>IPSHA Swim Carnival</td>
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<td>TKS Football Club Parents’ Information Evening and AGM – Thomas Memorial Pavilion</td>
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<td>Friday, 14 March 2014</td>
<td>Official Opening of the new Science Building</td>
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<td>Saturday, 8 March 2014</td>
<td>Summer Sport Round 5</td>
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<td><strong>Week 7</strong></td>
<td>Monday, 10 March 2014</td>
<td>Fathers’ Association Year Dinners</td>
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<td>Tuesday, 11 March 2014</td>
<td>Fathers’ Association Committee Meeting (7:30 pm)</td>
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<td>Friday, 14 March 2014</td>
<td>Kindergarten and Transition Class 2015 Information Night</td>
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<td></td>
<td>Saturday, 15 March 2014</td>
<td>Old Buffers Cricket Game</td>
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<td>Summer Sport Round 6</td>
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Fathers’ Association Year Dinners – Saturday, 8th March

This is a parent and teacher event only. We ask all parents to please check your emails from their Fathers’ Association Year representatives and book for your respective dinners via the (online) Trybooking link provided.

The Year Dinners are a wonderful, low cost opportunity to meet parents and teachers from your son’s year in a relaxed, social environment” — Neil Armstrong, President of the TKS Fathers’ Association

Prep Newsletter - 2 - Issue No 2 – 28th February, 2014
Camps
On Wednesday, all boys in Years 3-6 returned with great excitement from their camps. They were quite tired but couldn’t wait to tell me about their favourite activities. The boys had a wonderful time and their behaviour was exceptional.

Having all the year groups away at the same time worked extremely well and causes minimal disruption. My thanks to all the staff for their commitment to the boys and willingly agree to attend the camps.

Turning Circle
I would like to thank all those parents who are following the guidelines outlined in the last newsletter and in a recent email. Please remember that these guidelines are in place for the safety of the boys and to ensure that the Turning Circle runs as smoothly as possible.

Class Mums
The Class Mums, Mrs Baxter and I met on Thursday and had a very productive meeting. I am most grateful and looking forward to working with these mums who have all volunteered their time. The Class Mums for 2014 are:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Class</th>
<th>Name</th>
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<th>Name</th>
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<tbody>
<tr>
<td>Kindergarten</td>
<td>KO</td>
<td>Vena Nohra - Luc</td>
<td>Year 4</td>
<td>4C</td>
<td>Melanie Staas - William Engelman</td>
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<td></td>
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<td>Sharon Irving - Harry</td>
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<td>Nitika Chavan - Aadi</td>
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<td></td>
<td>KR</td>
<td>Wendy Calabro - James</td>
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<td>Ngaire Donley - Jasper</td>
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<td></td>
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<td>Theresa Thompson - Matthew</td>
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<td>Jennifer Vasquez - Ethan</td>
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<td>Kate Bursa-McMaster - William McMaster</td>
<td>4M</td>
<td>Janet Fenech - Harrison</td>
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<td>Nicole Papasinos - Joseph</td>
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<td>Year 1</td>
<td>1G</td>
<td>Uyen Heiskanen - Kasen</td>
<td>5P</td>
<td>Uche Okereke - Fisher</td>
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<td></td>
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<td>Cisca Sibbald - William Mulveney</td>
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<td>Amatul Ali - Haider Abbas</td>
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<td></td>
<td>1Y</td>
<td>Elise Ball - Sebastian</td>
<td>5R</td>
<td>Nikole Egan - Joel</td>
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<td></td>
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<td>Samantha Edwards - Lucas Yuen</td>
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<td>Marguerite Nassif - Sarkis</td>
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<td>Erika Armstrong - Ethan</td>
<td>5X</td>
<td>Paula Booth - Nicholas Bittar</td>
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<tr>
<td>Year 2</td>
<td>2B</td>
<td>Tina Graham - Harry</td>
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<td>Lisa Barton - Thomas</td>
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<td></td>
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<td>Anastasia Chemerys - Daniel</td>
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<td>Helen Keepkie - Joshua</td>
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<td></td>
<td>2I</td>
<td>Claire Chadwick - Noah</td>
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<td></td>
<td></td>
<td>Kavithaa Maheswaran - Pranav</td>
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<td>Year 3</td>
<td>3L</td>
<td>Sandi Netto - Jordan</td>
<td>6J</td>
<td>Jo-Anne Harrison - Tom</td>
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<td></td>
<td>3W</td>
<td>Vicki Engsall - Thomas</td>
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<td>Koula Ward - Kris</td>
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<td></td>
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<td>Maria Levy - Jake</td>
<td>6M</td>
<td>Nelly Maroon-Yacoub - Peter</td>
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<td></td>
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<td>Ilaria Mills - Richard</td>
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Fathers’ Association Year Dinners
This year’s dinners will be held on Saturday, 8th March. I encourage all parents to attend and enjoy a fantastic night and build upon that wonderful King’s School community spirit.

Greg Blackman
Deputy Head of the Preparatory School

MEDICAL - There has been a reported case of School sores from one of our students who attended camp.

School sores or impetigo are a highly contagious bacterial skin condition. Impetigo is easily treated with antibiotics but if your child shows signs of impetigo he should not come to school. There is good information regarding impetigo on the Children's Hospital, Kid's Health site http://www.sch.edu.au/health/factsheet/joint/?impetigo.htm

Kristina Roberts - Prep Health Care Co-Ordinator
RESILIENCE

In BBC Capital, I read an interesting article regarding failure and resilience. Sydney Finkleston, a professor of strategy and leadership, related a recent incident at the Sochi games with the often challenging task of child-raising.

He states that the complacent and the arrogant do not accept personal responsibility. For them, failure is someone else’s fault. We’ve seen plenty of this during Sochi as well - hockey players blaming errant referee calls, snowboarders complaining the snow was too soft and speed skating coaches attributing poor results to new high-tech suits selected for their athletes.

He goes on to make connections with how parents raise their children, asserting that when parents help their children navigate every challenging situation, they are doing them an incredible disservice. Parents want to protect their kids from failure, but doing so deprives them of the opportunity to practise not just a life skill but an essential work skill. When self-esteem becomes more important than results, we are inadvertently training young people to become less adaptable.

So how can we best serve our children in terms of the development of resilience and self-esteem? Some may find a paradox here. Do we build a child up only to knock him down with the harsh realities of life’s consequences? Do we aim to protect our children from black and white reality due to their tender years? At what age do we give the bland facts on a matter? What types of consequences do we apply? Are they fair or over the top? The voice of reason must ring. Consequences must be stated and known. Consequences ought to be consistently applied in a fair and reasonable manner.

In order to raise our children to cope with failure, which will come their way at some stage, consistent and fair practice is essential. Our boys are sometimes complacent with regards to self-management of their uniform items for instance, the lost lunchbox, the odd sock, the un-found home learning pouch, and the un-made bed, the un-set table. Parents should not take it upon themselves to save every situation. For this gives permission for the boy to be complacent again and again. There does however, need to be a consequence.

It is OK to say that life is tough at times. Life can also be unfair. Sometimes it sucks. We will not always be successful, we will not always be right. The very wise words of Nelson Mandela apply aptly, “The greatest glory in living lies not in never falling, but in rising every time we fall.”

And so it is that we have this marvellous opportunity to work together in partnership to foster the seed of resilience in the development of our boys. Failures,
Why Camp?

This week, I had the absolute privilege of joining Year Three on their camp to The Blue Mountains. Six teachers and 47 boys made their way into the mountains for a two-day ‘experience’. In my capacity as the Director of Learning for The Prep School, I knew the reasons why the boys were going on camp and how it linked to their current unit of inquiry. However, a few days before the camp, I found myself wondering about many other things in relation to the two days. Where are we going? What should I pack? What are we doing? Do I need food? How will the boys manage? What if it rains? Where will I sleep? Countless questions!

Whilst we were at our camp centre, the boys were able to share meals together, perform in a Corroboree, listen to bible passages, take part in art activities and learn how to share a bedroom.

During our indoor activities at the Waradah Aboriginal Centre (which included an Aboriginal performance, creating an art mural painting, and interaction with Aboriginal custodians) the boys were given an insight into how some people express themselves and their culture.

The outdoor activities gave the boys a chance to connect with the environment. It allowed them to experience and appreciate nature by being a part of it during our visits to the Aboriginal site at Faulconbridge, our bushwalk on the Fairfax Track at Govett’s Leap and our bushwalk through the rainforest to the falls and coal mine at Scenic World. They were so busy exploring their outdoor classroom and inquiring into their surroundings that they didn't even miss their electronic devices!

Upon reflection, I realise that until I had actually experienced the entire camp I could not fully understand what it would be like. Just like our boys in the classroom and their exposure to the curriculum, they need to be able to “experience” it in order to “understand”. Learning by doing. Hands-on learning not only helps students grasp and retain concepts with greater ease, it makes the entire teaching process most effective.

Here are some reasons to take students on camp.

At camp, children:

1. **Make true friends** – *Camp is the place where kids make their very best friends. Free from the social expectations pressuring them at school, camp encourages kids to relax and make friends easily. All the fun at camp draws everyone together—singing, laughing, talking, playing, doing almost everything together. Everyday, camp creates friendships.*
2. **Reconnect with nature** – Camp is a wonderful antidote to “nature deficit disorder”, to the narrow experience of modern indoor life. Outdoor experience enriches kid’s perception of the world and supports healthy child development. **Camp gets kids back outside.**

3. **Learn social skills** – Coming to camp means joining a close-knit community where everyone must agree to cooperate and respect each other. When they live in a cabin with others, kids share chores, resolve disagreements, and see firsthand the importance of sincere communication. **Camp builds teamwork.**

4. **Have free time for unstructured play** – Free from the overly-structured, overly-scheduled routines of home and school, life at camp gives children much needed free time to just play. Camp is a slice of carefree living where kids can relax, laugh, and be silly all day long. **At camp we play!**

5. **Grow more independent** – Camp is the perfect place for kids to practice making decisions for themselves without parents and teachers guiding every move. Managing their daily choices in the safe, caring environment of camp, children welcome this as a freedom to blossom in new directions. **Camp helps kids develop who they are.**

6. **Develop life-long skills** – Camps provide the right instruction, equipment and facilities for kids to enhance their sports abilities, their artistic talents, and their adventure skills. The sheer variety of activities offered at camp, makes it easy for kids to discover and develop what they like to do. **Camp expands every child’s abilities.**

7. **Unplug from technology** – When kids take a break from TV, cell phones, and the Internet, they rediscover their creative powers and engage the real world— real people, real activities, and real emotions. They realise there’s always plenty to do. **Camp is real!**

8. **Gain resiliency** – The kind of encouragement and nurture kids receive at camp makes it a great environment to endure setbacks, try new (and thereby maybe a little frightening) things, and see that improvement comes when you give something another try. **Camp helps conquer fears.**

9. **Experience success and become more confident** – Camp helps children build self-confidence and self-esteem by removing the kind of academic, athletic, and social competition that shapes their lives at school. With its non-competitive activities and diverse opportunities to succeed, camp life is a real boost for young people. There’s accomplishment every day. **Camp teaches kids that they can.**

10. **Spend their day being physically active** – As children spend so much time these days inside and mostly sitting down, camp provides a wonderful opportunity to move. Running, swimming, jumping, hiking, climbing! **Camp is action!**

See? Camp is great!

Rachel Johnston
Director of Learning/PYP Coordinator
rcj@kings.edu.au

How We Organise Ourselves in Year Two

Our current unit of inquiry looks at transport systems as a means by which humans organise themselves to serve the needs of communities. In learning about transportation, we can apply our experiences with gravity and forces (pushes and pulls) to our understanding of how vehicles move.

In Science, we have been learning about the physics of pulling and pushing. The boys have enjoyed Mr Ollis’ engaging lessons in the science lab and the hands on activities ranging from experiences with fire, electricity, magnets, pulleys, ropes and chains. In the first two weeks of Science, the boys have been finding ways to defy gravity as a natural force we know so well. In the boys’ own words, they say, “It’s pretty cool!”

Reading Groups
In Year 2, we engage in guided reading activities two mornings a week. Our reading groups began very well this year, with many wonderful parent helpers and support staff coming in to assist us. During reading groups, boys are grouped according to their reading levels so that they may receive the appropriate literacy guidance and support within a small group setting.

Some of the important reading skills focused on during these sessions include: the learning of vocabulary, grammar, decoding skills, prediction, written comprehension and sentence construction.

As the year progresses, boys move through the various reading levels and have the opportunity to change reading groups as their skills improve. Two Blue and Two Indigo teachers and students enjoy reading groups because it creates an opportunity for boys to mix and collaboratively learn across the grade.
Church@Kings presents

THE BIG RESCUE

TREASURE HUNT

PART 1 - FRIDAY 28 MARCH
3.30PM-5.00PM
TKS PREP HALL

PART 2 - SUNDAY 30 MARCH
9.30AM-11AM
CHURCH@KINGS

prepchaplain@kings.edu.au 9683 8433

I give permission for ____________________________ to attend TBR
on Friday 28 March / Sunday 30 March/ both.
Signed: __________________________________________

(parent or guardian)
snowsports @ KING’S

Do you snowboard, ski or cross-country ski? Have you thought about joining in?

Come along and enjoy a night of fun, have a sausage sizzle and get all the information you need. All boys, parents and siblings welcome.

Friday 28th March • 5–8pm
@ The Prep (Year One Rooms)

There will also be a Second Hand Sale jackets, skis etc... so bring along old gear to sell and cash to pick up a bargain!

CONTACT: Jo Grinham jng@kings.edu.au OR James Tyree jtyree@kings.edu.au