Headmaster’s Distinctions

Term 1
Weeks 8 & 9

Kindergarten
COLEMAN, Nathan
GAUCI, Patrick
LUSTED, River
MADSON, Samuel
NASHED, Aaron
NASHED, Aaron
NASHED, Aaron

Year 1
ARMSTRONG, Ethan
CASSETTARI, Archer
HARRISON, James (x3)
LIU, Jake
MATTI, George
NASSIF, Elias
REED, Mercer
SELIG, Edward
YUEN, Lucas

Year 2
FAYAD, Dominic
GAUCI, James
MYATT, Jett
SALMON, Tulloch
YUEN, Ansh (x2)

Year 3
ARMSTRONG, Isaac
BYRNE, James
SINGH, Sidhant
YUEN, Princeton

Year 4
CENAN, Anujan
PAPASINOS, Joseph

Year 5
HENSHAW, Jude
MADRID, Martin
MONNANDA, Rehan
SAYER, Brady
SINGLETON, Edward
WAUGH, Lachlan

Year 6
ALBERTYN, Tyrone
MALOUF, Marcus
MEROI, Alessio

Prep News
28th March, 2014

Conversations that Support Learning Growth
At King’s we believe that the greatest success is achieved when the home and the school are working harmoniously together to support our boys. This process requires ongoing positive and productive communication.

This week, our focus has been on hosting three-way conferences to share information between teachers, parents and students. This reporting process actively involves the boys in the process, fostering self-reflection, self-evaluation and guiding them through a goal setting process to focus future learning growth. The strategy encourages boys to accept accountability and responsibility for their effort and progress, and allows them to demonstrate a growing understanding of their development as independent learners. The conferences have also provided an opportunity for sharing between the home and school about social and emotional development.

As well as encouraging open and honest dialogue between parties, the conferences provide an opportunity for the boys to develop more formalised oral communication skills and the ability to articulate their thoughts on their learning.

I want to acknowledge the teaching staff for the many extra hours invested into the preparation for the three-way conferences and the time taken to talk with families on top of their busy weekly schedules.

China Tour Looming
In the final week of the school term and the first week of the school holidays, a group of boys from Years 5 & 6 will be accompanied by a parent and school staff on a cultural tour of China. Organised through Antipodeans Abroad, the group will be spending four days in Beijing, taking in sights such as Tiananmen Square, the Forbidden City, the Drum Tower, the Summer Palace and the Great Wall of China. The group then head to Xian to enjoy touring this ancient city and exploring the famous Terracotta Warriors. The final leg of the trip exposes the tour group to the rural setting of the Guilin and Yangshou districts. Here the group will use bikes to explore local rural village life and enjoy a river cruise to further explore the area.

The trip will also provide an opportunity for the boys to visit two different schools interact with similar aged students. The boys have been preparing for the visits with some additional Mandarin lessons conducted by our Mandarin teacher, Miss Angela Kuo, to facilitate some basic conversation skills in the language. They have also prepared a musical presentation and a beautifully crafted book that illustrates the song, “Home among the Gum Trees” that they will be sharing.

The staff leading the tour includes Dr Hawkes, Mrs Baxter and Mr Allison. The tour looks to be a fascinating and exciting adventure.

THOUGHT FOR THE WEEK: “Troubles are often the tools by which God fashions us for other things.”
Henry Ward Beecher
Dr Hawkes Sharing About the Role of Fathering Sons

Fathers of the Prep School … save the date!
– Tuesday 20 May at 7:30pm.

On this date we will have the opportunity to enjoy an evening with Dr Timothy Hawkes, respected TKS Headmaster and author on parenting boys, share with us on his latest research and understanding around this topic. Many of the details will be elaborated on in an upcoming publication entitled, “Ten Conversations you must have with your son,” which will be published mid-year.

Alongside the chance to hear important information about the role of fathering, the evening will be a great opportunity to meet with fathers, catch up with friends and get to know others. Depending on numbers, the location will either be at Mr Allison’s house, ‘The Cedars’ or the Prep ILC. More details will be communicated next term.

Peter Allison
Head of the Preparatory School

DEPUTY HEAD

Haircuts

Over the last few weeks, I have needed to speak to a number of boys and their parents about the boy’s haircut. The School’s expectations are listed in The King’s School Preparatory School Handbook.

“Hair must be clean and tidy, well brushed and combed. Extreme styles of haircuts are not permitted. It is assumed that hair will not be cut so short or grown so long as to invite comment, nor will it be streaked or tinted.”

The latest trend appearing is to have very short hair that rises to a line or permanent part cut into the hair and then becomes quite long on top. This is unacceptable.

Sick Children

We have had a number of children presenting to Sick Bay unwell this term. A number of these boys have indicated that they were not well the previous night or that morning.

As responsible members of The King’s School, Preparatory School Community, parents do not send their children to school if they:

- are vomiting or have vomited during the night
- have a temperature
- have impetigo (School Sores)
- or are complaining of flu like symptoms (especially discharges from nose or eyes).

These conditions are highly contagious and spread through a classroom and / or the school very quickly affecting not only other children, but their extended families. We have children and family members of our boys who have weak immune systems, may be pregnant or have other medical conditions and should not be put at risk by children who are unwell.

I ask parents to consider the risks to others by ensuring they do not send their sick child to School. I would also like to remind parents that they have a responsibility to collect their child or make arrangements to have him collected in a timely fashion once the school notifies them that the child needs to go home.

NAPLAN

The 2014 NAPLAN takes place in Week 3 next term. All boys in Years 3 and 5 will participate in this important national snapshot of learning. The boys have been completing NAPLAN style questions as part of their Home Learning programme and will complete a number of practice papers before the tests.
NAPLAN (cont……)

<table>
<thead>
<tr>
<th>Year</th>
<th>Tuesday 13 May</th>
<th>Wednesday 14 May</th>
<th>Thursday 15 May</th>
<th>Friday 16 May</th>
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<tbody>
<tr>
<td>Year 3</td>
<td>Language Conventions (40 minutes)</td>
<td>Reading (45 minutes)</td>
<td>Numeracy (45 minutes)</td>
<td>Catch-up day</td>
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<tr>
<td></td>
<td>Writing (40 minutes)</td>
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</tr>
<tr>
<td>Year 5</td>
<td>Language Conventions (40 minutes)</td>
<td>Reading (50 minutes)</td>
<td>Numeracy (50 minutes)</td>
<td>Catch-up day</td>
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<td></td>
<td>Writing (40 minutes)</td>
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Further information will be sent to parents in Years 3 and 5 closer to the test dates.

**End of Term Arrangements**

Term One concludes on **Thursday, 10th April**. As is the common practice at the end of term, we will have a staggered end to the day to assist with congestion at the Turning Circle. There are **no After School Activities** on this day and **all boys need to be picked up by 3:30 pm**.

It is the School’s recommendation that boys be picked up by parents, grandparents or through arrangements with other families.

Boys who require picking up after 3:30pm will need to be collected from After School Care, housed in the building adjacent to the pool. This is a user pay service and further information may be obtained from Camp Australia (1300 105 343 or www.campaustralia.com.au).

- Boys in the year groups listed will be picked-up from the Turning Circle,
  - Kindy - 2:45 pm
  - Yr 1 - 2:50 pm
  - Yr 2 - 2:55 pm
  - Yr 5 - 3:00 pm
  - Yr 6 - 3:10 pm

- Parents of boys in **Years 3 & 4 will need to park their cars in the Gatehouse Driveway** and **walk to the classrooms** to collect their sons at 3:10pm.

**Extra caution and patience will be required in the Turning Circle with so many students leaving within this pickup period.**

All bus boys are to catch their normal **early bus services** departing soon after 3:30 pm.

Baxter Buses are yet to confirm times for their buses. Information on the buses they run will be sent as soon as it is available.

**PLEASE NOTE THAT NO LATE BUS SERVICES ARE AVAILABLE.**

Greg Blackman
Deputy Head of the Preparatory School
### Upcoming Events

<table>
<thead>
<tr>
<th>Week 10</th>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td></td>
<td>Sunday, 30 March 2014</td>
<td>Big Rescue Part 2</td>
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<td>Monday, 31 March 2014</td>
<td>National Young Leaders Day (School and House Captains) – Sydney</td>
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<td>Entertainment Centre</td>
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<td></td>
<td>Tuesday, 1 April 2014</td>
<td>Experience TKS Senior School Day – Prep and Tudor House Year 5 boys (10:00 am – 3:00 pm)</td>
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<td>Year 2 Strings Performance for parents (2:00 – 3:00 pm)</td>
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<td></td>
<td>Thursday, 3 April 2014</td>
<td>Winter Sports Trials (2:00 – 3:00 pm)</td>
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<td>Music Concert (6:00 pm)</td>
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<td></td>
<td>Saturday, 5 April 2014</td>
<td>IPSHA Cross Country Championships (8:00 am – 12:00 noon)</td>
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<td>Week 11</td>
<td>Sunday, 6 April 2014</td>
<td>Daylight Saving Commences</td>
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<td>China Tour 2014 Commences – Tour Returns Good Friday (18-4-14)</td>
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<td>Monday, 7 April 2014</td>
<td>Year 6 Leadership Day with TARA and Tudor House</td>
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<td>Fathers’ Association Committee Meeting (7:30 pm)</td>
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<td>Thursday, 10 April 2014</td>
<td>Year 3 Multicultural Day (11:00 am – 1:30 pm)</td>
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<td>Kindergarten Easter Hat Parade (8:30 – 9:30 am)</td>
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<td>Term 3 Concludes (3:10 pm)</td>
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<td></td>
<td>Friday, 11 April 2014</td>
<td>Armidale Rugby Tour (until Sunday 13th April)</td>
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![Image of Church@Kings presents The Big Rescue Treasure Hunt Part 2](image-url)
We know of the importance of building blocks in the learning process and how vital it is to build on solid foundations. Findings and recommendations into best teaching and learning practice rest on many years of research.

The building blocks of positivity, happiness and wellbeing as they relate to psychology and a flourishing human, are areas of relatively new research. Positive psychology suggests that happiness in life is obtainable. It is the natural result of building up our wellbeing and satisfaction with life. This of course, is of tremendous interest and concern to parents and educators.

Professor Martin Seligman spent many years developing a theory of happiness. He wanted to identify the building blocks of wellbeing. He drew up a five-sided model of wellbeing called the PERMA model. Seligman identified five essential elements.

**P positive emotion**

*When we are feeling positive we can perform better in all pursuits. You will have heard of a glass half full personality. These people are more fun to be around. There is more hope and less negativity.*

**E engagement**

*If not engaged in our tasks we can feel bored and useless. The ultimate engagement is when that wonderful feeling of flow comes over us, as we are absorbed in an area of great interest or passion.*

**R relationships**

*When we build strong networks of support, we have better opportunities to succeed, to share our concerns, to share our happiness. Relationships assist us to rationalise our fears and concerns, and to give and take with grace.*

**M meaning**

*It is very important to humans that the work we do has meaning and ultimately matters. Those who dedicate themselves to a greater cause such as charity work and social action, are found to have a better sense of self-accomplishment and value. Those who have a strong personal faith will be more likely to have meaning in life.*

**A accomplishment**

*It is so important that humans have goals to work towards that can lead to a sense of accomplishment. This tends to lead to greater hope and optimism for the future.*

Families are encouraged to consider these five areas together. Amongst our greatest goals as parents, is to provide security, purpose, optimism, and a sense of hope in our children. Martin Seligman would suggest that this is achievable through the PERMA model.


This will be my last Newsletter article for the term as I head off on the China Tour with a great group of parents, boys and fellow staff. I encourage families to discuss the real meaning of Easter in their homes, to visit Church, to pray with and for their children, to say grace at meal times and to read the Bible. By creating a spiritually secure home environment, I believe that parents are best setting their boys up for the future; a key ingredient of wellbeing and happiness.

I wish all families a safe and happy Easter break and I look forward to hearing all about the holiday adventures next term.

Belinda Baxter
Director of Students
Differentiation

Our boys learn at different rates and in different ways. They respond to instruction in various ways. They bring with them their own prior learning experiences, skills, talents, preferences, abilities, interests and motivation. They are individuals. How do we cater for this individuality? We differentiate.

So, what is differentiation?

“Differentiation is a targeted process that involves forward planning, programming and instruction. It involves the use of teaching, learning and assessment strategies that are fair and flexible, provide an appropriate level of challenge, and engage students in learning in meaningful ways. Differentiated programming recognises an interrelationship between teaching, learning and assessment that informs future teaching and learning.”

Taken from the NSW Syllabus support-materials

In short, one size does not fit all. The following ‘10 ways’ give an insight into some of the ways we differentiate for learning at The Prep School.

1. We let go.
We give the students (at least some) ownership of their learning. We are a part of the community of learners. We do not make all the decisions. We allow choice. We encourage students to think about how they learn best. We ask students to decide how to demonstrate their learning.

2. We change our expectations.
One size does not fit all. Not everyone fits the traditional mould of school, but that does not mean they cannot learn. We are open to changing what we do. We teach people, not subjects.

3. We change the sequence.
Learners do not need total mastery of all the skills before they can apply them. We provide meaningful, authentic learning opportunities for everyone. All students can solve real problems and write for a real audience.

4. We use technology creatively.
Filmmaking, global interactions, social media, photography and much more, all provide naturally differentiated opportunities for learners with varied levels of ability, different interests and special talents.

5. We care about what matters to them.
We encourage learners to follow their interests. We know their stories. We make their learning relevant. We connect with their passions…or help them to discover what they might be.
6. We assess for learning.

We record student thinking and track development over time. We create meaningful assessment tasks that allow transfer of learning to other contexts. Every piece of work, every interaction, every conversation tells us where a learner is at and where they need to go.

7. We embrace inquiry as a stance.

We create a culture of thinking, questioning, wondering and exploring. We ask ‘What do you think?’ We find ways to provoke learners’ curiosity and a desire to find out for themselves.

8. We are not the only teacher.

Students can learn from their peers, other teachers, parents, their on-line contacts and the world. We help them build their own personal learning network with and from whom they can learn.

9. We focus on learning, not work.

We make sure that we know the reason for every learning experience. We do not give ‘busy work’. When planning, we start with the ‘why’ and then develop learning experiences that will support independent learning.

10. We encourage goal setting and reflection.

We help students to define goals for their learning. We provide opportunities for ongoing self-evaluation and reflection. We provide constructive, specific feedback.

“Do not train children to learning by force and harshness, but direct them to it by what amuses their minds, so that you may be better able to discover with accuracy the peculiar bent of the genius of each.”

Plato

Rachel Johnston
Director of Learning
rcj@kings.edu.au

Adapted from Sackson, Edna. "10 Ways to differentiate learning..."
Focus on Science

There are a lot of scientists who, if given the choice, would rather do experiments than write about them. Now, don’t get me wrong. I’m glad that Sir Isaac wrote his “Principia”; that Leonardo did some cool pictures; and Albert left us a few maths equations. That’s all wonderful. It is important that we learn how to record our observations but it is not the most important part. These were guys who actually got out there and did the stuff. Apples, machines, atom bombs. The adventurous, risky, ‘Boldly Go Where no Man has Gone Before’ stuff. The essence of man - mighty hunter! I rather suspect that if the aforementioned worthy gentlemen were still stomping around today they’d be highly critical of the network that has replaced the brains of the next generation of great Australians, and perhaps even more so of those under whose watch this has been allowed to happen. What am I saying? Well, allow me to clarify, and I will do so with an illustration from a typical day in the Grimes Centre for scientific discovery and general braininess.

The particular unit of inquiry that has been occupying the hearts and minds of Year Four students has, as its central idea:

“People interact with, use and value local environments in different ways.”

Which is all well and good, if perhaps slightly self-evident, because The Universe has the themes of relationship and connection throughout. (Gravity is a fair example of this.) I think the Universe wants to be noticed.

It is improbably biased towards consciousness, and it rewards intelligence at least in part because it enjoys its elegance being observed. (Full and frank disclosure; I nicked this last concept from author John Green)

But I digress. For those of you who know me, this will come as no surprise.

So, if we are going to inquire into this, and really wrestle with the essence of what this unit is about, a great place to start is as far away from the Interweb as we can get. And we will end up in the bush. We will construct an experiment: a living, dynamic one, where the inhabitants, the participants, have “agency” – that is, they can make choices, such as, “where shall we live?”, “how shall we live?”, and “who shall we eat for lunch?”

Instead of using people, we shall use bugs; bugs of different types, with their different needs and wants and likes and so on. We shall place them in a glass enclosure about one metre squared and forty centimetres high, with a snug-fitting wooden lid, lest any of the more adventurous residents decide they would rather wander off and be part of some other experiment, which simply wouldn’t do.

To make them feel at home, we shall create some different biomes (ooh, he said “biomes” - great word, eh?) within the enclosure. That is, one part that is sandy, another rocky, one with green grass, another with half-composted leaf litter, plus a few others. The group decided against including an arctic tundra biome, which, in spite of literal and figurative coolness, was deemed by our ten year old leaders as a fraction impractical (although that’s never stopped me before…)

At this point, the boys suggested that what was missing now was large industrial quantities of hopefully hungry and appropriately aggressive bugs. As it dawned on our science progeny that Woolworths were unlikely to have the bugs we needed (except maybe in the health food section) it became apparent that we would have to catch them ourselves. (Think African savannah, camouflage gear and hunting knives.) The further realisation that Mummy was not going to buy us anything to catch them with meant that we had probably better waste no further time and get on and build something that would do the job. By chance, yours-truly just happened to have
plenty of empty 1.25 litre drink bottles (you know, reduce, re-use, recycle, blah, blah), 20 metres of 10mm diameter clear poly pipe, soldering irons and hot melt glue guns and a few other bits and pieces, so the boys could build a bug trap that allows you to suck on the end of one of the pipes, with the consequence that any critter unfortunate enough to be anywhere near the opening of the other pipe would quickly find itself sucked inside the trap.

So, off to the bush we went with our newly constructed weapons. Watch out for the bull ants. Don’t step in the creek. “Any questions? No? Off you go!”

I’m not sure of the physics, but somehow the boys managed to capture some fairly hefty specimens, whose girth seemed greater than that of the pipe. None the less, the team of observers including Mackey, Ollis and Collison were suitably impressed with the vim and vigour with which their charges undertook the task assigned to them.

And back to the Science Centre, to disgorge our prisoners, and to then observe and record how they interact with their environment and with each other. Not unlike “The Hunger Games”. It is fair to say our six and eight-legged combatants did not disappoint. Perhaps the parallels with human existence on this planet was lost on most of the ten year olds, but they used the whole experience to construct their own meaning, build connections and arrive at, hopefully, a more thorough understanding of the way the world works. So what was our central idea again?

“People interact with, use and value local environments in different ways.”

This is how we taught it. Did it work? Maybe you could ask your son what he thought about it.

After all this, I have but one regret, and that is, in what may very well be a first, I could find no even remotely plausible educational rationale to blow anything up!

And now, with the recording and analysis part of the inquiry complete, the team and I can get back to the business of strategising the next thrilling installment in the continuing saga of our journey into the twilight zone of the unknown.

We trust these words have entertained and perhaps even informed.

Einstein said “I never teach my students anything; I merely provide the circumstances where they may learn”. Not sure what he means, but it sounds really cool.

Yours Scientifically (mostly),

Mr Octopus
A BIG thank you …

Due to the generosity of the Prep School Community and the wonderful culture of volunteering shared by the King’s mums and dads over the previous year, the Fathers’ Association is very pleased to announce the funding of a number of important initiatives in the arts, education and sport at our School.

1. **Visual Arts Flooring - $10,199 Donation**

The Prep Art Rooms at The Stables currently have carpet over wooden floors, which is not the preferred surface when educating young artists. Our grant will replace the carpet with lino for easy maintenance and better hygiene.

2. **Sports Skills Development – Rugby and Soccer – $13,000 Donation**

Phil Rogers recently developed a skills training programme for soccer and rugby that includes the use of highly qualified and experienced (external) coaches to assist the existing coaching staff. The Fathers’ Association is proud to support this initiative by covering the costs of the additional external trainers and the resources required. At year-end, we will evaluate the programme’s results with Phill and therefore consider making this a recurring investment, if the school determines it to be beneficial to the boys.

3. **Music – Composition and new equipment - $10,398 Donation**

We were delighted to receive a very creative submission from Jonathan Todhunter, to support the idea of bringing to the School a renowned Australian composer to work with boys to produce a composition, which is to be performed at the Opening Night of the PYP Exhibition.

The resulting composition will be the King’s Prep’s own classical composition that can be played for many years into the future.

The Fathers’ Association has also agreed to purchase:
- A new A3 octave bass/alto Marimba - valued $1,100
- A new rack and 24 music stands to replace old stands – valued $2,000

4. **Drama – recurring funding of the Prep School Musical - $5000 per year ongoing…**

Following on from the great success of last year’s Jungle Book musical, the Fathers’ Association has agreed to set aside $5,000 per annum annually as a perpetual pledge to contribute to the considerable costs of staging the bi-annual productions.

5. **Year 2 Vegetable Garden - $5,000 donation**

With Year 2 moving classes next year the Fathers’ Association has accepted Jo Grinham’s proposal to fund the building of new vegetable garden beds for the boys to learn and grow their own vegetable. Costs are yet to be finalised but we have allowed up to $5,000, which should cover all related costs of the beds, seeds, plants and watering equipment. Several of the FA dads have already volunteered their time to build the beds.

This is a small but very beneficial component of the boys education and we are thrilled to assist Jo develop the beds.

6. **Year 3 Rugby Head Gear - $2,000 donation**

In order to support the first year of school rugby for the boys, the Fathers’ Association has funded the purchase of accredited head gear for all Year 3 students that includes the school emblem. Each head gear will also be embroidered with the student’s name.

In Summary – these wonderful outcomes for our boys are purely the result of many community-minded people contributing their time and efforts in supporting the many Fathers’ Association events at King’s, so thank you one and all!

The great news is, there are more equally wonderful projects in the pipeline…

Neil Armstrong

Fathers’ Association President
CLOSED FOR STOCKTAKE

Braeside shop will be closed for stocktake and school holidays from:
Saturday 5 April 2014 and reopen on Monday 28 April 2014.