Prep News
6th November, 2015

Additional Year 5 Class in 2016

It is wonderful that the demand for places at The Preparatory School continues to rise, with waitlists at all year levels. Consequently, the School has decided that for 2016, we will open an additional Year 5 class, making four Year 5 classes in total. The addition of the fourth class will also allow the class size in each of the three Year 5 classes to be reduced in number.

The fourth class will operate in the area that is currently used as the Year 5 breakout room. It is ideally placed in relation to the other three Year 5 classrooms. We are currently undergoing a recruitment process for the additional teacher to our teaching staff.

Parents may be aware of boys at other schools who may wish to apply for one of these places in Year 5 next year. Interested parties can contact Heather Mallett, the Prep School Enrolments Officer, to discuss the application process. Heather can be contacted by phone on 9683 8631, or via email on h.mallett@kings.edu.au

Prep Authors Take First Prize

J.K. Rowling watch out; the budding authors from Year 6 are ready to take on the literary world! Last week at a very special presentation at The Children’s Hospital Westmead, four boys from Year 6, (Chris Bae, Evan Coleman, Nicholas Horne & Atilla Yuksel,) took out the first prize in the Write-a-Book-in-a-Day Competition. Mrs Sonia Weston and Mrs Tina Ruddock co-ordinated this special writing event at King’s along with selected teachers from Tara. Mrs Weston’s report on the day is listed below:

The Write-a-Book-in-a-Day is a wonderful, fun, team building and writing experience, aimed at raising funds for The Kids’ Cancer Project. This year, King’s and Tara registered ten teams in the Primary School category. We worked hard to get friends, relatives and others to sponsor us by donating to The Kids’ Cancer Project. At 8 am on the day of the competition, each team was emailed a random setting, two human characters, a non-human character, an issue and five random words, which all had to be included in their story. Each team then had to write, illustrate, edit and publish a story around these parameters, which was then delivered or emailed to The Kids’ Cancer Project by 8.00pm the same day.

The pace was frenetic, the excitement was palpable! At around 7pm, we wondered if we would actually get all books submitted. But, within a minute of the deadline, the teachers submitted the final story and we all breathed a sigh of relief.

With great excitement, we received news that one of our teams, Team 5, had received a prize for sponsorship. This meant they had raised a significant amount of money towards The Kids Cancer Project. As it turned out, this team’s book was also awarded first prize in the Primary School Category. This is a significant achievement, as there were over a hundred teams entered.

THOUGHT FOR THE WEEK: “The time is always right to do what is right.” Martin Luther King Jr
We are very proud of all the teams who worked so hard to produce their books. All the books are on display in the library at The Children’s Hospital at Westmead. Congratulations to team 5 for their winning book “My Friend Charlie”.  

Sonia Weston

Team 5: Chris Bae, Evan Coleman, Nicholas Horne, Atilla Yuksel

The winning authors will be sharing extracts from their story and describing the experience with boys in the Year 8 Scholars English class next week.

Distinguished Achievement in the Australasia Maths Olympiad

Selected boys from Years 5 & 6 compete each year in The Australasian Problem Solving Mathematics Olympiads. This competition held over two terms, challenges the boys to solve complicated mathematical problems in a range of creative ways within a tight time limit. The boys complete five separate Olympiad sessions throughout the period of competition and results are tallied across the year’s performance.

This year our Year 6 team achieved some outstanding results, coming in the top 25% of all teams across the Australasian region. Nine of these boys achieved in the top 10% of the competition.

Class placements for 2016

Some parents may be wondering about the procedures for class placement for 2016. All parents are reminded that the allocation of students to classes is the professional and operational responsibility of School staff. A great deal of time and thought is invested in the process to ensure that there is a harmonious balance of students in class groupings. At the end of each year all class groups are dissolved and new groups are formed for the beginning of the new academic year.

So how are the new classes formed?

- The current grade teachers set about identifying the specific needs of each boy in their grade and assisting in the formation of balanced classes. Needs taken into consideration include, but are not limited to:
  - A balance of ability levels – we have no streaming of classes in the Prep School. However, if there are certain students who are ‘like-minded’ and who may work well and spark off each other, we may put them together.
  - Learning styles - we take into consideration the match between individual boy’s learning styles and the teaching style of individual teachers where possible.
  - Physical needs.
  - Friendship groups (remembering that some friendships are productive and others can interfere with learning).
  - Group dynamics – to ensure an even spread of personality types, behavioural styles etc.
The teachers pass on this information to the Prep Executive staff. The final class groupings will be determined by the Prep Executive.

On occasions, there are changes that occur over the Christmas holiday period. It is not uncommon for there to be a change in circumstances such as a work transfer to another city that may impact upon the enrolment of a child. Upon returning to school in January, the lists are reviewed to take account for any student movements over the holidays (thus affecting the dynamics of friendship groups and so on).

The boys are informed about their class placement upon their return to school on the first day in Term One.

We appreciate that parents are often concerned about the placement of their own child into classes and may have in mind a teacher of their ‘choice’. The boys too may have a particular teacher in mind as they move onto the next grade. At times, this can lead to disappointment on the part of the parent or the child when they are not placed into this class. Additionally, at times teachers may move from one grade to another. It is important to help the boys understand how to deal with initial disappointment and how to focus on the positives. As parents, we need to help foster and model resilience and a positive outlook when facing challenges to help equip our sons for life.

Please understand that it is not possible to accept particular requests or to make changes in placement once they have been announced. It is our experience that any sense of disappointment soon fades as the school term starts and the boys become swept up in the excitement of beginning a new year and seeing their friends again.

There is no doubt that this is a time consuming and demanding process. The staff at King’s do their best to treat each child as an individual and endeavour to place them in class groupings that will promote a happy and successful learning environment. We ask for your trust in the professionalism and dedication of the staff to carry out this duty sincerely and carefully.

Orientation at the Prep

New students to Years 1-6 for 2016 joined the Prep boys and staff for the day last week. After an initial welcome and presentation time together, the boys joined with their 2016 cohort for a taste of daily life at the Prep. To support the process, the boys were paired with a buddy who assisted them on the day and helped them to integrate into the classroom and playground experiences. These boys will continue to be a key link person for our new boys over the coming months and early next year.

To demonstrate their commitment to the new students, the buddies prepared letters for the boys, welcoming them. It is hoped that the buddies will make contact with our new students over the summer break to further develop a relationship, and bring encouragement and support for this transition process. Judging by the smiles and excited recounts in the afternoon of their first day at King’s, our new boys can’t wait for 2016 to begin.

This week, our new Kindergarten boys and their parents joined us at the school for their orientation and first sampling of the daily structure of Prep School life. The Kindy boys will have two further opportunities in subsequent weeks to begin to feel comfortable with their new school.

There are some distinctive differences between some of the operations and philosophical approach taken at the Prep when boys transition from Year 2 to Year 3. This week, an information session was held with parents of our current Year 2 boys to help outline a number of programme, pastoral and organisational matters for 2016, to help them support the transition process into the primary years of schooling.

Peter Allison
Head of the Preparatory School
ICAS Competitions
All boys in Years 3-6 sat the Mathematics and English ICAS Competitions earlier this year. Our results this year are again very strong. King’s Prep boys were awarded 13 High Distinctions (Top 1% of all boys and girls sitting the competition), 61 Distinctions (next 10%), 121 Credits (next 25%) and 44 Merits (next 10%). I want to congratulate all these boys.

While it is great to receive these awards, the competition is a multiple choice competition on one particular day of the year. The work the boys do in class every day is of much more importance. Our High Distinction winners (pictured below) were presented with their certificates at this week’s Assembly. All other boys were presented their certificates in class.

Tyrone Bailey
As previously advertised, Tyrone Bailey from Year 6, achieved 2nd place at the recent NSWPSSA Athletics Carnival in the Under 12 Shot Put. He put (threw) the shot 11.83 metres, which was a competition Personal Best for Tyrone. Tyrone’s achievement was celebrated at this week’s Assembly with his medal being presented to him again by Mr Allison.

Tyrone will represent NSWPSSA and compete at the National Championship in Canberra on the 4th December. To assist offsetting the costs involved, Tyrone will be selling raffle tickets before school (outside the Hall, near the stairs) and during the 2nd half of lunch (near the back of the ILC).

I hope the Prep community will be able to support Tyrone, as we have supported our other two 2015 NSWPSSA representatives, Robert Napoli and Karl Albertyn, by purchasing a raffle ticket. Tickets are $2.00 each and 1st prize is a laptop computer.

Fathers’ Association Free Outdoor Movie Night
This year’s Movie Night was very successful. We had 95 families make bookings for 518 guests. This year’s movie, Big Hero 6 was quite popular and catered for both boys and girls of all age groups, as well as the adults.

Although the night was once again quite cool, everyone came prepared and had a great time enjoying a picnic on Price 5 before the movie commenced.

I want to pass on my sincere thanks to Sean Anderson, who was responsible for the majority of the organisation of the night. I also want to acknowledge the wonderful work of Mahesh Viswanathan. His organisation of the canteen and dads is always fantastic. Lastly a huge thank you to our dads who manned the BBQ and Canteen: Tim Gauci, Mark Smith, Tony Camilleri, Ian Coleman, Balaji Kandasamy Mohan and Charlie Baissari.
Hair Cuts

In Term Two I wrote to parents about haircuts. At that time, there were a number of boys appearing at school with unacceptable haircuts. Unfortunately, I have again had to talk to a number of boys recently for inappropriate haircuts.

One of the most fashionable cuts at the moment is to have very short sides and then much longer hair on top. Often the short and long hair is distinguished by a shaved part. These types of cuts are not suitable for boys at The King’s School.

As noted in the Preparatory School parent Handbook, “Hair must be clean and tidy, well brushed and combed. Extreme styles of haircuts are strictly forbidden. It is assumed that hair will not be cut so short or grow so long as to invite comment nor will it be streaked or tinted. I spoke to all boys at Assembly this week and reinforced what is appropriate. Could I please ask for your cooperation in ensuring that all haircuts meet The King’s School’s expectations.

These photos show haircuts not acceptable at the King’s School.

Upcoming Events

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<th>Week</th>
<th>Date</th>
<th>Event</th>
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<tr>
<td>6</td>
<td>Monday, 9 November</td>
<td>Showcase Assembly (11:50 am)</td>
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<td>Tuesday, 10 November</td>
<td>Band Night (6:00 pm)</td>
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<td>Wednesday, 11 November</td>
<td>Remembrance Day Assembly/ Special Assembly (10:50 am)</td>
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<td>Kindy 2016 Big School #1 (9:00-11:30 am)</td>
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<td>Thursday, 12 November</td>
<td>Year Six Enterprise Projects Display for Year 6 families (3:00 pm)</td>
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<td>Friday, 13 November</td>
<td>Prep School Tour (9:30 am)</td>
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<td>Kindergarten visit to the Senior School Science Centre</td>
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<td>St Pats Invitational Swimming Carnival</td>
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<td>Year Six Enterprise Projects Display for School Community (3:00 pm)</td>
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<td>Saturday, 14 November</td>
<td>Summer Sport Round 12</td>
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<td>Sunday, 15 November</td>
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<td>7</td>
<td>Monday, 16 November</td>
<td>K-2 Swim and Survive</td>
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<td>Tuesday, 17 November</td>
<td>DigiEd for Year 6</td>
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<td></td>
<td>Wednesday, 18 November</td>
<td>K-2 Swim and Survive</td>
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<td>Orientation Day Kingsbridge 2016 (9:30-11:15 am)</td>
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<td>Thursday, 19 November</td>
<td>Sydney Symphonia Concert - K, Y2</td>
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<td></td>
<td>Year 1 Harvest Day</td>
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<td></td>
<td>Year 1 Swim and Survive</td>
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<td></td>
<td>No Sport Training</td>
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<td></td>
<td>K-2 Swim and Survive</td>
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<td></td>
<td>K-6 House Picnics (Boys and Staff only)</td>
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<td>Eddie Quanza Performance - Pre-K to Year 6 (9:30 and 11:00 am)</td>
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<td></td>
<td>Year 2 Dads and Lads Sleepover</td>
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<td></td>
<td>Saturday, 21 November</td>
<td>No Sport</td>
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<td></td>
<td>Sunday, 22 November</td>
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A STRONG AND SECURE ROOT SYSTEM

Resilience is defined as:

- The ability to stand firm despite challenges, setbacks and delays
- The ability to be undeterred by external circumstances and events
- The ability to rebound

These factors are often extremely challenging for primary aged children and a caring scaffold from trusted adults will be essential to bridge the resilience gap.

Michael Grose, in ‘Raising Exceptional Kids’, lists the following suggestions to promote resilience:

- Having a positive attitude yourself. Your attitude as a parent impacts on a child’s ability to bounce back from some of the difficulties he may face. Make sure you model a ‘you can do it’ attitude for your child when he meets some of life’s curve balls.

- Look for teachable moments. Many children’s learning opportunities are disguised as problems. Make the most of these opportunities so that children can grow and learn from some of the challenges they face.

- Make children active participants in the family. Active participation in a family develops the self-help, problem-solving and independence skills that are necessary for resilience.

- Build children’s coping skills. There are plenty of strategies you can pass on to children to help them cope when life doesn’t go their way, including acceptance, getting away for a while, and normalisation.

The competencies of self-awareness, social awareness, self-management, decision making for pro-social behaviours, and relationship skills, contribute to all round development, academic progress and resilience.

The harnessing and development of resilience, that is, the ability to recover from adversity and move on, is high on our agenda in the engagement and pastoral care of our boys. In order to promote resilience, a team approach is imperative. We are very able and available to work with families as part of the broader team.

The African saying that it takes a village to raise a child cannot be understated. At The King’s School we work together under common goals and values, to raise boys of character and resilience. Families are encouraged to join us in creating a boy who can stay deeply rooted whilst reaching for the sky.

Belinda Baxter
bsb@kings.edu.au
Think Like a Tree

Soak up the sun
Affirm life’s magic
Be graceful in the wind
Stand tall after a storm
Feel refreshed after it rains
Grow strong without notice
Be prepared for each season
Provide shelter to strangers
Hang tough through a cold spell
Emerge renewed at the first signs of spring
Stay deeply rooted while reaching for the sky
Be still long enough to hear your own leaves rustling.

Karen Shragg
Back to (PYP) Basics

The PYP definition of curriculum comprises of three interrelated components. Over this semester we are looking carefully at each component of the PYP curriculum.

What do we want to learn?

The written curriculum
The identification of a framework of what’s worth knowing

How best will we learn?

The taught curriculum
The theory and application of good classroom practice

How will we know what we have learned?

The assessed curriculum
The theory and application of effective assessment

What do we want to learn?

Action: how do we want students to act?

In the PYP, it is believed that education must extend beyond the intellectual to include not only socially responsible attitudes but also thoughtful and appropriate action. An explicit expectation of the PYP is that successful inquiry will lead to responsible action, initiated by the student as a result of the learning process.

PYP schools can and should meet the challenge of offering all learners the opportunity and the power to choose to act; to decide on their actions; and to reflect on these actions in order to make a difference in and to the world.

Action should be seen as a voluntary demonstration of a student’s empowerment in the context of the expectations laid down in the programme. Voluntary action must remain precisely this if we truly believe in the values we advocate. Furthermore, we must remember that today’s complex issues do not often suggest simple or self-evident solutions, and that inaction is also a legitimate choice; indeed, sometimes, inaction may be the best choice.

The action component of the PYP can involve service: service to fellow students, and to the larger community, both in and outside the school. Through such service, students are able to grow both personally and socially, developing skills such as cooperation, problem solving, conflict resolution, and creative and critical thinking. Moreover, these actions are ways in which the students exhibit their commitment to the attributes of the IB learner profile and to the attitudes that we seek to engender within the PYP classroom.
Effective action does not need to be grandiose. On the contrary, it begins at the most immediate and basic level: with the self; within the family; within the classroom, the hallways and the playground. Even very young children can have strong feelings about fairness and justice, and teachers can facilitate positive expressions of these opinions. Effective action can be a demonstration of a sense of responsibility and respect for self, others and the environment.

Effective action:

- should be modelled by the adults in the school community—the action in which schools may engage will be based on the needs of the school community and the local community
- should be voluntary and involve students in exercising their own initiative
- is best grounded in the students’ concrete experiences
- is most beneficial to the students when they are able to witness the outcomes
- usually begins in a small way and arises from genuine concern and commitment
- should include anticipation of consequences, and accepting of responsibility
- may require appropriate adult support in order to facilitate students’ efforts and to provide them with alternatives and choices.

The action of fund-raising is common in schools. Although the outcome of the fund-raising is worthy, for students whose participation is limited to the giving of money, it may not require much in the way of personal commitment or reflection. It is intended that the person taking the action will grow from the experience, and that the process of taking action or not will contribute to each student establishing a personal set of values.

Action as a result of the learning often happens beyond the classroom and may not be witnessed by the teacher as described in the following example.

<table>
<thead>
<tr>
<th><strong>Action beyond the classroom</strong></th>
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<tr>
<td>A parent reports to a teacher that her 4-year-old child has taken action at home, after having been on a school excursion to a recycling station/sewage treatment plant/centre.</td>
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<tr>
<th><strong>Parent</strong></th>
<th>On your trip did the children learn about water conservation?</th>
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<tr>
<th><strong>Teacher</strong></th>
<th>It was one component of our investigations. Why do you ask?</th>
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<tr>
<th><strong>Parent</strong></th>
<th>Because during the weekend I was starting the shower for my son. He ran out of the room and came back with a bucket, and put it in the shower. When I asked him what he was doing, he replied: “I’m catching the water that is not hot enough yet for my shower, so I can save it and give the garden a drink after my shower.”</th>
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<tr>
<th><strong>Teacher</strong></th>
<th>That’s really interesting. He is taking action as a result of what he learned. Please let me know if this continues and if you notice anything else.</th>
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Dedicated new web page for parents

http://tinyurl.com/o34al7k

The IB has created a new page dedicated to helping parents understand, and make the most of, the programmes they offer in partnership with IB World Schools. You will find information and FAQs about the four programmes, plus recommended resources, research and much more. Please tell IB what you think of the page as they are collecting feedback using this link (http://mailbuild.ibo.org/h/r/680A93C7B7B18F71) until 30 November.

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

If you would like further information on student learning at The King's School Preparatory School, please feel free to contact me.
For general information about the Primary Years Programme (PYP), please go to http://www.ibo.org/pyp/.

Source: Making the PYP Happen (2009)
Women’s Thanksgiving Dinner: Wednesday, 25 November at 7pm

There is so much for us to be thankful for! All are welcome to join us for what is shaping up to be a very enjoyable night. We will be enjoying a beautiful roast dinner in the Thomas Pavilion and will hear from The King’s School’s newest Biblical Studies teacher, Tina Brown, as she speaks about *The Heart of Thanksgiving*. Why not arrange a table with friends or bring your daughter or your mother?

Christmas at the Chapel

Christmas is a time of great joy! Join us at The King’s School Chapel and we celebrate the good news that Christmas brings.
Dear Parents

The Fathers' Association is a significant fund raiser for our boys having partnered with the school over many years to deliver significant projects like the ILC and smaller projects like sports equipment, musical instruments, art equipment and books, drama productions and sponsoring elite young sportsmen who represent the school interstate.

This year sees the culmination of several year's fund raising and planning to build the new Sports Pavilion that is currently rising from the ground on the hill overlooking Price 1. The Pavilion is due for completion in mid February 2016 and will provide a state-of-the-art canteen, toilets, seating and sports office accommodation for the boys, teachers and parents. It is a great addition to the school.

A HUGE thank you goes to all the parents who purchased the personalised bricks that allowed the school to bring the project forward several years. To the F.A. Committee dads who spent many Monday nights working to help raise money, an equally big thank you. And to all those parents that volunteered their time for the Art Show, IPSHA BBQ's or car parking, a big thank you as well.

THE AGM - Feb 8th - Please come along...
Our Annual General Meeting (Feb 8th 7.00pm) is open to ALL DADS to come and share in our vision and meet other dads.

Every dad is immediately a member of the Fathers' Association so all are welcome to attend. The meeting lasts around one hour then we provide drinks and pizzas for those that would like to stay and socialise. Dads, please mark this date in your diary!

The Year Dinners - March 5th
Please make a note of MARCH 5th in your diary for the Year Dinners. This is a great chance to meet teachers and other mums and dads from your son's year in a relaxed social setting. The FA have reserved a number of restaurants and will send more information out early in Term 1.

With warm regards,

Neil Armstrong
President – TKS Fathers’ Association
The Annual Snowsport AGM will be held on Thursday 19th November at The Thomas Pavilion, starting at 6:00pm

All parents more than welcome

Many thanks
Jo Grinham