

# Kismet News

## Building the foundations for success and happiness

### Dear Parents, Staff and Students,

On behalf of all the staff we welcome everyone back to Kismet in 2017. We extend a particularly warm welcome to all those new families joining our learning community for the first time. We look forward to getting to know you and working in partnership with you so that your child may reach their full potential.

### THE NEW SCHOOL DAY

During our review of teaching and learning programs we have re-structured the school day to the following:

8:55—11:00am Learning Time  
 11:00—11:45am Recess Break 1  
 12:45—1:00pm Students Eat Lunch  
 1:00—1:45pm Learning Time  
 1:45—2:15pm Recess Break 2  
 2:15—3:15pm Learning Time

The aim is to:

- Spread breaks more effectively.
- Improve student concentration and application during learning times.
- Improve the playground environment.

The impacts of the change will be reviewed at the end of Term 1. While we haven't strictly followed the structure of 'Recess before Lunch' research you can find out more by googling 'recess before lunch'.

### INQUIRY LEARNING

This year we are introducing a new Inquiry Learning Program aimed at further developing the thinking skills and creativity of our students by providing a new, challenging and engaging curriculum.

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Classes are currently completing a short introductory unit aimed at 'Developing Our Learning Culture'. An outline of the unit is provided later in this newsletter. This outline can assist in talking with your child about learning at school. Outlines of each unit will be made available on our school website and on each Year level's blog as we move through the year.

### BEHAVIOUR MATRIX

We aim to actively promote and maintain a safe, respectful and orderly learning environment for all students and staff. This year we are introducing the **School Wide Positive Behaviour Support (SWPBS)** approach which is a **school-wide** process for developing and explicitly teaching appropriate and **positive behaviours**. While the full implementation of this approach takes time we have started with identifying the positive behaviours we expect at Kismet Park Primary School.

A copy of our Playground Behaviour matrix is included in this newsletter. We would encourage you to discuss the matrix at home.

Classes will also be developing a Classroom Behaviour Matrix. The matrices clearly define expectations which will be explicitly taught, modelled and reinforced throughout the year.

Every teacher utilises a Classroom Behaviour Management Process which guides their response to student behaviours.

Social skills are also explicitly taught and linked to the Behaviour Matrix to reinforce expected behaviours.

### HOURS OF SUPERVISION

Please remember students should arrive at school from 8:40am and leave grounds after school by 3:30pm. Grounds are supervised from 8:40 – 8:55am and from 3:15 – 3:30pm. If you need to access the school earlier in the morning and/or later in the afternoon than these times we do have an excellent Before & After School program which is operated by Extend. For further information about this program please visit their website at [www.extend.com.au](http://www.extend.com.au) or call on 1300366437.



### Personal Goods Brought to School at Owner's Risk

The Department of Education and Early Childhood Development does not hold insurance nor does it accept responsibility for private property brought to school by students, staff and visitors and it will generally not pay for any loss or damage to such property. At Kismet Park we discourage the bringing to school of unnecessary, expensive or precious toys or sporting equipment.



### IMPORTANT DATES TO REMEMBER

**Tuesday 14th Feb: Parent Helpers Training 9:00am & 6:30pm**

**Tuesday 21st Feb: Parent Teacher Interviews**

**Wednesday 22nd Feb: Parent Teacher Interviews**

**Thursday 23rd Feb: Twilight Swimming**

**Friday 3rd March: Country Fair- Kismet FETE**

**TERM 1: 1st Feb—31st March**

**TERM 2: 18th April—30th June**

**TERM 3: 17th July—22nd September**

**TERM 4: 9th October—22nd December**

## INQUIRY UNIT 1— 'DEVELOPING OUR LEARNING CULTURE'

### Overview

By practising good habits for our mind and social skills for how to work effectively with others, we are developing life-long skills.

### Concept Phrase

Conditions For Harmony

### Rationale

By practising good habits for our mind and social skills for how to work effectively with others, we are developing life-long skills.

### Investigation Into

- Learning preferences in our classroom
- Social skills and habits for life
- Rules for our classroom

### Essential Questions

How do we like to learn?

How do we behave intelligently when we don't know the answer?

How can we work well together?

What are the best rules our classroom?

### Future Action

Students will be able to contextualise the Habits of Mind unpacked within each MAPPEN unit. Teachers will learn what engages their students and students will understand that there are different learning preferences. Students will understand expectations of behaviours by considering rules in the classroom and be able to contextualise the social skills they will focus on as they work with other students.

### Glossary

Habits Of Mind, learning preference, listening, respect, safe, social skills, Y-Chart



### WHAT ARE HABITS OF MIND ?

Habits of Mind aid students in school and adults in everyday life as they are challenged by situations for which the solutions are not immediately apparent. Drawing on the Habits of Mind means knowing how to behave intelligently when you don't know the answers. It means not only having information, but also knowing how to act on it.. The following habits of the mind support success both at school and in later life. They are reflected in the You Can Do It! Foundations of:

#### Confidence      Organisation      Getting Along      Perseverance      Resilience

- **Accepting Myself** (Self-Acceptance)-not thinking badly about yourself when you make a mistake
- **Taking Risks** (Take Risks) -thinking that it's good to try something new, even though you might not be able to do it
- **Being Independent** (Independence) -thinking that it's important to try new activities and to speak up even if your classmates think you're silly.
- **Believing 'I Can Do It'** (Optimism) -thinking that when your work is hard, you can still do it. It also means not thinking you're not good at anything and never will be when you have difficulty with school work.
- **Giving Effort** (Internal Focus of Control for Learning) -thinking that the harder you try, the more successful you will be as well as knowing that success is not caused by external factors (luck, ease of task) but by internal factors (effort).
- **Working Tough** (High Frustration Tolerance) -thinking that in order to be successful in the long-term, you sometimes have to do things that are not easy or fun in the present.
- **Setting Goals** (Goal Setting) -thinking that setting a goal can help you be more successful at a task.
- **Planning My Time** (Time Management) -thinking about how long it will take you to do your schoolwork and planning enough time to get it done.
- **Being Tolerant of Others** (Tolerance of Others) -not thinking that when someone is mean to you, acts unfairly or is different that he or she is a totally bad person. It means not liking but accepting that all people are different and make mistakes.
- **Thinking First** (Reflective Problem Solving) -thinking that when someone treats you badly, you need to think about different ways you can react, the consequences of each, and the impact of your actions on how the other person will feel.
- **Playing By the Rules** (Tolerance of Limits) -thinking that by following important school and home rules, you will live in a better world where everyone's rights are protected.