

Cycle 5, 2017 newsletter



Rainbows rock!

Birthdays celebrated in Aug

Georgia,
Violet,
Aleni, Tayla
& Jacob

Important Dates for Cycle 6

Monday 28th August	First day of Cycle 6
Monday 28th—Wednesday 30th August	Triskel Camp (Group One) Wilsons Prom
Wed 30th August—Friday 1st September	Triskel Camp (Group Two) Wilsons Prom
Thursday 7th—Friday 8th September	Triskel Camp (Group Three) Wilsons Prom
Friday 15th September	Board Meeting (9.00am)
	Parent Meeting (2.00pm)
Wednesday 27th September	Triskel Movie Night
Thursday 28th September	Last day of Cycle 6
Friday 29th September	AFL Grand Final Public Holiday
Monday 9th October	First day of Cycle 7

"Try to be a rainbow in someone's cloud" (Quote by Maya Angelou)

One Act Plays by Sarah

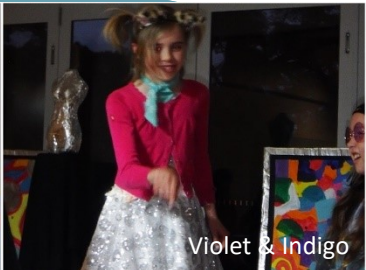
This Cycle, most of the Triskels were involved in one or both of the One Act Plays. I am always amazed by how much confidence and self-assurance can blossom over the five intensive weeks that we rehearse and polish the productions. Standing on a stage and performing to a large audience is a valuable skill and for our students to



Erin, Lola & Tahlia



James



Violet & Indigo



Erin, Lola & Indigo



Mila

Apple Play



Yasmin



Maeve & Ben



Erica, Violet & Maeve



Belinda, Ruby A & Aleni

develop this will hold them in good stead through their lives. Collaboration and team work are skills which are also developed, as students learn to support each other on stage to ensure that the right things are said at the right time. The students all willingly worked throughout lunchtimes, at home and came on a camp to ensure they created and performed in two truly fantastic One Act Plays. Waiting back stage to come on and perform on the competition day, one student said to me, " I can't wait until we do this again next year. I wonder what the play will be?" Our costumes and set design won an outstanding achievement award (well done Belinda & props crew) as did Siera for her role as Liliana and Indigo for her role as Moonshot. A Crown Does Not a Princess Make took out the most enjoyable production award. Awesome job, Triskels!



Violet



Georgia & Minna



Riley



Aleni, Siera & Ruby A



Siera



Jonah & Rubylou

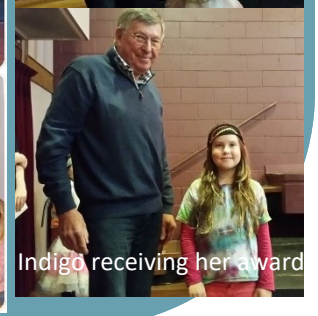


Siera receiving her award

A Crown Does Not a Princess Make Play



Mak, Ruby T, Ruby May, Georgia & Minna



Indigo receiving her award

Science *by Marni*



Will



Yasmin



Sophie & Rubylou



Minna & Aleni



Maeve & Lola



Riley

Science in the Triskel space crossed over with kitchen garden this cycle with the combined focus on improving our vegetable beds in the KVS garden. Students learnt all about pH and how it can affect the health of the soil. We discovered the pH in the compost was nicely acidic

with our soil sample featuring plentiful microbes when viewed under the microscope. Our garden beds however required some assistance with a reasonably high alkaline pH. Students were able to investigate the difference, apply their new-found knowledge and put it into action! We will continue to monitor the conditions over the next Cycle.

PLPs next Cycle

Billy Cart Building with Brad

Terrariums with Dinah

Kitchen Garden *by Brad*

Cycle 5 has seen a return to the garden for all levels. We kicked off with a little first-aid refresher, before the Sunroomers got busy mulching and composting in the vegie garden, as well as learning how to transplant vegetables and safely use garden tools.

Levels 2 and 3 have been focussing on soil health and optimal conditions for growing vegetables, with detailed studies of soil microbes and pH in Science feeding into investigations in the garden and testing of the soil. We have then added organic nutrients and treatments to the soil to improve conditions and correct imbalances.

The older students (levels 4 to 6) have been busy planning the development of new garden beds, including designing their beds, testing the soil, preparing the ground and mapping out a timeline for construction and planting.



Behdi, Jensen & Jacob



Jensen, Josephine, Annabel & Clover

Our theme in the Sun Room during Cycle 5 was 'Towns'. Many of the learning area activities were integrated around this theme, including humanities, specialist maths and our Out and About adventures. We headed into Leongatha twice during the Cycle to look at what type of businesses and services were available in the town. It also provided us with an opportunity to practise being in the community as a group, travelling on the bus and managing the bits and pieces we brought with us which is a valued part of the Village School curriculum. These types of activities help to put classroom learning activities in context as well as develop skills that are needed to be part of more extended camp and off-site adventures.

Sun Room by Fiona



Jacob & Bohdi



Evie S & Clover



Nextra newsagent



Indigo & Jensen



McIndoe Park fun



Lachlan, Asha, Jensen & Nico



Matehya, Josephine, Evie J & Annabel



Jensen, Clover, Lachlan & Nico

PE by Brad

Being my first Cycle switching garden boots for sports shoes at KVS, I've been keen to learn from the students what works for them in PE, and exploring how I can best challenge, engage and educate each student. We've all had a bit of fun, playing four-square (Sunroom) and soccer (Triskels), with a focus on co-operative warm-up games and skills development. I'm looking forward to more to come next Cycle, with the promise of warmer and drier weather enabling more outside action.

Well done Scotty!

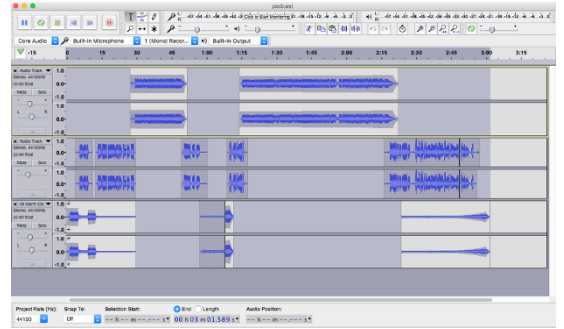
Fed Uni have sent a letter of congratulations to Scotty for achieving such a high standard of results for his Bachelor of Education Studies in Semester One this year. Go Scotty!

Digi Tech *by Brent*

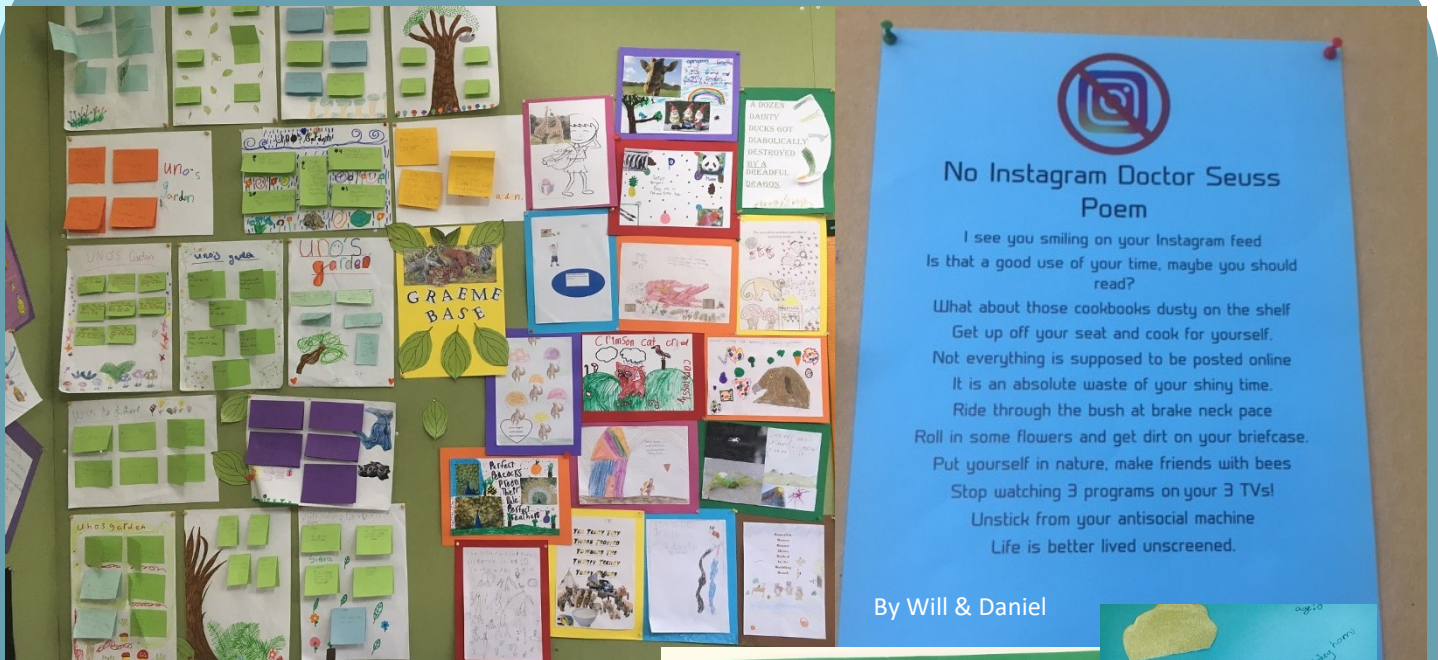
All students experienced DigiTech this Cycle in the Triskel rooms. Tuesday afternoons saw the Sunroomers come across for some short and sharp tech time where they became familiar with the different kinds of media we can send to each other online. We used the online app Seesaw to construct digital drawings, write notes and comments, and record audio to send to each other. In the final week, we even had a special guest preso from Jensen who brought in his Sphero to demonstrate remote controlled robots.



Triskels used the online community website Edmodo to communicate and plan their cycle Digi Tech projects. First we established some communal guidelines on the best ways to communicate with one another online and then we started to plan audiobooks (for younger students) and podcasts (for older students). We listened to two examples and co-constructed a rubric to assess each other in Cycle 6. Older students watched recorded tutorials on Audacity and started making some of their first audio projects while younger students built on their recently acquired PowerPoint skills to prepare their audiobooks. We plan to complete our projects in the first couple of weeks of Cycle 6. Lastly, we saw the introduction of extra DigiTech for some of our older students. Our major focus in this space was 'Computational Thinking' comprising decomposition, pattern matching, abstraction and algorithms. We went offline in presos and used some of our contract time to replicate the preso task in our preferred language which included Scratch and Python.



Reading *by Marni*



Reading focused on two different authors in Cycle 5, the colourful, wild world of Graeme Base and the wackily fantastic Dr Seuss. The walls of the Caf were covered in a vibrant display of students' work.



Democracy & Parliament *by Scott*

Humanities this Cycle saw the Triskel room transform into the chambers of Australian Parliament, as the Level 4-6 students debated the controversial 'No Homework' Bill within a mock House of Representatives. After learning about the tyrannical rule of King John, we investigated how the creation of the Magna Carta helped to create the idea that no man (not even a king) should be above the rule of the law. This led us into looking at how laws within Australia are created. In Australia, when a new law is proposed, it is first debated and discussed within the Australian House of Representatives.

In order to understand more about this process, we decided that we would form our own Government, Opposition and minor parties, and debate a law ourselves. But before we could begin, we needed to elect some leaders who would help to lead us in this debate. The students prepared their speeches, and set out to campaign for one of three positions (Speaker, Prime Minister and Opposition Leader). The students demonstrated their democratic rights through a preferential vote and at the end of the day, we had the Honourable Speaker, Daniel, the Prime Minister, Indigo and our Opposition Leader, Tahlia.

The Government, led by PM Indigo, proposed to ban all homework from Australian schools, which of course the Opposition party heavily disagreed with. While the Opposition declared the importance of homework in educating the children of Australia, the Government argued passionately that it provides students with stress and worry, and takes away time that they could be spending on more important (and of course more fun) activities. Both parties argued fiercely, but in the end the Opposition won over the votes of the crossbench, and it was decided that homework would live another day within Australian schools!



Meet the Mentor

Brent Crowley



What was it like for you as a child at school?

I went to a suburban school in Cheltenham, Melbourne and I have quite fond memories of the school. Our school thrived on sport and I recall almost every moment outside of the classroom being involved in some form of sport. Inside the classroom, I loved mathematics and writing narratives. Yoyos were the 'in thing' and I remember collecting football Oddbodz cards.

If you were a child at KVS, would you like this school. Why?

It would have been an extremely different experience for me and I would enjoy aspects here that weren't available in other schools. I think that you gain exposure to a suite of different experiences at KVS that range from the academic, to the arts, to the outdoors and to the interwebs. There is a lot of space to locate your interest and pursue it at KVS.

What other careers have you had?

After my Bachelor in Multimedia Design, I worked as an interactive designer / programmer for a range of agencies and small boutique web companies both in Melbourne and Europe. About three years ago, I decided that I wanted to pursue teaching. To supplement study during that time, I entered the world of hospitality as a barista and journeyed down the specialty coffee rabbit hole.

Why did you want to work at KVS?

There are so many appealing factors. Strong relationships are the cornerstone of good teaching and the KVS community fosters this in spades. KVS is human centred and not only cares about the academic development of a young person but also their emotional development. From a teaching perspective, differentiation is visible and built into the timetable which allows students to experience learning that they are ready for. As a new teacher, the support from community is palpable and there is a real sense that we are part of something special.

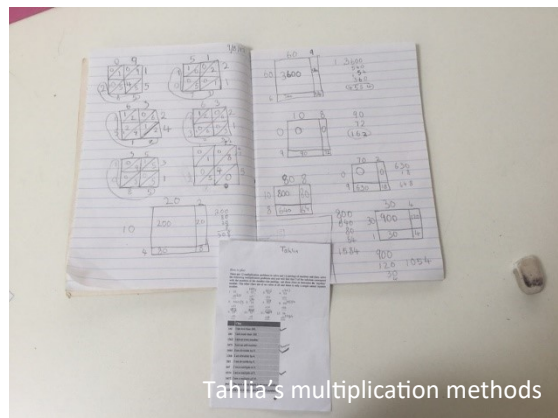
What do you enjoy so far about working at KVS?

Working with a great bunch of little legends makes it such a great place to be. I've particularly enjoyed chatting with the students about their technology interests and the play performances were sensational. I am eagerly anticipating my first camp experience with the Level 2s in week 2 of Cycle 6 as well.

Numbers by Brent

Our focus during Cycle 5 through all year levels was on the four major operations. Younger students used a range of manipulatives and race games to assist building understanding of addition and subtraction. Level 2 students used dice and stamps to play against each other in racing towards a target number. We adopted the word 'exchange' into our number vocabulary to describe what happens when we trade one place value group for another.

A favourite for Level 3 students was closest to the gnarly number. This game promotes mental calculations through estimation and strategy. Students had two turns at making a 4-digit number from a set of 9 playing cards. The goal of the game is to get the closest to a target number with the two 4-digit numbers that you create.



Tahlia's multiplication methods

Older students looked at various ways to multiply large numbers. We looked at the Italian lattice method and the area model to help build our understanding of what is actually going on when we multiply large numbers. Level 6 students experienced a series of mathematical investigations throughout the Cycle with our inquiry into divisibility rules motivating us to find a unique 10-digit number that meets divisibility rules up to 10. Throughout these investigations, we referenced strategies that mathematicians use in order to problem-solve.

Fitzroy Community School *by Sarah*

Week one kicked-off with a group of ten students and two teachers from Fitzroy Community School joining in with our presos and other activities. They camped in the Art Shed and got to experience the KVS way as well as sharing some of their favourite activities. This is the beginning of a collaboration with a like-minded alternative school and a chance for some city-country sharing. Some lovely friendships were forged as well.



Hannah, Enelsa, Illia

Mid Winter Gathering *by Fiona*



Dinah & Shannon beautifying the space



Will, Brad & Colin building the fire



Lien & Jess from PIVS helping out



Sarah (producer extraordinaire!)



Asha & Nico



Sun Room performance



Lara, Jenneke, Jacob, Alehi, Evie S, Nico Jensen, Matilda Josephine



Sun Room performance



Jess setting up the food

The Mid-Winter Gathering (MWG) is a regular fixture on the KVS calendar. This year we moved the date to a little later to allow the One Act Play performances to be included and this worked out to be a really positive change all round.

The school is 'magically' transformed in record time to a candle-lit space to welcome everyone to celebrate the first half of the year. We enjoyed a wonderful evening of student performances including the two One Act Plays and the Sun Room performance followed by a delicious feast and some time around the campfire. Thank you to all the parents and staff that help out prior to the event and on the night. The success of the event is a testament to our community of fabulous mentors and families!