Dear Parents and Kingstown Community,

Well firstly we need to congratulate the Kingstown students who participated in the Zone Swimming Carnival last Friday. It was a very cold day in Armidale to be swimming and they all did very well.

Also, thank you to Mrs Skewes who was one of the official timers at the carnival and to the parent supporters who looked after the swimmers so well.

The P&C are presently looking into purchasing a Kingstown tent, which would be great weather protection on these occasions and also for P&C catering events.

**Participants included:**

- **Georgie Swales** - 50m Freestyle, 50m Backstroke, 50m Breastroke, 50m Butterfly & Junior Relay.
- **Williams Swales** -50m Freestyle, 50m Backstroke, 50m Breastroke, 50m Butterfly & Senior Relay.
- **Grace Cassidy** -100m Freestyle, 50m Freestyle, 50m Backstroke, 50m Breastroke, 50m Butterfly, 200m IM & Senior Relay
- **Jack Cassidy** – 50m Freestyle, 50m Breastroke, 50m Butterfly & Senior Relay.
- **Maisy Dew** - 50m Freestyle & Senior Relay.
- **Abby Stevenson** - Junior Relay
- **Charlotte Dew** - Junior Relay

Congratulations to Charlotte Dew our youngest swimmer who competed against children much older than herself, in the relay.

**SSA Swimming Carnival**

Congratulations to Grace, who has made it to the SSA carnival next Tuesday for the 50m Breastroke, along with the Senior Relay team -William, Maisy, Grace and Jack. Good-luck!

**Permanent Teacher**

It is a great opportunity for the school community to be able to select its own teacher.

This opportunity arises every second round when there are no incentive transfers or Aboriginal teacher matches.

A panel has been convened to start the process of advertising and interviewing for the position. The panel consists of my-
self, Mrs Skewes and a School Community Representative. Peter Stevenson, who underwent panel training last year, has been nominated as the school community representative. Hopefully the process will be completed and the new teacher officially appointed for the start of Term Two.

**Canteen**

Canteen will commence tomorrow. Please refer to the notice attached. Thank you Anna and Ang, we can’t wait!

“Kingstown Kids with Character”

**Cooper Tickle**

Cooper has been an excellent role model in the K-2 class since the start of the year, using his time constructively, displaying initiative and working collaboratively and helpfully with other students. He is a respectful and responsible class member.

**Alex Cantrill-Taylor**

Alex has been working independently in class and has been a good role model for other students. Alex respectfully puts his hand up in class, giving everyone a fair go. Keep up the good work Alex!!!

**Parent/Student Assembly**

9.30am, Friday, 8th March Week 6.

**Student Goals**

This week students have been discussing the importance of goal setting. We have been focussing on the Showing Responsibility Chart and thinking about one aspect of school life which students would like to work on and set an achievable goal for themselves. Students have been discussing why they chose this goal and what achieving this goal would look like. Students are encouraged to write down their goal and keep it displayed.

Students are also asked to discuss goals with their parents. We hope that teachers, students and parents can work collaboratively to help students achieve their goals.

![Caught!](image1)

Being Persistent!

100% Hats

Well Done!!!
Kinder Homework

Please return reading folders each Friday or at the latest Monday.

Each week some new sounds will be sent home for students to practise. Kinder children can say the letter name and the sound the letter makes. This week the sounds will be: n, c, k. Please add the sounds to the student sound bag. As the sounds build up students can make words. Eg am, as, at , an, it, in, is, if cat, sat, mat, sit, tin, pat I also popped in a sight word card for students to read each night (if they are not too tired). I'll send another copy home so that students can say and match to the words on the card. The readers reinforce the sight words we are doing eg is, in, look, the, my, mum, dad. Parents may like to read the little books with students first.

Year One /Two have a weekly spelling sheet and a reader. Fifteen minutes of reading is a good start to develop a routine. Regular reading improves reading confidence and fluency. Some Year Two’s prefer to read their own books. This is fine with me. As long as the books are at the appropriate level and the students are able to read them, it’s great!

Attached to this week's newsletter is a quick survey to be completed by parents. We have asked parents and community members to rate the school on a scale of 1-10 and write a comment if they wish on the school's strengths and also areas of improvement. It would be greatly appreciated if parents could fill the survey out and return it to the school office. All feedback is appreciated.

Upper Division

Upper Division: Each week Upper Division students will receive spelling and mathematics homework. Students are to complete a Look, Cover, Say, Write, Check of their spelling words each night. They are also required to complete the weekly mathematics activities. If your child is unable to complete their homework or parts of their work, please write a note in your child's homework book.

Homework books must be returned every Friday.

Along with their weekly homework, students have also received homework (attached to this newsletter) on this terms HSIE topic - Gold. Students will also be given class time to research and work on their project activities.

Students are to complete: - Year 3/4 - Minimum 18 points
- Year 5/6 - Minimum 24 points

Each activity in the corresponding column is worth:

- Knowing and Understanding = 2 Points
- Applying and Analysing = 4 Points
- Creating and Evaluating = 6 points

This project is due: Week 10 - Tuesday 2nd April 2013
## UNIT OF STUDY: Gold  YEAR LEVEL: 3/4/5/6

**Due: Week 10 - Tuesday 2nd April 2013**

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<td>I enjoy reading, writing &amp; speaking</td>
<td>Brainstorm all that you know about early Australian history</td>
<td>Write an information report about the gold fields</td>
<td>Prepare and deliver a short speech contrasting the lives of two different groups on the gold fields</td>
<td>Investigate the roles that different groups had on the gold fields</td>
<td>Predict what would happen if a new gold rush occurred in Australia</td>
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<td><strong>Mathematical</strong></td>
<td>I enjoy working with numbers &amp; science</td>
<td>Classify the effects of the gold rush as positive or negative</td>
<td>Research the range of cultural backgrounds of the class and record results.</td>
<td>Construct a map of Australia, and mark in the areas that experienced the gold rush</td>
<td>Analyse the effects that the gold rush would have on the Indigenous people</td>
<td>Create a tool that would have been useful to those taking part in the gold rush in Australia</td>
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<td><strong>Visual</strong></td>
<td>I enjoy painting drawing &amp; visualising</td>
<td>Choose a variety of gold rush era pictures, and make some observations about the time</td>
<td>Design a period poster about the gold rush from the perspective of: An Australian, Aboriginal or Chinese person.</td>
<td>Create a slide show with information/description or narrative – using pictures located on the internet</td>
<td>Design a piece of clothing that would benefit the gold miners</td>
<td>Using materials given by the teacher make the piece of clothing to a smaller scale.</td>
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<td><strong>Kinaesthetic</strong></td>
<td>I enjoy doing hands-on activities</td>
<td>Game - Charades Describe through mime – words associated with the gold rush</td>
<td>Draw an outline of the gold fields in a particular area of Australia.</td>
<td>Construct a tool from a set of visual arts materials that would have been used on the gold fields.</td>
<td>Role play interactions between different people on the gold fields taking on different roles</td>
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<td><strong>Musical</strong></td>
<td>I enjoy making &amp; listening to music</td>
<td>Listen to some traditional songs from the gold rush era</td>
<td>Using materials found in the classrooms, create a beat to a song from the era</td>
<td>Identify the instruments being used in the songs and decide how they may be replicated</td>
<td>Using authentic sounds create a story of the gold rush using music</td>
<td>In a group compose a song about life on the gold fields using instruments</td>
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<td>I enjoy working with others</td>
<td>Discuss in a small group some of the issues that surrounded the gold rush</td>
<td>Collaboratively design a display that shows a range of aspects of the gold rush</td>
<td>With a friend, draw/illustrate and label some of the tools or structures that would have been on the gold fields</td>
<td>In small groups do a KWL of the way of life in the gold rush era</td>
<td>With a partner create a letter to the government that details the impact of the gold rush on a variety of people</td>
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<td>Write what you today would expect the gold fields to be like</td>
<td>Explore what significance the gold fields hold today</td>
<td>Design an action plan that would have addressed issues on the gold fields e.g. racism</td>
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**Knowing and Understanding = 2 Points**  
**Applying and Analysing = 4 Points**  
**Creating and Evaluating = 6 points**

**Year 3/4 – Minimum 18 points**  
**Year 5/6 – Minimum 24 points**

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**Bloom’s Taxonomy: Six Thinking Levels**

- **Knowing**
- **Understanding**
- **Applying**
- **Analysing**
- **Creating**
- **Evaluating**

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**UNIT OF STUDY: Gold YEAR LEVEL: 3/4/5/6**

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SUNDAY AFTERNOON TENNIS

MARCH 3rd

12 O'clock start

Everyone welcome so come along to start the social tennis for 2013
Bring your own meat for the BBQ and a salad to share.

Tim Dew
67789177

Mejella Jessep
67789132

Ian Hamilton
67789020
Tamworth Regional Landcare and Namoi CMA invites all Landcare, community, volunteer and school groups to attend free seminars about writing successful natural resource management (NRM) and community grant applications.

- Develop, write and present your proposal
- Present a compelling picture of your project
- Give the grant makers what they want
- How to develop a budget including ‘in-kind’ contributions
- Design proposals for different grant providers
- The role of partnerships
- Where to look for other available grant opportunities

Refreshments will be provided at each workshop.

**Nundle**

Date: Wednesday, 27th February 2013  
Venue: Anglican Church Auxiliary Room, Jenkins street Nundle  
Time: 2 pm

**Tamworth**

Date: Thursday, 28th February 2013  
Venue: Wests Diggers Club, Kable Avenue  
Tamworth  
Time: 9.30 am

For more information contact:

Mark Kesby, Regional Landcare Facilitator (Namoi East)  
on 0428 429 244 or mark.kesby@plpm.org.au

Felicity Baker, Namoi CMA  
on 6742 9214 or felicity.baker@cma.nsw.gov.au
Ordering Procedure

Please enclose exact money in an envelope / zip bag or brown paper bag with a clearly marked name and order. Children to hand in at school on Wednesday morning.
<table>
<thead>
<tr>
<th>MONTH</th>
<th>WEEK</th>
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