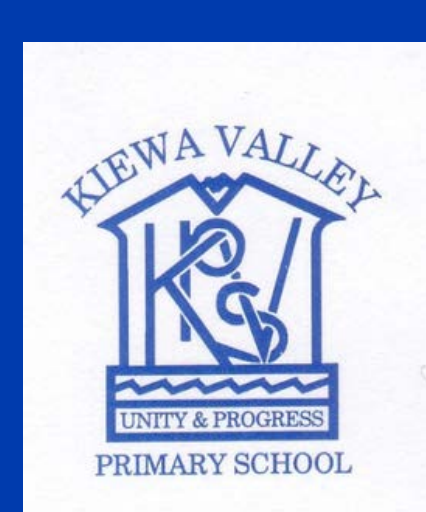


Kiewa Valley Primary School Newsletter



WEEK 4 MAY	MON 11TH	TUES 12TH	WED 13TH	THURS 14TH	FRI 15TH	SAT/SUN
WEEK 5 MAY	MON 18TH Smile Squad.....	TUES 19TH Smile Squad.....	WED 20TH Smile Squad..... Orange Day Celebration	THURS 21ST Smile Squad.....	FRI 22ND Assembly - CWA 3pm Corryong XCountry	SAT/SUN
WEEK 6 MAY	MON 25TH	TUES 26TH	WED 27TH	THURS 28TH	FRI 29TH Whole School Activity Reconciliation Week Upper Hume Div C-Country	SAT/SUN

PRINCIPAL MESSAGE:

PIE DRIVE:

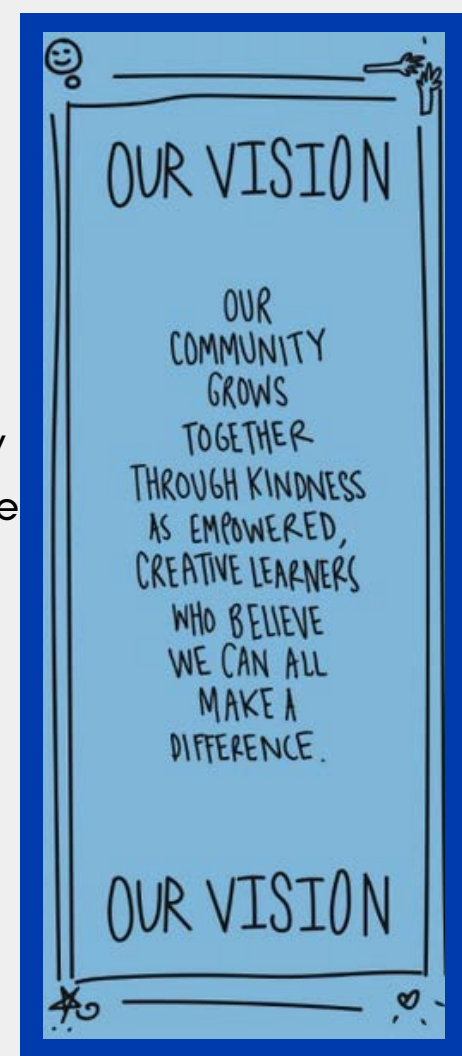
Please get behind the school and support our upcoming Pie Drive. Heiner's Bakery in Myrtleford are once again helping us out. Orders can be placed online on this [LINK](#). Ordering CLOSES 28th of May for delivery on 4th of June.

EARLY YEARS LEADERSHIP:

This Wednesday I am attending the Early Years Leadership Area meeting. This gives me the opportunity to learn more about Early Years education - play based learning and how we can continue to grow our 3 to 8 year old program across the school, given we already have a strong foundation program.

MOTHER'S DAY BREAKFAST:

Thank you to all the people who attended our Mother's Day Breakfast on Friday. It was great to see School and Kinder families in attendance. Thanks to the Lions Club, Ms Hadley, Ms Grogan, Donna and Mr Walker for assisting.



Supported Application and Responsive Teaching Techniques.

This term teachers are focusing on evidence based best teaching practices in the area of Supported Application within the Victorian Teaching and Learning Model. Here is one summary of the techniques

GIVE SPARK CURIOSITY BY DESIGN
The Support Menu

What's in the way of the thinking?
Identify the barrier. Choose the support that removes it.
The thinking stays the same for every child.
Same question. Many doors.

Differentiation should never decide who gets to think. Organised by barrier, not by ability. When a child cannot access a task, something is in the way. Find what's in the way. Remove it. Leave the thinking intact. **7 barriers · 21 supports · 1 question**

BARRIER	WHAT IT LOOKS LIKE	SUPPORTS THAT REMOVE IT	RESEARCH GROUNDING
DECODING <i>Can think it. Can't read it yet.</i>	<ul style="list-style-type: none"> Skips text, guesses from pictures Reads slowly, loses the question Stares at the page, doesn't start 	<ul style="list-style-type: none"> Read it aloud. You read. They think. The question stays intact. Partner read. Pair with a stronger reader. Both children benefit. Pre-teach 5 key words with images before the text opens. 	Gough & Tunmer (1986) Simple View of Reading: decoding and comprehension are separate processes. Strong thinkers with weak decoding need access routes, not easier questions.
WRITING OUTPUT <i>Can think it. Can't write it yet.</i>	<ul style="list-style-type: none"> Explains verbally, writes nothing Pencil down, head up, waiting Writes one word, stops, erases 	<ul style="list-style-type: none"> Multiple choice with strong distractors. Every wrong answer is a real misconception. No giveaways. Labeled diagram. Arrows and labels show as much thinking as a paragraph. Voice note on a device. Two minutes recorded. Transcribed if needed. 	Kellogg (1996) Writing competes with reasoning for working memory. Reducing output demands frees capacity for the thinking you actually want to see.
LANGUAGE <i>Building English and thinking at once.</i>	<ul style="list-style-type: none"> Understands more than they can say Long pauses before responding Code-switches under pressure 	<ul style="list-style-type: none"> Sentence frame + word bank pulled from the text. "I think ___ because the text says ___." Visual glossary. 3-5 key terms with images, pre-loaded before the lesson. Home language partner talk permitted. Thinking happens. Output translates after. 	Cummins (1979) Conversational fluency and academic language proficiency are distinct. Children reach high-level thinking long before they produce fluent academic English.
WORKING MEMORY <i>Loses the thread. Not the thinking.</i>	<ul style="list-style-type: none"> Forgets the question mid-task Can't hold multi-step instructions Loses place on the page 	<ul style="list-style-type: none"> One question on a strip. The full sheet overwhelms. The strip does not. Visible steps on a card. The procedure stays in front of them, not in their head. Manipulatives on the desk. Math thinking offloaded to the hands. 	Sweller (1988) Cognitive load theory: scaffolding targets extraneous load. It does not reduce intrinsic load. The thinking stays hard. The holding gets easier.
CONFIDENCE <i>That's not ability. That's history.</i>	<ul style="list-style-type: none"> "I can't do this" before trying Waits for permission to start Erases immediately after writing 	<ul style="list-style-type: none"> Low-stakes entry. One word, one observation, one guess. No wrong answers to begin. Talk first, write second. Five minutes of partner talk before any pencil moves. Pre-rehearsed answer. Practice with a partner before sharing with the class. 	Seligman (1972) — learned helplessness Children given easier work repeatedly learn that effort doesn't change outcomes. The fix is a supported attempt at a real task, not more easy work.
ACCESS TO FOCUS <i>Can't sustain attention. Not can't think.</i>	<ul style="list-style-type: none"> Starts, stops, starts again Off-task within minutes Pulled away by the environment 	<ul style="list-style-type: none"> Chunk the task. One question visible at a time. Cover the rest. Short anchor. Two minutes of partner talk to lock in the task before solo work. Movement break before writing. Regulation precedes attention. Attention precedes thinking. 	Barkley (1997) Executive function deficits affect inhibition and working memory, not intelligence. Task structure and environmental changes reduce attentional load significantly.
PACE <i>Fast finishers don't need more work. They need better thinking.</i>	<ul style="list-style-type: none"> Finishes in half the time Bored, starts distracting others Correct work, no visible effort 	<ul style="list-style-type: none"> Deeper, not wider. A "what if" follow-up. Never another worksheet. Could it also mean...? Make them defend their first answer against a second possibility. Teach it. If they can explain it to someone else, they know it. If they can't, they thought they did. 	Kapur (2016) Productive failure: struggle with complexity produces deeper learning than fluent completion. Fast finishers need increased cognitive demand, not increased volume.

How to use this: Look at the child, not the task level. Name what is in the way. Pick one support. Hold the thinking steady. If it doesn't work, change the support. Don't change the thinking.

GIVE SPARK · @GIVE.SPARK · GIVE-SPARK.COM
THE SUPPORT MENU

I would like to begin by acknowledging the traditional custodians of the lands on which we live, learn and play. We acknowledge and show our respects to elders both past and present and we come together on the lands, the hills, the valleys and rivers to join in community, to share knowledge and culture and contributions of all first nation peoples on this land
Vol. 13 Newsletter

Mother's Day Breakfast + Stall

Thank you to all those that attended the Mother's Day Breakfast last Friday, It was once again well attended, with over 140 egg + bacon muffins cooked by The Lion's Club. Big Thank You to Ms Grogan, Mr Walker, Ms Hadley and Donna for running such a great event.

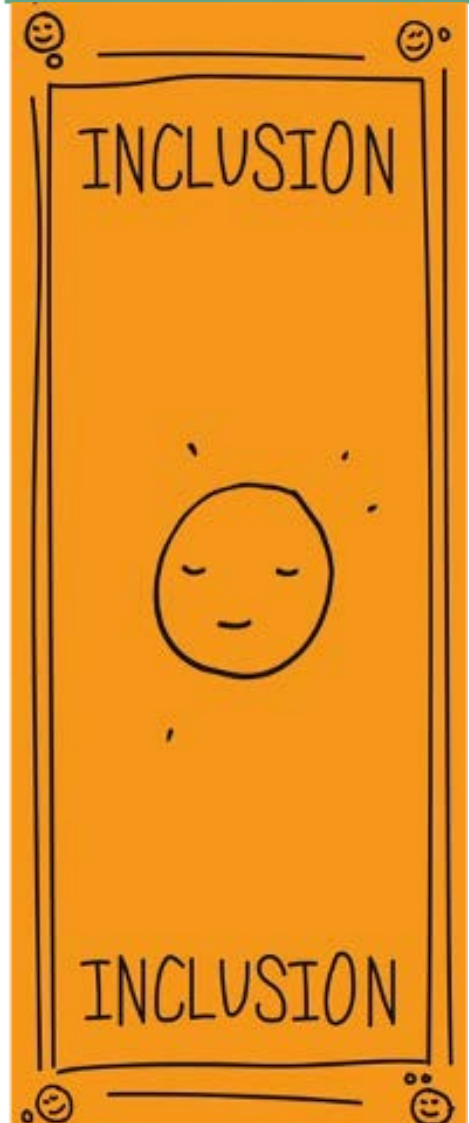
Senior SRC ran our Mother's Day Stall, this involves set up - pack down and assisting all the students to find the perfect gift. May gifts were purchased making it a valuable fundraiser for our school.





Students enjoying their lunch in a leaf fort last week. (left)

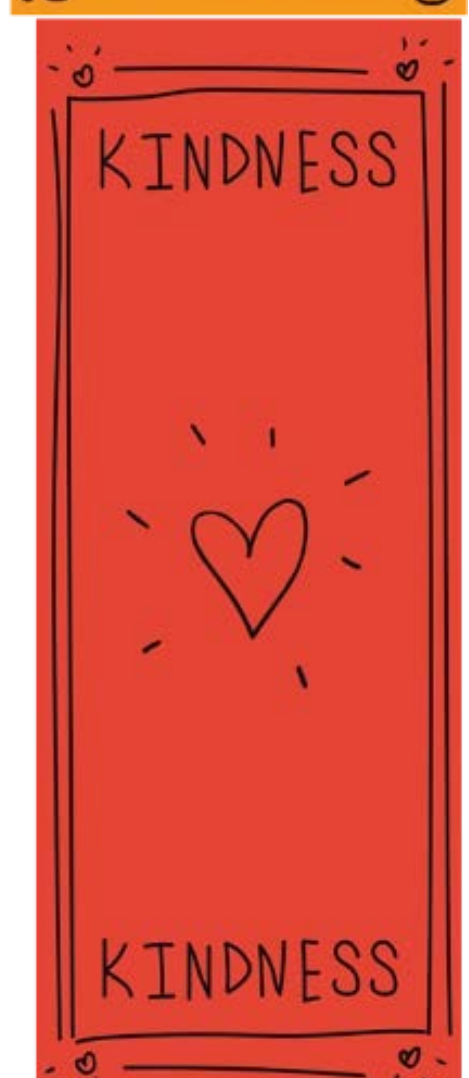
Sophie with the flowers her mum won as our lucky door prize winner on Friday. (right)



George, Hunter, Cameron and Nixon creating a house in the sandpit last week. Showing perseverance and creativity in their play and making the most of our glorious Autumn weather.



SWPBS - School Wide Positive Behaviour Support



CELEBRATING
Orange Day
20th May 2026

This is be you school

We are celebrating filling our 'INCLUSION' Token Tubes. The celebration will run in conjunction with WEAR ORANGE WEDNESDAY to recognise SES Volunteers. Students can wear a splash of orange and will be served fresh 'orange' food eg oranges and carrot sticks. Our senior students will be running some lunch time activities for everyone to enjoy.

WEAR ORANGE WEDNESDAY 20 May 2026



Our SRC and House Captains met in the yarning circle to discuss our Orange Day celebrations.

They loved the idea of linking it with Wear Orange Wednesday to recognise our SES volunteers and will plan some lunch time activities to enjoy on the day, along with some orange healthy treats.

Everyone is welcome to wear a splash of orange on the day. No money required. Just a wonderful day to celebrate as a school that we have filled our orange 'INCLUSION' token tube.

Wednesday 20th May



Daisy Update

Daisy had some special visitors this week who came to the office to share their great work. Having a Daisy cuddle was a bonus surprise for this group.



Breakfast Bags and Other Staples

We have had a great response to our brekky bags and food pantry. We will continue to keep it stocked. Please come and take what you need (no judgement) - every little bit helps! We have enough for ALL FAMILIES and will continue to stock depending on demand.



Take a prepacked brekky bag or select your own items.

There's also plenty of fruit to take home.

Thank you to our team of senior students who are helping keep everything stocked.



Lunch Clubs

Lunch clubs have started for the term. Posters are up around the school and announcements are made daily to remind students what's on for the day. We have Trivia, Dinosaurs, Colouring, Downball and Outdoor Games this term. They run for the second half of lunch and are a great place to meet different people and connect with different teachers. [Poster on last page of this Newsletter]

KIEWA VALLEY PRIMARY SCHOOL – CROSS COUNTRY RUN 2026

Although a low, persistent fog hung over the event last Friday, it didn't seem to dampen the enthusiasm of the runners in both the junior and senior cross country runs held at the school. The foundation to grade two students ran in an event around the perimeter of the school, while the grade 3-6 students competed in the 2km and 3 km events around the green belt estate at the back of the school. Congratulations to the winners in each event.



- 9-10 girls – Gianna Dedic**
- 9-10 boys – Tyler Heffernan**
- 11 girls – Victoria Wallace**
- 11 boys – Bryce Jamison**
- 12 girls – Billie McVean**
- 12 boys – Beau Heffernan**

Well done to all the participants, but special mention must go to the students who have qualified to compete in the district cross country run to be held on

Friday 22nd 2026 May at Corryong.

The district event involves students who have qualified from Baranduda, Bandiana, Tallangatta and Corryong.

The event will held at the football ground /golf course at Corryong.

Congratulations to the following students and good luck everybody for your next big run.

9-10 GIRLS	9-10 BOYS	11 GIRLS	11 BOYS	12 GIRLS	12 BOYS
Gianna D	Tyler H	Victoria W	Bryce J	Billie McV	Beau H
Ava J	Tex N	Lexi H	Will Y	Harper C	Will M
Isla W	Lewis H	Ivy T		Chloe P	Liam P
Tilly W	Hudson M	Sienna McK		Remi H	Smith N
Olivia McC	James L	Lilly T		Willow M	Roy R
Bella J	Everett W	Talli W		Val D	Louis W
Harper B	Liam A	Matilda V			Zeke B
	Will R	Justice L			
	Archer D				
	Charlie G				



KIEWA VALLEY PRIMARY SCHOOL KINDER

Anyone wanting/needing to make an enquiry to the Kiewa Valley Kinder please do so by using the following link.

<http://forms.owna.com.au/enquiry.aspx?c=kiewavalleyisc>



LUNCH CLUBS TERM TWO

MON

TRIVIA

with
Miss Flavel

THURS

DOWNBALL

with
Mr Walker

TUES

DINOSAURS

with
Mrs Litchfield

FRI

COLOURING
with

Mrs Middleton

WED

OUTDOOR GAMES

with
Miss Ash

Our Lunch Clubs are
a safe and inclusive
space for whoever
wants to join.