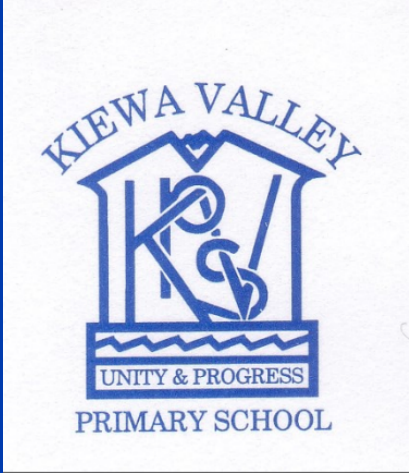


Kiewa Valley Primary School

Newsletter



Week 6 10 th Nov to 16 th Nov	Mon 10th	Tues 11th	Wed 12th	Thurs 13th Collaboration CoP for Ms J, Mr Walker and Mrs Litchfield Lunch Orders need to be submitted for Monday	Fri 14th	Sat/Sun
Week 7 17 th Nov to 23 rd Nov	Mon 17th	Tues 18th	Wed 19th	Thur 20 th Belonging CoP for Ms Grogan Lunch Orders need to be submitted for Monday	Fri 21 st	Sat/Sun
Week 8 24 th Nov to 30 th Nov	Mon 24th	Tues 25th Foundation Transition Day 1 9am to 11am	Wed 26th	Thurs 27th NO Lunch Orders Monday due to it being a Pupil Free Day.	Fri 28 th Whole School Activity 5/6 The School of Play	Sat/Sun

PRINICIPAL UPDATE:

REMINDER of STUDENT FREE DAYS:

This term we have multiple student free days, to round out the year and to set-up for 2026. These days are important to enable ALL staff to get together to undertake professional learning, revise our teaching and learning and plan for 2026.

Monday 1st of December – is a day for teachers for reporting and assessment

Friday 19th of December – staff will be engaged in professional learning – focus TBC either Spelling or Learning Difficulties.

The final day of the year for **Outside Hours School Care will be Thursday 18th of December.**

OHSC Bookings for 2026:

We have already filled Monday and Wednesday evening for After School Care in 2026. This is the final reminder that bookings need to be in ASAP so we can confirm with families their bookings. Also, if your situation has changed and you need to update your bookings please make contact with Nat Goodwin or the Office.

STAFFING FOR 2026:

We are still finalising staffing for 2026. However, I can confirm that Ms Celia Tracy has taken a position with Victory for 2026. Ms Tracy has been a wonderful additional to the KVPS family and I wish her all the best for 2026.

Ms Grimm will be returning in Term 1 2026 with her teaching allotment still being finalised, however she will not be taking on a full-time teaching role. Mrs Cariss will also remain on at KVPS for 2026 and will be working 3 days a week in Science and Design Technologies and one day in the classroom. Our F/1 classes will remain in the BER building, Year 1,2 class will move over to the spare classroom near the Office, 3,4 and 5,6 classes will be where they now.

I have also been announced at the Alpine Towong Network Chair for 2026. Each network is led by a network chair, a principal elected by other principals in the network. As key system leaders, network chairs enable school leaders to collaborate and take collective responsibility for all learners in their network. I look forward to this opportunity whilst still remaining Principal at KVPS. Final bit of great news is, Ms Grogan will be stepping into the position of Acting Assistant Principal Inclusion and Wellbeing in 2026. This role has significantly grown over the past two years from just a Leading Teacher role and includes leading the Disability Inclusion Profiles, supporting students with additional needs, developing a school wide tiered approach to wellbeing supports and filling in for Ms J when she is offsite working or at meetings.

New WATER STATION:

Here is a photo of one of our students giving the new water station the thumbs up. We will replace all bubblers with similar systems over the coming months. In terms of other work that we will be completing will be re-seeding of grass, completing the chook pen and sealing the sandstone seating.



We congratulate one of our students, Victoria on progressing through to State Championships in Long Jump last Friday. Victoria came a very impressive 6th out of 14 competitors, plus jumped a personal best distance. Well done!



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. 29 Newsletter



School Performance Report

Each year schools receive a report on their performance in learning and wellbeing. These two scores are combined for an overall school performance rating. You can see this below. What I am please to announce is that KVPS has been ranked as HIGH PERFORMANCE overall. This is a proud moment for staff for all the hard work over the Strategic Plan period to finally reach this rating. There is always more work to do as we aim to have both learning and wellbeing in the HIGH category, but we are certainly consistently performing better in the learning each year.

Kiewa Valley Primary School is performing above the majority of similar schools, achieving high outcomes across both learning and wellbeing domains. The fact that the overall level is High and Improving indicates strong academic achievement alongside positive wellbeing and engagement indicators.

Key Achievements in Learning:

- Improvement trend across multiple academic measures (re.ading, numeracy, and growth).
- Demonstrated strong NAPLAN relative growth from Year 3-5 and Year 5-7.
- Teacher judgement data shows a high proportion of students achieving “At or Above Expected Growth” in English and Mathematics.
- The data suggests that improvement strategies are having measurable impact on student outcomes.

Key Achievements In Wellbeing:

- High positive endorsement in the Attitudes to School Survey for:
 - Emotional Awareness & Regulation
 - Managing Bullying
 - School Connectedness
 - Stimulated Learning
 - Student Voice and Agency
- Attendance Rate is strong and comparable to or above similar schools.
- These results reflect a safe, inclusive, and engaging school culture, where students feel valued and connected.

2025 School Performance Report

Kiewa Valley Primary School

LEARNING performance group

HIGH

MEDIUM

DEVELOPING

IMPROVING

Your school: IMPROVING

Current Level: Medium

Change Level: Improved

The Learning domain measures performance on NAPLAN assessments in Reading and Numeracy, NAPLAN relative growth, and Teacher judgement growth for English and Mathematics.

Most other schools in this similar schools group are Medium in the Learning domain.

Similar schools’ LEARNING performance groups

12

6

22

1

WELLBEING performance group

HIGH

MEDIUM

DEVELOPING

IMPROVING

Your school: HIGH

Current Level: High

Change Level: Improved

The Wellbeing domain measures performance on a set of Attitudes to School Survey factors related to emotional awareness, managing bullying, school connectedness, stimulated learning and student voice; and the school’s attendance rate.

Schools in this similar schools group have achieved a range of performance categories, including 17 schools in the High category.

Similar schools’ WELLBEING performance groups

17

6

16

2

OVERALL performance group

Your school: HIGH

A school's overall performance group represents its combined performance on Learning and Wellbeing Domains.

As an overall performance group, this indicates a range of student outcomes that are high across learning and wellbeing measures.

SIMILAR schools

Comparing your school’s performance with the performance of your similar schools group can provide information about how your school performs compared to schools with similar characteristics.

14

4

22

1

Brian Nankervis and RockWiz



Brian Nankervis visited KVPS and held a Poetry Incursion with all of our students. The student feedback was outstanding – “I loved hearing from him, he was so funny and didn’t know poetry could be so fun”. Brian then hosted a fundraiser of Music Trivia in evening. This was well supported by the community and we raised approximately \$3000 and this money will go towards our new water stations. Brian gave us a shout out on his radio show on Friday, commenting on how great the kids at KVPS are.

Assembly and Yarning Circle Opening



We had perfect weather for the opening of our mural and yarning circle space last Friday. Congratulations to the students who spoke about the many projects involved in the space. We thank our families, past students and community members who were able to attend. This project has been 2 years in the making and started with a student suggestion at an SRC meeting in early 2024. This will be a space to sit, connect and reflect. A place to protect and treasure for years to come.



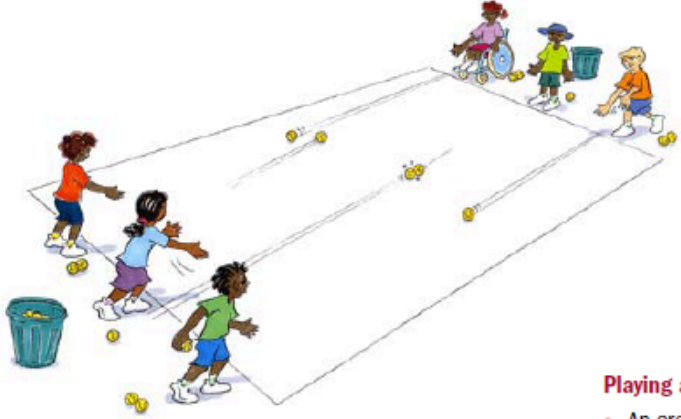
We also held our monthly CWA assembly last Friday. Congratulations to our September Attendance Winner, Lewis W and our October Attendance Winner Matilda W. Our Reading Award Winner was Ellie M. We also congratulate this Month’s CWA award winners – Remy, Makenna, Jade, Lexie, Angus and Cameron.

F-2 Yulunga Traditional Indigenous Games

Last week for P.E., Miss Grogan introduced the F-2 students to the traditional indigenous game of 'Koolchee'. This ball-throwing and hitting game was played by the Diyari people from near Lake Eyre in South Australia. The balls were called *koolchee*. The balls used were as round as possible and were usually about 8-10cm in diameter. Gypsum, sandstone and mud was used to make the balls. The aim of the game is for players to roll a *koolchee* (ball) to hit another ball rolled by a player from a team on the other side of the playing area. We also played a variation where we placed cones across the playing zone and players aimed to hit the opponent's cones. The students were very focused and their rolling and aiming skills improved immensely throughout the session. It was great to see our school values being displayed as we shared the balls with our peers and also demonstrated integrity when we hit/missed the cone. Well done everyone! A very easy game to play at home with limited equipment.



Australian Government
Australian Sports Commission



Playing area

- An area about 20-30 metres long and 10-15 metres wide (badminton and volleyball courts are ideal)

Equipment

- Tennis balls, Kanga cricket balls or larger balls as the *koolchee* (ball)

Game play and basic rules

- Players are in teams at each end of the playing area. Each team rolls their *koolchees* underarm (roll along the ground) towards the opposing team. The game is a continuous activity. The idea of the game is to hit a *koolchee* rolled by a player from the other team. Each player has a number of *koolchees* and each team has a large central supply in a bin/basket. Players may only use one *koolchee* at a time. Hits made within 3 metres of the line marked at each end of the playing area do not count.
- When there are no *koolchees* left, the game is temporarily halted for players to collect *koolchees* so that the game can continue. No set scoring is used. There is to be no interference with balls on the playing area. Players cannot go into the playing area unless the game is stopped.

Background

This ball-throwing and hitting game was played by the Diyari people from near Lake Eyre in South Australia. The balls were called *koolchee*. The balls used were as round as possible and were usually about 8-10 centimetres in diameter. Gypsum, sandstone, mud, or almost any material that was easy to work was used to make the balls. The game was played for hours and usually until the balls left were too few to cause any excitement.

Short description

The aim of the game is for players to roll a *koolchee* (ball) to hit a ball rolled by a player from a team at the other end of the playing area. Players stay out of the playing area in this game.

Players

- Two opposing sides of equal numbers (usually between two and ten or more).

Variations

- Competition *koolchee*: Use a badminton or volleyball court. Place a line of five bowling pins or skittles about 3 metres in front of each team. Each team attempts to roll their *koolchees* past these to knock over the pins at the other end of the court before the pins at their end are knocked down by their opponents. Players may 'defend' their own pins by rolling *koolchees* to hit other *koolchees* that might knock over one of their pins. Depending on the ability and age of the group the pins may be knocked down randomly or in order. No players allowed on the court.

Suggestions

In a physical education class use a badminton, volleyball or tennis court with the following progressions:

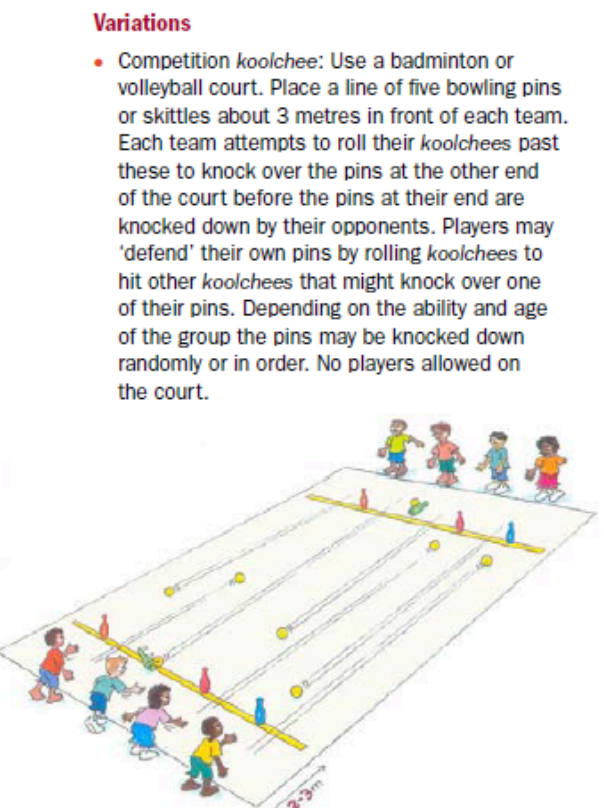
- Teams roll the *koolchees* (tennis balls) towards each other — no scoring.
- Each player has a *koolchee* (tennis ball). Place a set number of pins in the centre of the area and both teams attempt to knock them over in a cooperative activity, perhaps timed with several attempts to set the best time.
- Place five pins 3-5 metres in front of each group and the teams attempt to hit the pins in front of the team at the other end of the area. A class competition with four to six players in each team on a badminton court works well — matches are the best of three games. (Competition matches on a tennis court either to the best of 11 or the first to 11 games work well with older players. Change ends every five games.)

Teaching points

- Line up facing the other team. Tennis balls ready.
- Bend down and roll along the ground. No throws or bounces.
- Aim for a ball. Fingers towards, palms up, opposite arm and leg.
- No players on the court. Stay behind the line.
- Collect another ball and keep going.

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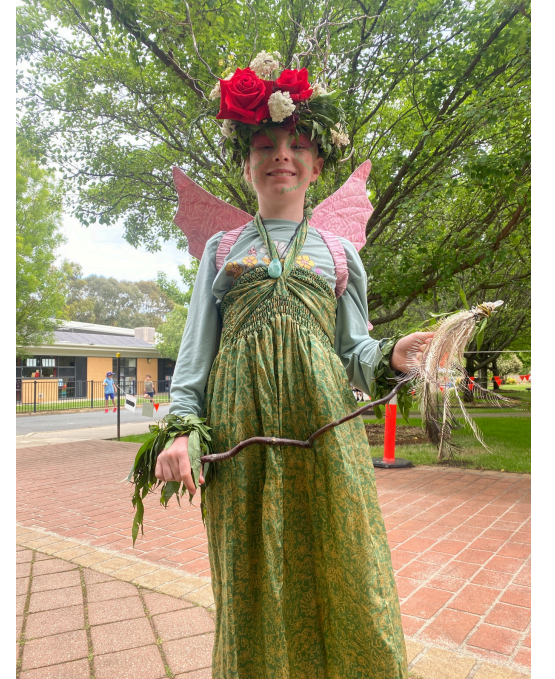
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World Teachers Day



PICNIC ON THE GRASS

Join us for an end of year celebration on the grass at KVPS. This event will bring together our school and kindergarten families. Students will be singing carols, including the Kinder students. Come dressed in your christmas best.

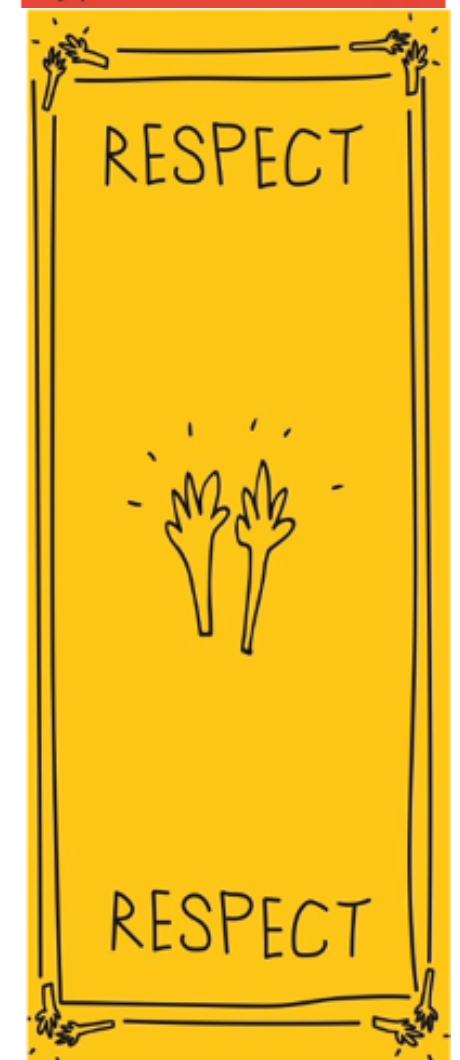
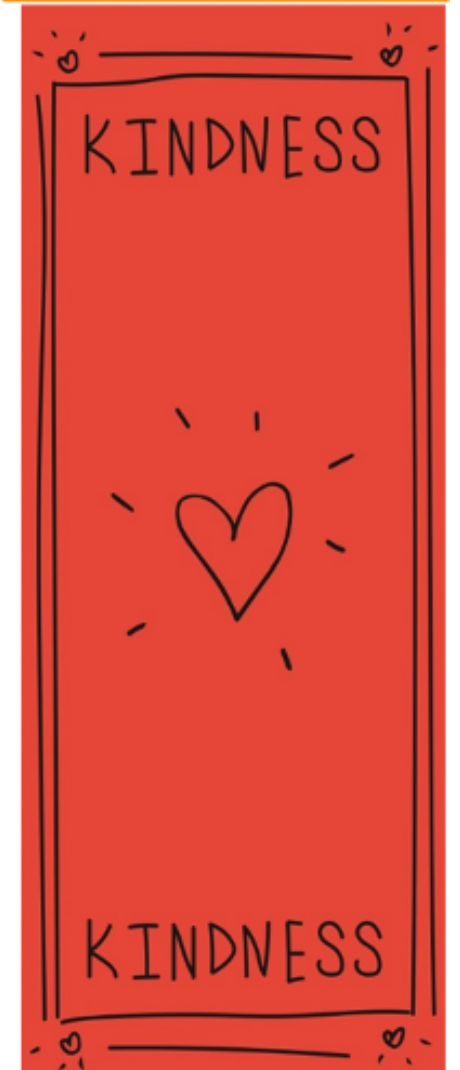
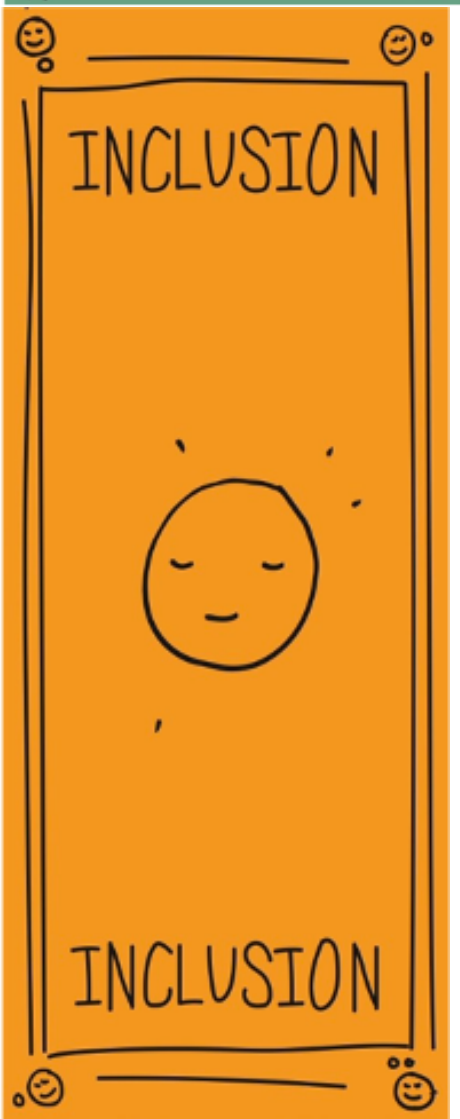
TUESDAY, 16 DEC 2025

5PM TO 6.30PM

WE MIGHT EVEN HAVE A SPECIAL VISITOR



Kiewa Valley Primary School and Kindergarten



REMINDER about the impact of busy social lives

We have all been there. Packed too much into our weekends or had a couple of late nights in the school week. But before we reach the end of year social demands we are seeing an increase in student fatigue particularly on Monday's and Friday's.

This has been recorded in our data collection where we track student behaviours. And while we can increase supervision in the yard, offer students a more structured option for break times, students still need to be able to control their emotions and behaviours. This is a crucial component of the partnership between school and home. We do not want to see an increase in student absences either, we have already not achieved our targets in relation to attendance. So what can we do? [This article](#) on "Managing child fatigue", shares some great tips on small changes or strategies to assist you and please be mindful of the signs your child might display that could indicate social exhaustion.

SOCIAL EXHAUSTION

Aka social burnout, **introvert hangover**, people-d out



LUNCH CLUBS

TERM FOUR

MON

CAPTURE THE
FLAG

with
Mrs Elliott

THURS

ROBOTICS (GR 4-6)
With Mr Walker

CHOIR (All)
With Ms Robinson

TUES

PLAYDOUGH

with
Miss Ash

FRI

DANCE

with
Mrs Middleton

WED

WORD GAMES

with
Miss Flavel

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