



# KEYSBOROUGH PRIMARY SCHOOL

## 2026 NEWSLETTER

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**Principal:** Natalie Jones-Pinkett  
**Assistant Principals:** Briony McDonald & Carly Bourke

### *Future Making for Every Student*

30<sup>th</sup> March 2026

*'Keysborough Primary School acknowledges that we are on the traditional land of the Bunurong people and pays respect to elders past and present.'*

### ***Be Respectful Be Safe Be a Learner***

***Thursday, 2<sup>nd</sup> April - Last Day of Term 1 2026, School Finishes at 2.30pm.  
Please be on time to pick up your children.***

#### ***What an incredible term it has been at Keysborough Primary School!***

It has been wonderful to see our school come alive with learning, connection and celebration. We began the term with our Welcome BBQ, which was a fantastic opportunity for families, students and staff to come together, build relationships and strengthen our sense of community. Thank you to everyone who attended and helped make this such a welcoming and positive start to the year.



Throughout the term, our students have engaged in rich learning experiences both inside and outside the classroom. A highlight was our Colour Run to celebrate Holi, which brought so much joy, energy and colour to our school while also recognising and celebrating cultural traditions within our community.



Over the past week, we have proudly celebrated Cultural Diversity Week, including Harmony Day. It was wonderful to see students wearing a touch of orange and contributing a gold coin donation to support the Asylum Seeker Resource Centre.



We also loved seeing students come to school in their cultural dress, sharing and celebrating the many cultures that make up our vibrant school community. These experiences continue to strengthen our message that everyone belongs at Keysborough Primary School.





Our students have also been busy learning and getting to know their new House names:

- Dantum (Dan toom) Eastern Crimson Rosella.
- Barramaeel (Barra mill) The emu
- Barrowon (Barra wan) The magpie
- Guyim (goo um) The Eastern Grey Kangaroo

There has been great excitement and growing pride across the school as students begin to connect with their House. Next term, we will be practising our House chants and building even more team spirit—something we are all very excited about! At this stage, our House points are looking like this

2026 KPS House Cup Leaderboard		
Position	House	Points
1st	Dantum (Red House)	172
2nd	Barrowon (Green House)	157
3rd	Barramaeel (Blue House)	152
4th	Guyim (Gold House)	145

As we head into the final week of term, we are looking forward to more exciting events, including our Easter Egg Raffle and Happy Hat Day. I cannot wait to see the creativity and enthusiasm from our students as they take part in these fun and meaningful activities.

Across the school, we continue to embed our values of **Be Safe, Be Respectful and Be a Learner**. Through our work with Positive Classroom Management and School Wide Positive Behaviour Support (SWPBS), we are seeing increasingly calm, orderly and supportive learning environments where students know what is expected and feel confident to succeed.

Importantly, alongside these celebrations, there has been a strong and consistent focus on academic learning. Our teachers have continued to deliver high-quality, explicit teaching, supported by clear routines and a focus on student engagement. This is ensuring that every student is supported to make strong learning growth and achieve their personal best.

Thank you to our students, staff and families for contributing to such a positive and successful term. Have a fantastic break, see you all on Monday, 20<sup>th</sup> April, First day of Term 2.

**Natalie Pinkett**  
**Principal**

### **100% Attendance – Term 1 Celebration**

We are proud to celebrate **163 students** who achieved **100% attendance in Term 1**. This is a fantastic achievement and **double our result from Term 1 last year**.

Attending school every day is important for learning, building friendships, and feeling connected to our school community. When students are at school each day, they have the best opportunity to succeed and reach their full potential.

We thank our families for supporting strong attendance habits and helping students arrive at school on time and ready to learn each day.

As we look ahead to **Term 2**, we encourage all students to aim for 100% attendance. Let's see how many more students can join our 100% Attendance Club and help us grow this number even further.



## ***Lunchtime Clubs – Building Connection, Confidence and Fun***

Lunchtime Clubs have provided students with safe, structured spaces to explore interests, try new activities, build friendships, and develop confidence outside of the classroom.



From creative arts and sports to games, leadership activities and quiet spaces, our clubs have offered something for everyone—and the positive response from students has been wonderful.

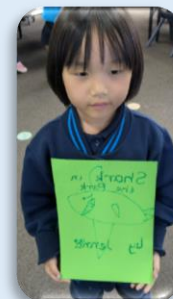
## ***Highlights of learning***

### ***Foundation***

The Foundation children have embraced our school values of being respectful, being safe and being learners wholeheartedly. They have settled into school life with kindness, curiosity and wonderful enthusiasm towards learning. It has been a joy to learn about our school, each other (including families) and the expectations of our school together.

Community is our Inquiry topic for this term. The children have made and used puppets and role play to respond to different situations they face in their community. They have practised asking for help, listening to one another and resolving conflict which has fitted with our Respectful Relationship learning and understanding and practising our school values.

Our literacy program is anchored by our phonics program Initialit and the children have learned four sounds including one vowel (m,s,t,a) meaning they can blend sounds to build words which is very exciting. Speaking and listening is the foundation of our writing program, and it has been wonderful to hear the children's ideas and experiences which they have recorded through modelling, drawing, painting and experimenting with text.



In Maths, we began the term with the All About Me unit, helping children recognise that maths is all around us and connected to everyday life. We have also focused on reading and representing whole numbers up to 20.

Some highlights for the Foundation children have included participating in the Colour Run, celebrating Lunar New Year, making new friends and developing their sense of belonging to our school community.

## Year 1 & 2

The Year 1/2 students have settled well into their classroom routines and are continuing to build positive friendships within our learning community. It has been wonderful to see students becoming more confident in the classroom and supporting one another during learning and play.

In Mappen, students are currently learning the unit Managing Self. Through this unit, students are developing skills to become effective self-managers. They are learning how to keep themselves safe, understand and manage their emotions, and resolve conflicts in positive and respectful ways. Students have been engaging in discussions, role plays, and class activities that help them recognise their feelings and practise strategies for making thoughtful and safe choices.



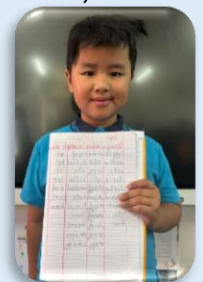
In literacy, the Year 1 students have completed their revision of the Foundation InitialLit program and are now learning about compound words and nouns. In Maths, students have been developing their understanding of place value and exploring different number patterns through hands-on activities and classroom discussions.

The Year 1/2 students also enjoyed participating in cultural events at school, including watching a lion dance performance for Lunar New Year and taking part in the KPS Colour Run celebrating Holi.

## Year 3 & 4

The Year 3 and 4 students have settled well into their routines and shown outstanding commitment to their learning. The Year 3s shone brightly as they prepared for and sat the NAPLAN tests with courage, determination, and resilience.

In Mappen, students have explored our unit The Game of Life, examining identity, peer pressure, and decision-making. They have participated in thoughtful discussions about risk-taking, understanding consequences, and giving constructive advice to others.



Students have enjoyed participating in the Year 4 sport program and celebrating cultural events such as The Lunar New Year, Holi, and Ramadan. In Reading, they have been analysing the themes in their class novels and practising how to support their ideas with text examples and quotes when writing paragraphs.

In Maths, Year 3 students have strengthened their understanding of place value and consolidated their addition and subtraction skills, while Year 4 students have focused on decimal values, different types of angles, and the four operations.

## Year 5&6

The Year 5/6 students have enjoyed participating in interschool sports this term, competing against a range of local schools. Students had a great time taking part in games such as basketball, softball, volleyball, tennis and cricket. It was fantastic to see students demonstrating teamwork, sportsmanship and enthusiasm while representing the school.

In Mappen, the Year 5/6 students explored the unit All About Me. Throughout this unit, students investigated their identity and the characteristics that make them who they are. They considered how influences such as the media, role models and peer pressure can shape their identity. Students also learned about the changes associated with puberty and explored different ways to stay healthy both physically and mentally.



The Year 6 students recently attended their camp at Somers. Students had a wonderful time building teamwork, strengthening friendships and sharing many fun moments together. They participated in a range of activities including archery, the ropes course, flying fox and bike ed.

## KPS Summer Sports Update

**Basketball** – KPS went up against some absolute juggernauts this season. Our players kept their heads high, representing the school with pride and determination. The girls' team notching a win against Noble Park was a standout moment and a clear highlight of the season.

**Volleyball** – In what was the hottest and most competitive summer sport, KPS finished with two wins and two losses in both the mixed and girls competitions. Our teams played brilliantly together, showing teamwork and spirit, even when we came up against squads that were just stronger on the day.

**Cricket** – Another KPS team battled it out against some incredible opponents. Each week saw improvement and growth across both the A and B teams. A few more games and we might have notched that elusive win.

**Tennis** – Both A and B teams gave their all in this team-based individual match format. We celebrated some outstanding individual performances, and the highlight of the season was the final round against Noble Park, where both A and B teams secured fantastic wins.

**Softball** – Girls' softball had a blast, laughing and joking through every game. Their spirit and the win over Noble Park in the final round reflected the hard work and dedication they put in all seasons. Mixed softball finished with three wins and a draw. Matches against Resurrection and Wallarano could have gone either way, but the boys stayed calm under pressure and came away victorious in thrilling encounters.

With the BYE in the final round, KPS has now completed their summer rounds. The rest of the Noble Park District still has two or three games to play, so it was a waiting game to see if the mixed softball team make it through to the finals. Either way, it's been a fantastic season full of effort, growth, and school spirit!

## Physical Education (P.E)

**Foundation** students have started the year brilliantly, settling into PE seamlessly and already showing fantastic enthusiasm and effort as they begin developing their fundamental movement skills.

**Year 1** students have been working hard to further develop their throwing skills, focusing on control, accuracy and confidence through a range of fun and engaging activities.

**Year 2** students have explored the two main types of striking, the forehand and the two-handed backhand, applying these skills through modified tennis and cricket activities.



**Year 3 and 4** students have continued developing their cricket and tennis skills, beginning to think more deeply about gameplay and simple strategies to gain an advantage.

**Year 5 and 6** students have explored the strategies and gameplay of rugby, learning how teamwork, positioning and decision-making influence success in the game.

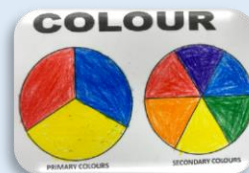
## Visual Arts

This term, all students have been developing their drawing skills.

Each student has completed their annual self-portrait, with a focus on placing facial features accurately.

**Foundation** students have been building their cutting and drawing skills. They have been identifying shapes within objects and using these to create recognisable drawings.

**Years 1 and 2** have been revising their knowledge of colour and mark-making by exploring and identifying a variety of lines.



**Years 3 and 4** have used their understanding of line to design a front cover for their sketchbook using the outline of their hand. They have also been focusing on creating a radial perspective drawing.

**Years 5 and 6** have completed their portraits, revised their understanding of two-point perspective, and will finish the term by attempting a reverse one-point perspective drawing.

## ***Engage with Asia (EWA)***

**Foundation** students have developed basic Chinese communication skills. They are able to greet the teacher using simple Chinese phrases such as “Hello teacher.” Students can also count from 1 to 10 using traditional Chinese finger gestures (手势), demonstrating both language learning and cultural understanding. In addition, students can recognise and write the Chinese characters for numbers 1 to 5 (一, 二, 三, 四, 五).

**Year 1** students are continuing to build their understanding of Chinese numbers. They can count from 1 to 20 and are beginning to write these Chinese number characters. In addition, students use drawings to represent the numbers, which helps them connect the meaning of the numbers with the Chinese characters.

**Year 2** students are developing simple Chinese communication skills. They have learnt to ask and answer basic questions in Chinese, such as “What is your name?” and “How old are you?”. Students have also explored the Chinese zodiac animals by learning their Chinese names and describing their personality traits. They have retold the story of the Great Race and compared the 12 zodiac animals across different Asian countries.

**Year 3** students are developing their skills in using digital devices to type Chinese characters. They have learned the names of the 12 months and the days of the week in Chinese. Students are also practising how to ask and answer questions related to dates, such as saying what day or month it is.



**Year 4** students are continuing to develop their skills in using digital devices to type Chinese characters. They have learned the Chinese names for different types of meat and dim sum. Students are also practising using Chinese to order specific dim sum dishes in a restaurant setting. In addition, they have explored Chinese food culture, including dishes from Shanghai and Cantonese cuisine.

**Year 5** students have explored a range of cultural topics, including how learning is valued in Chinese culture and how students show respect to teachers in both Asia and Australia. They investigated the education system of an Asian country of their choice and created a presentation to share their learning with others.

**Year 6** students created an informative and creative digital book about an Asian country. Their books aim to teach readers about the country’s culture, history, historical landmarks, national animals, traditional festivals, children’s daily life, and language. Through this project, students develop research, digital literacy, and communication skills while deepening their understanding of cultural diversity across Asia.

## Performing Arts

This term all students have been developing their drama creating and performing ability.

**Year 2** students have been planning, creating and presenting their own puppet shows, including designing their own puppet characters, writing their scripts and performing for the class.

**Year 3** students have been developing their expressive skills using their voices, facial expression, gesture and movement. They have been exploring dreamtime storytelling and caring for the land through creating environment themed drama.



**Year 5 and 6** students have been developing their improvisation and ability to create performances on the spot. They have been learning about the Melodrama performance style and devising their own performances which they presented in the theatre.

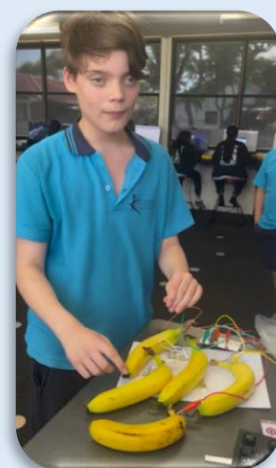
## DigiTech

In Term 1, students developed their understanding of digital systems and built skills to use technology effectively and safely.

**Foundation** students were introduced to basic computer systems and practised using the mouse and keyboard.

**Years 1 and 2** explored digital systems used around the school and designed their own technology using Seesaw.

**Year 3** students strengthened their ability to use digital systems, focusing on mouse control, typing, and navigating digital tools.



**Year 4** students investigated robotic digital systems, exploring the components of Edison robots and how they can be programmed for different purposes.

**Year 5** students extended their skills by working more efficiently with digital tools, improving typing, file management, and independence across a range of applications.

**Year 6** students explored circuits within digital systems using Makey Makey, experimenting with alternative inputs to replace traditional keyboards and mice.

Across all year levels, students also developed their understanding of cyber safety. Foundation to Year 2 focused on safe habits, while Years 3 to 6 explored privacy and consent in digital environments.

## DIARY DATES

### April

Thurs 2<sup>nd</sup>

Happy Hat Day Parade at assembly 1.30pm

Thurs 2<sup>nd</sup>

Last day of Term 1

School finishes at 2.30pm

### Term 2

Mon 20<sup>th</sup>

**First day of Term 2**

**School starts at 8.50am**

Mon 20<sup>th</sup>

**School Photo Day**

Wed 29<sup>th</sup>- Fri 1<sup>st</sup> May **Year 4/5 camp**

### May

Mon 10<sup>th</sup>-Thurs 14<sup>th</sup>

Book Fair

Fri 22<sup>nd</sup>

Curriculum Day (No school for students)

Mon 25<sup>th</sup>

Dental Van visiting school

### June

Mon 8<sup>th</sup>

King's birthday (Public Holiday)

Fri 26<sup>th</sup>

Last day of Term 2

School finishes at 2.30pm

**INDOOR SPORTS**  
SPRINGVALE

# SCHOOL HOLIDAY

8:00-4:30

age 5-11

9547 2555

- Multi-sports  
soccer, cricket, tennis,  
dodgeball, basketball...
- Inflatables
- Bumper cars
- Arts n' Crafts
- Face painting
- Science
- Nerf

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Program spotlight

Your  
OSHC.

# Keysborough Primary School



Your OSHC by Camp Australia provides enriching experiences for children during term – before school, after school and on pupil free days. At Your OSHC we give children a supportive space to continue their development, build confidence and socialise with their friends.

What's coming up at Your OSHC this week:

30/3/2026 - 3/4/2026

Monday	Tuesday	Wednesday	Thursday	Friday
<p> Creative Think...   41</p> <p><b>Festive Hama Beads!</b> Let's create festive hama bead designs in the spirit of Christmas holidays!</p>	<p> Communication   41</p> <p><b>Easter Egg Cards</b> Make Easter inspired cards to share with your friends and family.</p>	<p> Cooperation   23</p> <p><b>Easter Word Search</b> Find all the listed words and Highlight.</p>	<p> Communication   41</p> <p><b>Mini Easter Nest Cupcakes (No-Bake)</b> Educators guide children through creating Easter nest treats using simple ingredients, supporting independence and following instructions.</p>	No active rolls
<p> Creative Think...   54</p> <p><b>Easter Glasses</b> A fun craft to make one pair of Easter egg glasses, and one pair of Easter bunny glasses.</p>	<p> Creative Think...   32</p> <p><b>Easter Egg Pockets</b> Make a cute felt pocket to keep your precious Easter treats safe and sound.</p>	<p> Creative Think...   21</p> <p><b>Easter Wreath</b> Let's create an easter egg wreath.</p>	<p> Adaptability   41</p> <p><b>BA: Easter Egg Basket</b> Super cute DIY Easter egg basket that you can make for DIY gifts, treat bags or as Easter decorations.</p>	No active rolls



## Register for Your OSHC

Once registered, you'll be able to easily make and manage your bookings online via our Parent Portal.

[Register now](#)



## Stop by and say hi!

Please feel free to visit the program with your children to meet the team and see what happens in our great program each school day.



## Visit our blog

New articles are added each week for parents and cover various topics to help families.

[Visit our blog](#)

To register and book visit [www.campaustralia.com.au](http://www.campaustralia.com.au)

by Camp Australia



# SCHOOL HOLIDAY CAMPS

*To suit ALL AGES & ABILITIES*

JOIN US AT OUR NEXT PROGRAM:

Chadwick Reserve | Howard Rd  
Dingley Village, 3172

**- ASK US ABOUT OUR EARLY BIRD SPECIAL -**

CREATING A MOVEMENT OF CHANGE  
FOR TOMORROW'S GRASSROOTS LEADERS




## Ever thought about becoming a secondary teacher?

**Do you have a qualification related to English, Maths, Science or Specialist Education?**

Swinburne's employment based **Master of Teaching (Secondary)**, supported by CSP places and the Victorian Government, could be your accelerated pathway into the teaching profession.

- ✓ Up to \$16,000 scholarship in your first year
- ✓ Hybrid study model with local regional hubs and online learning
- ✓ Flexible study designed around real life
- ✓ A supported pathway into paid teaching in your second year while you study

**Find out more  
& meet the team at our  
upcoming webinar**

 Monday  
13-April  
7 pm

Teach Today & Teach Tomorrow Master of Teaching  
(Secondary) | Meeting - Join | Microsoft Teams

For further information or to talk to us  
[swinburne.edu.au/education](http://swinburne.edu.au/education)  
✉ [SwinEDU@swin.edu.au](mailto:SwinEDU@swin.edu.au)

