



## Newsletter

## Week 8 Term 3

### DATES TO REMEMBER

Friday 9 September <b>**Postponed**</b>	<b>Girls 3/4 &amp; 5/6 Cricket</b> <b>** Date to be Advised**</b>
Friday 9 September	<b>Assembly – Year 2 – Hall 12 Noon – 1pm</b>
Monday 12 September	<b>Indonesian Dance Incursion – Years 2,3,4,5,6 – 12 – 1pm - Hall</b>
Monday 12 September	<b>Year 2 Kulture Break Hip Hop Workshop – Hall 1.40 – 2.40pm</b>
Wednesday 14 September	<b>Radford Year 6 Exhibition Excursion 9am – 11.15am</b>
Wednesday 14 September	<b>Preschool Learning Journey Blue &amp; Yellow 2pm – 3pm</b>
Friday 16 September	<b>Jump Rope for Heart – all day</b>
Friday 16 September	<b>Preschool Learning Journey Red &amp; Green 2pm – 3pm</b>
Saturday 17 September	<b>Preschool Fun Day 12pm – 3pm Preschool Grounds</b>
<b>*SAVE THE DATE*</b> <b>Miles Franklin Twilight Fete</b>	<b>SATURDAY 19 November 3-7pm</b>

## Attachments

- Year 3 Newsletter item
- Year 4 Newsletter item
- Homework Helper
- Preschool Fun Day flyer
- Gifted & Talented learner flyer
- 2016 Year 6 Exhibition Colonial Classroom Performance
- Jump Rope for Heart flyer

# Message from the Principal

## Parents supporting their children

### Tips to help your child learn

It's now easier to access information on how you can be part of your child's learning. A revamped section of [www.education.act.gov.au](http://www.education.act.gov.au) provides tips and strategies to help you support your child's learning at home and at school.



**ACT**  
Government

**Parental Engagement: be part of your child's learning**

For tips and strategies on how you can support your child's learning at home and school, visit [www.education.act.gov.au](http://www.education.act.gov.au)

Education Directorate

## Learning Journeys

Thank you all for attending your children's learning journeys in Kindergarten and Years One, Four and Five over the last week. If you were unable to come in on the days and times, please contact your child's teacher to arrange another time- we don't want parents and children to miss out on these opportunities! Next week Preschool are having their learning journeys and we hope all Preschool parents are able to attend.

## P&C Meeting

We had to postpone this week's P&C meeting but it will be held next week on Wednesday at 7.00pm in the meeting room with the Fete meeting to follow. We hope you can all attend.

### Lockdown

Next Friday we will be having a lockdown drill. Lockdown is when the teachers in each building the children to go to a central part of the building away from windows and doors, A siren sounds in this time, doors are locked and the Exec go around to check that this has happened and then work on the feedback we receive to improve our procedures. This is a mandatory requirement, has been in force for over a decade and children are perfectly safe in this time (many actually enjoy these as they break up the routine!). It is important we practise this once a semester (as a minimum) to ensure we are prepared should the unthinkable happen and we have to secure the buildings. If you have any questions about this, please do not hesitate to contact one of the Executive team.

Chris

## Brilliant Writers competition

I hope you have all been busy writing your entries for this year's Brilliant Writers Competition. Your piece of writing can be based on the stimulus pictures on display in the front foyer, your own seed or even just your imagination. Remember it does not have to be a narrative; you may like to write a poem or letter.

A massive thank you to the P&C for donating money to go towards this year's competition prizes. There will be prize for first place, highly commended and encouragement for each year group and every entry will also receive a participation certificate.

Remember the competition closes next week on Friday 16<sup>th</sup> September. So keep those entries coming in!

### *Mathletics Awards Silver Awards*



Name	Class
Sophie M	1W
Naomi M	2M
Brenton G	4D
Harry F	4S

## Father's Day Stall

Hope all you dads and carers enjoyed a relaxing Father's Day this year! Thank you to everyone for the fantastic donated gifts we were able to sell on the day, as well as to the parents who baked, crafted and wrapped goodies for the stall. Thanks also to the mums and dads (and grandparents) who helped us to set up, guide little ones through the gift-buying process and pack up at the end of it all – it's a busy day and you do a fantastic job! The children all left with something they chose for themselves for their nearest and dearest, and we were able to raise over \$1700 for the P&C. Thanks again! Leesa and Ahna

## Music Scheme News

The MFPS Music Scheme is currently doing very well and we have a healthy enrolment amount. As we are nearing the end of the year and to assist with organising future enrolments, we now ask for **current** and **future** music students to please enrol for 2017 by the end of **Week 1, Term 4**.

To do so, you will need to fill out the Music Scheme enrolment form which can be found in the MFPS Online DropBox and pay the \$10 administrative fee. The \$10 fee is an annual fee that needs to be paid regardless if you are a current or new enrolment. You can submit these either online – pay via direct deposit and email the scheme the enrolment form to: [MFPMusicScheme@outlook.com](mailto:MFPMusicScheme@outlook.com) or submit the form and payment in a clearly marked and sealed envelope to the music scheme's locked box which can be found next to the canteen.

We would really appreciate everyone's assistance and action on this. If you have any questions or concerns, please email us at: [MFPMusicScheme@outlook.com](mailto:MFPMusicScheme@outlook.com)

Miles Franklin Music Scheme Committee

### VOLUNTARY CONTRIBUTIONS

The rates for contributions are \$100.00 for one child \$160.00 for two children, and \$210.00 for three or more children. Please nominate if you would like this payment put to the Library Trust Fund.

Account Name: **Miles Franklin Primary School Management Account**

Account Number: **001 666**

BSB Number: **032-777**

# Term 3 in Year 3

## Inquiry: How We Organise Ourselves

We are starting our new unit by looking at the idea of making a CONTRIBUTION.

We have thought about how we contribute to different groups or areas in our lives and have explored how Year 4, 5 and 6 contribute to their community. Do they contribute differently to us? Or the same?

### Our lines of Inquiry are:

The role of rules in the community and the importance of making decisions. (Responsibility)  
How and why people participate in and contribute to their communities. (Reflection)



### Maths

We have been trying different strategies for counting large numbers and are beginning to explore the impacts of multiplication.

We have been looking into 3D shapes and have set ourselves the challenge of discovering how many cube nets there are.

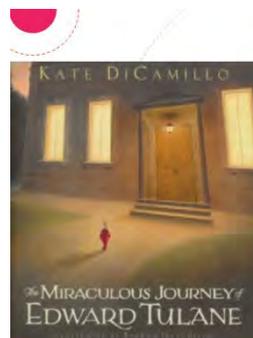


### English

We have been reading the book *The Miraculous Journey of Edward Tulane* by Kate DiCamillo.

We have been finding and exploring new words that the author writes such as 'jovially', 'cavalier' and 'grotesque'. We have been defining these words and finding synonyms, as well as exploring them in our spelling groups.

The book has also given us great opportunities to practice our reading strategies like visualising, predicting and inferring as well as many others to come.



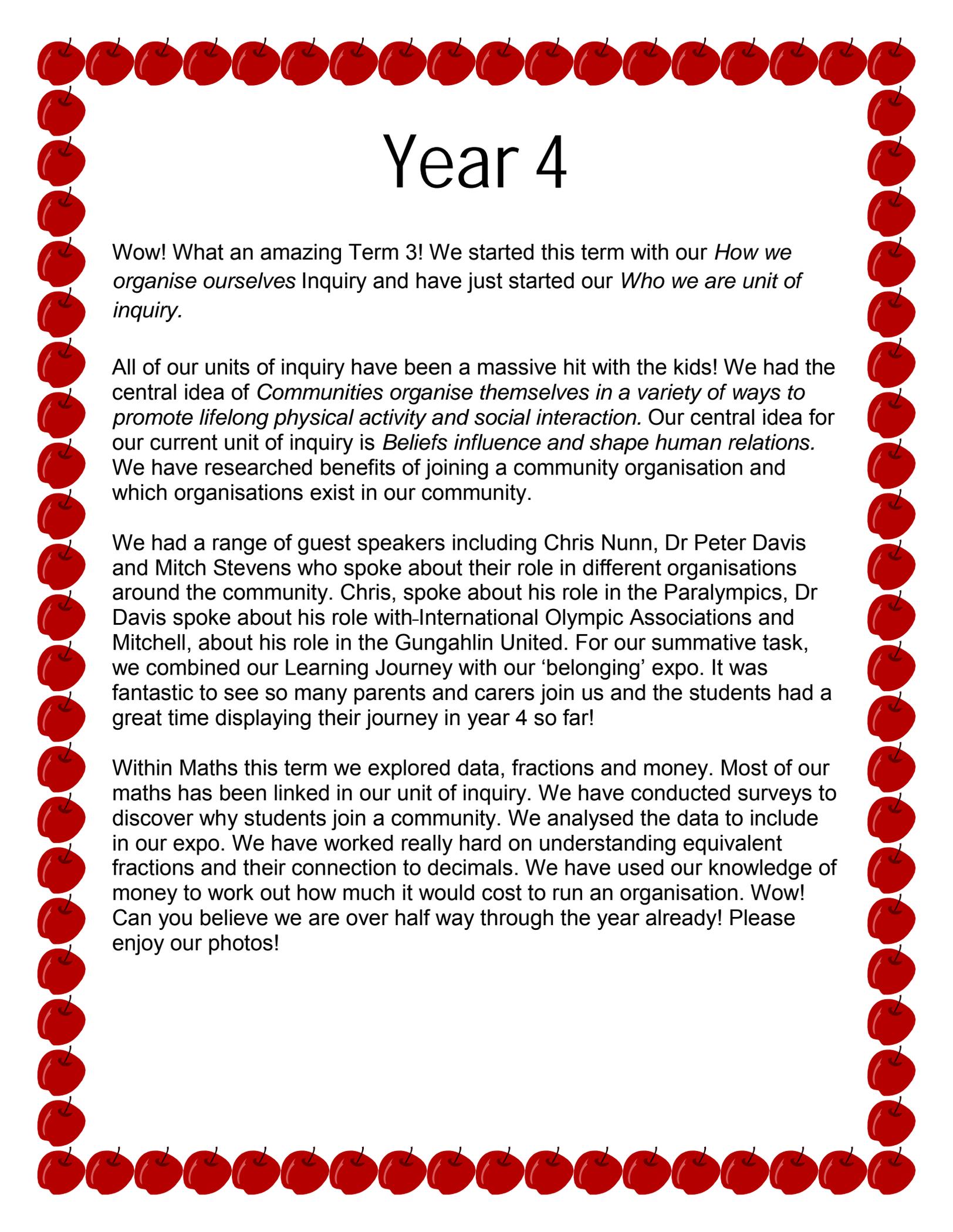
I infer that Edward can hear humans because he could understand what the girl's family were saying.

I infer that the girl's grandmother is friendlier than most adults because the grandmother was the one who wanted to make him and because she is the one who tucks him in at night.

I infer that their family is fairly rich because they have a big house and because they have the money for all of Edwards' possessions.

I infer that the girl's parents are mean to Edward because they didn't think of him as an equal and because they didn't try to be Edward's friend.

I infer that the girl's grandma was very specific when she ordered Edward because he has lots of different body parts and because he isn't only made out of one material.



# Year 4

Wow! What an amazing Term 3! We started this term with our *How we organise ourselves* Inquiry and have just started our *Who we are unit of inquiry*.

All of our units of inquiry have been a massive hit with the kids! We had the central idea of *Communities organise themselves in a variety of ways to promote lifelong physical activity and social interaction*. Our central idea for our current unit of inquiry is *Beliefs influence and shape human relations*. We have researched benefits of joining a community organisation and which organisations exist in our community.

We had a range of guest speakers including Chris Nunn, Dr Peter Davis and Mitch Stevens who spoke about their role in different organisations around the community. Chris, spoke about his role in the Paralympics, Dr Davis spoke about his role with International Olympic Associations and Mitchell, about his role in the Gungahlin United. For our summative task, we combined our Learning Journey with our 'belonging' expo. It was fantastic to see so many parents and carers join us and the students had a great time displaying their journey in year 4 so far!

Within Maths this term we explored data, fractions and money. Most of our maths has been linked in our unit of inquiry. We have conducted surveys to discover why students join a community. We analysed the data to include in our expo. We have worked really hard on understanding equivalent fractions and their connection to decimals. We have used our knowledge of money to work out how much it would cost to run an organisation. Wow! Can you believe we are over half way through the year already! Please enjoy our photos!



**PARENT STRATEGIES FOR HOMEWORK**  
**Weeks 9 & 10 Term 3**

<b>PRESCHOOL</b>	
<b>Early Years Learning Framework Area</b>	<b>Strategies to assist your child at home with their learning</b>
How we express ourselves	<ul style="list-style-type: none"> <li>• Have a chat to your child about how they are preparing for learning journey</li> </ul>
<b>KINDER</b>	
<b>Learning Areas</b>	<b>Strategies to assist your child at home with their learning</b>
In <i>Who we are</i> we are inquiring into how the choices we make affect our lives and health.	<ul style="list-style-type: none"> <li>• Identify different activities completed in the home (e.g. brushing your teeth, cooking dinner, etc). Sort these activities into two groups; activities that you can complete independently, activities that you need adult help or supervision.</li> </ul>
In English for the next fortnight we are looking into writing full sentences and editing our work.	<ul style="list-style-type: none"> <li>• Brilliant Writers Competition - plan and write a story with your child using the different writing seeds available in the front office. These images can also be viewed on our Kindy blog.</li> </ul>
In Maths the next fortnight we are investigating about 3D shapes in the environment.	<ul style="list-style-type: none"> <li>• Find different 3D shapes in the home (e.g. sphere, cylinder, cube &amp; cone) and talk about the features of each shape (numbers of corners and number of edges).</li> </ul>
<b>YEAR 1</b>	
<b>Learning Areas</b>	<b>Strategies to assist your child at home with their learning</b>
In <i>How we organise ourselves</i> inquiry we are looking at systems and design	<ul style="list-style-type: none"> <li>• Look at the floor plan of your house</li> </ul>
In English for the next fortnight we are looking at narrative	<ul style="list-style-type: none"> <li>• Please write something to contribute for Brilliant Writer's</li> </ul>
In Maths the next fortnight we are tessellations and friends of 10	<ul style="list-style-type: none"> <li>• Practise friends of ten at home</li> <li>• Design a tessellation design. You can use this website if you like <a href="http://gwydir.demon.co.uk/jo/tess/">http://gwydir.demon.co.uk/jo/tess/</a></li> </ul>

**YEAR 2 Save the date! Learning Journey Week 10. 21st of September from 3pm-4pm and 22nd of September 8:15am-9:15am. Come and explore the Year 2 learning spaces and share in your child's learning.**

<b>Learning Areas</b>	<b>Strategies to assist your child at home with their learning</b>
In <i>How we express ourselves</i> we are	<ul style="list-style-type: none"> <li>• Research a bush poem with your child. What is the poem about? What was the inspiration? Can you draw a picture to match?</li> </ul>
In English for the next fortnight we are	<ul style="list-style-type: none"> <li>• We are looking at poetry as our text type. Revise adjectives, nouns and verbs with your child.</li> </ul>
In Maths the next fortnight we are	<ul style="list-style-type: none"> <li>• Investigating 2D and 3D shapes. Go on a shape hunt around your house. What 2D shapes do you find? Can you name them, their vertices and sides? What 3D shapes can you find? What 2D shapes make up the 3D shape?</li> </ul>

### **YEAR 3**

<b>Learning Areas</b>	<b>Strategies to assist your child at home with their learning</b>
In <i>How we organise ourselves</i> we have been focusing on <i>how people contribute to different groups</i>	<ul style="list-style-type: none"> <li>• Talk to your child about how they contribute at home. Do they have chores they need to do at home?</li> </ul>
In English for the next fortnight we are focussing on inferring and informative writing.	<ul style="list-style-type: none"> <li>• Inferring is when a book shows with its words rather than tells you explicitly. For example a book talking about the leaves fallings and all the beautiful colours is inferring that it is Autumn. Similarly, a book which talks about a character who is always crossing their arms and snapping at people lets us infer that they are frustrated or upset about something.</li> </ul>
In Maths the next fortnight we are focussing on angles and are starting to move into multiplication.	<ul style="list-style-type: none"> <li>• Talk about the words we use to describe an angle/ a turn e.g. Acute, obtuse, reflex, revolution. See if you can find any at home.</li> <li>• Practice doubling numbers. Now see if they can double that double. (<math>2 \times 2 = 4</math> <math>4 \times 2 = 8</math>)</li> </ul>

**YEAR 4: Save the date- Year 4 Learning Journey Wednesday 31st August 2.30-3.30pm or Thursday 1st September 8.30-9.30am. Come along and share your child's learning through our How We Organise Ourselves Expo!**

Learning Areas	Strategies to assist your child at home with their learning
In <i>Who we are</i> we are looking at using poetry to express who we are	<ul style="list-style-type: none"> <li>• Look at your family history and discuss how it helps to understand who we are</li> </ul>
In English for the next fortnight we are writing writing poetry	<ul style="list-style-type: none"> <li>• Have a go at writing a poem at home</li> <li>• Read some poetry and discuss as a family</li> </ul>
In Maths the next fortnight we are looking at patterns	<ul style="list-style-type: none"> <li>• Try and find patterns at home</li> <li>• Try and stump each other with number patterns</li> </ul>

## **YEAR 5**

Learning Areas	Strategies to assist your child at home with their learning
In <i>Who we are</i> inquiry we are learning about responsibility and pressures in life	<ul style="list-style-type: none"> <li>• Ask what pressures your child thinks they are feeling at home and at school</li> </ul>
In English for the next fortnight we hoping students will work on a Brilliant Writer's piece to hand in by the end of Week 9	<ul style="list-style-type: none"> <li>• Support your child by asking which seed they would like to write about for the Brilliant Writer's competition and remind them to work on it.</li> </ul>
In Maths the next fortnight we are learning about measurement	<ul style="list-style-type: none"> <li>• Ask your child how big their room is. Help them measure and compare the size of their room to other rooms in the house</li> </ul>

**YEAR 6**

<b>Learning Areas</b>	<b>Strategies to assist your child at home with their learning</b>
In our <i>Sharing the planet</i> inquiry we are undertaking our exhibition.	<ul style="list-style-type: none"><li>• Work on your exhibition topic.</li></ul>
In English for the next fortnight we are revising all text types.	<ul style="list-style-type: none"><li>• Work on your entry into the Miles Franklin Brilliant Writer's competition.</li></ul>
In Maths the next fortnight we are learning about percentages.	<ul style="list-style-type: none"><li>• Read some catalogues you receive in the mail. Work out different discounts that different stores are offering their customers.</li></ul>



# Save the Date!

**Miles Franklin Pre-School**

**Fun Day**

**Saturday 17 September 2016**

**12pm-3pm**

*2016 and 2017 children and their families*

**Jumping castle**

**Sausage sizzle**

**slimey bugs**

**Crafts**

**Bubble tube**

**pot painting**

**coloured hairspray**

**Fire truck**

**Chocolate wheel**

**Treasure hunt**

**Face painting**

**Temporary tattoos**

**Parent/ teacher sack races**

**Free activities**

**...and lots more fun for everyone!**

The teachers and sub-committee thank you in advance for your time and support in making the Fun Day a big success for our children. Contact: Belinda Garrett (Fun day Coordinator) [belindagarratt74@gmail.com](mailto:belindagarratt74@gmail.com) or 0408582708 for further information

To support implementation of the Gifted and Talented Students Policy, the Education Directorate commissioned specialist consultants, Gateways Education, to develop a series of six articles to provide information to parents and the community about gifted and talented children. The following article is the fifth in the series. Further information about gifted and talented education can be found on the Directorate’s website at [www.det.act.gov.au/teaching\\_and\\_learning/gifted-and-talented-education](http://www.det.act.gov.au/teaching_and_learning/gifted-and-talented-education).

## Why do some gifted learners underachieve? How can parents help?

### Introduction

The possibility that intellectually gifted students may not always reach their academic potential has been a point of controversy within the field of gifted research for many decades, however the reasons this underachievement may occur and what may work to help gifted underachievers are varied, and may be confounded by other factors.

*Potential contributors to underachievement may dynamically interact, and some may be hidden, masked, or intensified by others. For example, one might erroneously assume that the key to academic achievement for a student looking uninterested in school is creating an “interesting school experience.” Although school may not be engaging, disinterest may not be the primary impetus behind the underachievement... Thus, identifying the root of the underachievement can be elusive (Rubenstein, Siegle, Reis, McCoach & Burton, 2012).*

### Definitions of Underachievement

Underachievement can be defined as a difference between the expected academic achievements of an intellectually gifted student (measured by cognitive ability assessments) and their actual achievement (measured by grades and/or teacher evaluations), and when the lower actual achievement is not a result of a diagnosed learning disability (Robinson, 2007). Underachievement can be intermittent and occur for a short time or within a specific area, or it can be ongoing and occur over time and/or across a variety of areas of a student’s life. Underachievement may also begin much earlier than previously thought and continue through to adult life (Matthews and McBee, 2007).

### Characteristics of Underachieving Gifted Learners

The key differences between gifted achievers and gifted underachievers are most observable in the following social-emotional characteristics:

GIFTED ACHIEVERS	GIFTED UNDERACHIEVERS
Positive attitudes to school and teachers	Negative attitudes to school teachers
Intrinsic motivation	Extrinsic or no motivation
Able to self-regulate	Unable to self-regulate
Goal valuation	No goal valuation
High self-efficacy	Low self efficacy

In general, Davis and Rimm (2004) describe the characteristics of the underachiever to be a gifted student who:

Is achieving at or below grade level expectations in one or all of the basic skill areas	Is persistently dissatisfied with their own work
Exhibits feelings of helplessness and rejection or takes no responsibility for their actions	Shows evidence of perfectionism interfering with production
Has excellent comprehension and retention of concepts when interested	Avoids any risk of losing and does not build resilience to cope with losing situations
Has a large gap between their oral/written work	Has low self-esteem masked often by bravado, rebellion and complex defence mechanisms
Is creative and imaginative/divergent	Initiates projects in areas of interest at home
Has a marginal or non-existent group interaction skill	Demonstrates indifferent or negative attitude toward school
Sets unrealistic expectations	Resists classroom efforts to motivate or discipline
Has difficulty in focusing attention and concentrating	Demonstrates poor test performance

## **Causational Factors of Underachievement**

The causes of underachievement are complex and varied, however most include key factors of environment and personality, such as a mismatch between the context and the learner, and the learner's levels of self-efficacy, motivation and perfectionism. Low self-efficacy leads to learners choosing not to try and give up on tasks which are challenging, and to fear not being able to live up to what other's expect (Bandura, 1986). Perfectionism, specifically dysfunctional perfectionism results in a student being fearful of making mistakes, feeling inadequate in regards to their academic ability, unwilling to attempt academic tasks, being excessively self-critical and overly precise and generally handing work in late or not at all (Davis & Rimm, 2004).

## **How Parents Can Help**

It is important to note that research (Seligman, 2002) shows individuals who are focused on doing their best (task involved) experience less internal negative pressure than ego-involved students who tend to focus on being the best. Therefore, parents and caregivers should encourage students to keep striving even when the first attempts are unsuccessful and give students reasons to not give up, showing them that many people make mistakes but find ways to recover and keep going. Additionally, parents can help overcome the negative effects of perfectionism by creating support systems so that students can learn to deal with stress and reward themselves for successes along the way. Underachievers should be encouraged to list their personal strengths and set short, medium and long-term goals as this will contribute to building a more positive self-belief, reduce perfectionism and build ongoing psychological resilience.

Motivation results from engaging with challenging tasks requiring skill and concentration to initiate 'flow' in learning (Seligman, 2002). A key to reversing underachievement is the shift from extrinsic motivation to intrinsic motivation in some or all of a student's learning areas. Students who experience 'flow' in their learning have deeper social ties, higher self esteem and engagement and have developed strong self belief (Cziksenti-mihalyi, Rathunde, & Whalen, 1993). These achieving students often have more hobbies, play more sport, participate in extra-curricular activities and have friends who are also achieving well.

## **Conclusion**

Parents and teachers working with students who are underachieving may wish to consider a number of factors. Firstly, it is important to identify the student's areas of strength and talent. Personal interests can motivate the student to learn and provide an avenue for learning various skills related to school success. Secondly, providing appropriately challenging curriculum even when a student is underachieving is also important. Underachievers respond well to parents and teachers who have high expectations, provide calm and consistent guidance, and maintain a positive, objective regard for the student. Research indicates that academic underachievement can be reversed as a result of modifications on the part of the student, their parents and the school (Emerick, 1992).

## **References**

- Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Englewood Cliffs, N.J.: Prentice Hall.
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- Seligman, M. (2002). *Authentic happiness*. Sydney: Random House.



## Living the PYP @ Miles Franklin

A key practice that all PYP schools needs to model is that: *The school community demonstrates an understanding of the, and commitment to, the Primary Years Programme (PYP)*. These newsletter articles are written to inform and involve the school community in the implementation of the PYP at Miles Franklin.

Last Monday our Year 6 students began their Exhibition journey with a Conference Day at the senior campus of Melba Copland Secondary School. It was really exciting for our students to come into the college and use their facilities. Some students were particularly thrilled when they were handed a bag of lollies, some of which were completely full, some only had yellow bananas, while some may have had only one or two lollies. There were even students whose bag had only air in it. This is because teachers used these bags as a provocation to start conversation around EQUITY and EQUALITY which are the concepts linked to Exhibition. Other activities were used throughout the day to build the students understanding of the difference between equity and equality such as seating arrangements based on the colour of your hair, wearing accessories at break times and all being given the same treatment (a Band-Aid) to assist with an injury students had in the past although each injury needed different treatment, not the same.

We were very lucky to have two wonderful guest speakers come and talk to our students. Susan came from the ACT Council of Social Service Inc. and spoke to students about homelessness and housing affordability. Jess from the RSPCA, and her very cute kelpie Peanut, came to the college to discuss the 5 Freedoms the RSPCA believe in and the role of the organisation within our community.

Since our successful conference day students have had other guest speakers come to talk to them including our own Cynthia Harris and Jodie and Lisa from Children and Young Peoples Commission. If you would like to keep updated with the guest speakers we have a Google Site (see below) just for Exhibition were you can find out more about not only our guest speakers but about the whole Exhibition, including calendars and information on aspects such as mentors.

Students have been working hard over the last two weeks to research the issues involved in the transdisciplinary theme, *Sharing the Planet*, and have established their own lines of inquiry for their research and are currently developing concept questions to deepen their understanding of their issue.

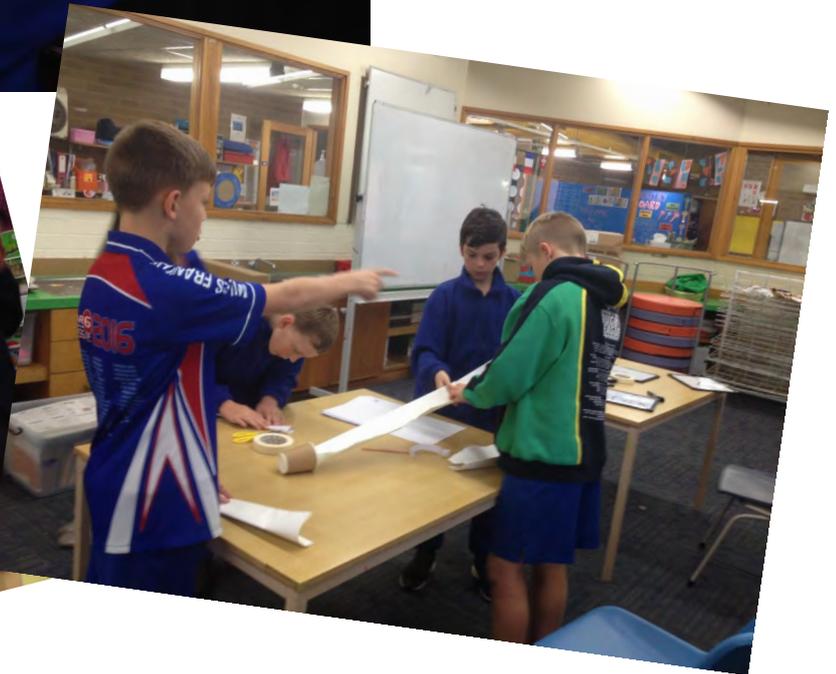
Year 6 Exhibition Site: <https://sites.google.com/schoolsnet.act.edu.au/year6exhibition2016>

Save the Date: Mid-Exhibition Learning Journey. Friday 23<sup>rd</sup> September 8.30-9.30am  
Friday afternoon enrichment for Year 6 is on hold during Exhibition and will continue afterwards.

### Emily Ashcroft

Year 4-6 Team Leader

[emily.ashcroft@ed.act.edu.au](mailto:emily.ashcroft@ed.act.edu.au)



## *Miles Franklin Day Colonial Classroom Performance*

**Date:** Miles Franklin Day- Friday Week 1 Term 4

**Cost:** \$10 per student

**Time:** Various times throughout the day for each year group K to Year 6.

***Please remember to return your child's permission note and money by the end of this term. (Notes sent home this week)***

To celebrate the life and era of the Australian Author Miles Franklin, we are very lucky to have secured *Iconic Performance Company* for a visit to our school to deliver an interactive role play of life in a colonial classroom.

All students from Kinder to Year 6 will participate in an exciting recreation of an olden days classroom set up in our school hall. Actors from the production company will play the role of the teachers. Our students will be seated in desks as students in the colonial classroom.

Preschool are not included in this performance due to the age restrictions from the company (as the play is too interactive for the preschool age group). Preschool will still be involved in all other Miles Franklin Day activities.

**Dress:** All students and staff at Miles Franklin are encouraged to dress in olden days costumes on our annual Miles Franklin Day. (Hint: Some parents even dress up too!)





Our jump off is now only one week away and we are getting very excited!

A big thank you to Christopher in Year 3, who has already raised over \$370, and Charlie in Year 2 who has raised over \$150!

Sponsorship forms have been sent home, but if you need a new one please visit the front office. If you would like to create an online account for your child, you are able to do so by visiting [heartfoundation.org.au/jumprope](http://heartfoundation.org.au/jumprope) and signing up as a student or parent. Make sure you search our school name!

Two side-by-side screenshots of the Heart Foundation registration website. The left screenshot has a purple background and is titled 'Kids, join now'. It contains the text 'Start typing your school here and click on the name to register' above a search input field containing 'Miles Franklin Primary Sch' and a dark grey 'SEARCH' button. The right screenshot has an orange background and is titled 'Parents, sign up your child now'. It contains the text 'Start typing your school here and click on the name to register' above a search input field containing 'Find your child's school' and a dark grey 'SEARCH' button.

*Jump off date: 16th of September*