



Achieving Educational Excellence in a Caring Environment

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🐦 @MilesFranklinPS

Newsletter

Week 4 Term 2

DATES TO REMEMBER	
Thursday 21 May	Year 6 Combined Band Fraser Primary School 9.20am-1pm
Friday 22 May	Year 5 “Day at the Museum” Year 5 Classrooms – All day
Friday 22 May	Assembly – Year 5 – Hall Noon
Friday 22 May	Belconnen Cross Country Stromlo 9.15am – 1pm
Monday 25 May	Year 4 “Where we are in place and time” Year 4 classrooms 8.30am – 9.30am
Tuesday 26 May	Year 5 Floriade Planting – Commonwealth Park 9:15am – 2:30pm
Thursday 28 May	Sullivan Shield Rugby League – Nicholls Oval

Attachments

- **Assessment Policy**
- **Kindergarten News**
- **Music Festival Flyer**

Message from the Principal

Athletics Carnival

A huge thank you to the parents who helped and supported at last week's Athletics Carnival. As always, without the support of our community it is very hard to provide the wonderful opportunities for our children we strive to give! A huge thank-you to Chris Currie and the rest of the team for organising such a wonderful day!

Professional Photographer

Are you a photographer, professional or otherwise, with skills in capturing children in action? We are developing some brochures on the International Baccalaureate Learner Profile and would like to see if anyone can help us take pictures, preferably candid once we've set up the area for you. It would only require a session of your time and we would be most grateful. We would supply the SD card or other media and then collect at the end. If you are able to help please let Will Johnston (William.johnstone@ed.act.edu.au) or Nicole Jagers (Nicole.jagers@ed.act.edu.au) know.

Working Bee

We are organising a working bee on Friday 19th June (week eight) to finish the Indigenous Garden outside big portable. We will be planting plants, cutting logs, concreting in posts and packing down the gravel, weather permitting! Your help and assistance would be most appreciated. We can only work with power tools from 9.00-11.00am, 12.00-1.00pm and 2.00-3.00pm due to recess and lunch but if we have enough volunteers that should be ample time. It is also the day of the Kindergarten assembly so you might want to help in the morning and stay for the Assembly! If you are able to help, please let Sandra Hall (Sandra.hall@ed.act.edu.au) know.

IB Information session on Assessment

Please see Nicole's article in the newsletter this week on assessment and we look forward to seeing you at either next Thursday evening or Friday morning's information session.

NAPLAN

Last week our Year Three and Five students sat their NAPLAN assessments. They were well prepared by their teachers and parents and, whilst a little nervous and apprehensive, worked incredibly hard. NAPLAN is important as a snap-shot of learning and a guide for comparison but please remember at Miles Franklin we are preparing children for the world they will inherit, a world that is constantly evolving, is dynamic, creative and challenging where the attributes of the Learner Profile will have the greatest significance.

Preschool Enrolments reminder

We are still taking enrolments for 2016 for all year groups and in particular Preschool. Whilst we are in the current enrolment phase, all applications are treated equally and then once the process is over (5th June) we then sort through the applications. If you have not, or know of a friend who has not, please submit the application prior to this date.

National Excellence in Teaching Awards (NEITA) reminder

Parents are able to nominate teachers for the NEITA awards. All nominations need to be completed online at www.asq.com.au/nominate. This is a wonderful opportunity for parents to recognise teachers in the school. Please see the newsletter in week two for more information.

Chris



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 weekly newsletter articles are written to inform and involve the school community in our journey at Miles Franklin towards authorisation as an International Baccalaureate World School.

This week's focus: Miles Franklin Primary School Assessment Policy

PYP schools must ensure they have a written assessment policy that is available to all sections of the school community.

Our Miles Franklin Assessment Policy reflects our school's philosophy and the PYP position on assessment:

- Assessment is integral to all teaching and learning.
- The prime purpose of assessment is to provide feedback on the learning process.
- Assessment involves gathering and analysing data to inform teaching practices in the classroom, to improve student outcomes.
- Assessment identifies what students know, understand, can do and how they feel.

Our school Assessment Policy was endorsed by the School Board last year. As with any school policy, the challenge is for the document to be 'lived' in the school. It is therefore a constantly evolving document, to reflect the growing understanding of our teachers, students and community members.

This semester, we have been focusing on deepening their understanding of the implications of the policy on their teaching and learning. Assessment practices are shared and discussed openly at weekly collaborative planning sessions and team meetings with the school's PYP coordinator and the team leader from each year level.

We encourage our school community to read the Assessment Policy included in this week's newsletter, gaining a broader understanding of our school's philosophy on the role of assessment. If you would like to find out more about assessment practices at Miles Franklin, you are welcome to attend our upcoming PYP community event next week:

'Living the PYP @ Miles Franklin'- Community Event

Topic: What does assessment look like in a PYP school?

Come along to find out our beliefs on formative and summative assessment and how these are used to guide our teaching and learning programs, to cater for the needs of each student.



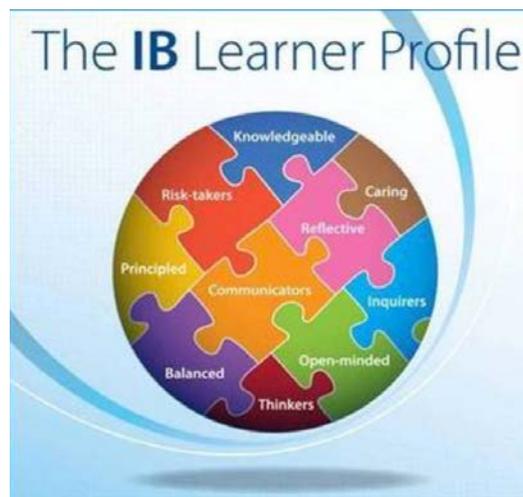
Date: THURSDAY 28 May 5.30-6.30pm (new date)

OR a repeat session on **Friday 29 May 9.10-10.10am**

Where: Miles Franklin Primary School library.

Presenter: Nicole Jagers, Miles Franklin PYP Coordinator

IB Learner Profile for the Week



At Miles Franklin we are Communicators:

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

How can parents support and develop Communicators at home?

- Encourage your child to share their ideas with you regularly by speaking, drawing and writing.
- Encourage your child to stay in touch with relatives and friends by communicating with them through conversations, phone calls, writing letters, sending emails or connecting via the internet (eg: Skype).
- Work with your child to improve their listening skills. Being a good listener is an important part of communicating with others.
- Share a book with your child and identify characters that are good communicators. Ask your child, 'How do the characters communicate their message?'

Walk Safely To School Day

Next **Friday 22 May** our school will be participating in National Walk Safely To School Day. This annual, national event encourages primary school students to walk and commute safely to school. Don't forget, if you can't walk all the way part way is okay - park a few minutes away from the school and walk the rest of the way. So get your walking shoes on next **Friday 22 May**.



This program contributes to the ACT Government's Healthy Weight Initiative. It is implemented in schools by the Physical Activity Foundation and supported by ACT Health.

Internet Safety Parent Session

ThinkUKnow is an internet safety initiative which aims to raise awareness of the issues which young people face online and whilst using mobile phones. It is a partnership between the Australian Federal Police (AFP) and Microsoft Australia, and is now proudly supported by ninemsn and Datacom.

Miles Franklin Primary School will be hosting a ThinkUKnow presentation on Thursday 17 June 2015 at 5:30pm in the school library. Parents and carers are encouraged to attend. This presentation will cover topics such as how young people are using technology to have fun, online grooming, cyber-bullying, inappropriate content and e-security.

This is a fantastic opportunity for you to learn more about how young people **have fun** online, how you can help them to **stay in control** on the net, and how to **report** a problem.

For more information, you can visit the ThinkUKnow Australia website at www.thinkuknow.org.au or contact Will Johnston through the school's front office

We look forward to seeing you all at the presentation

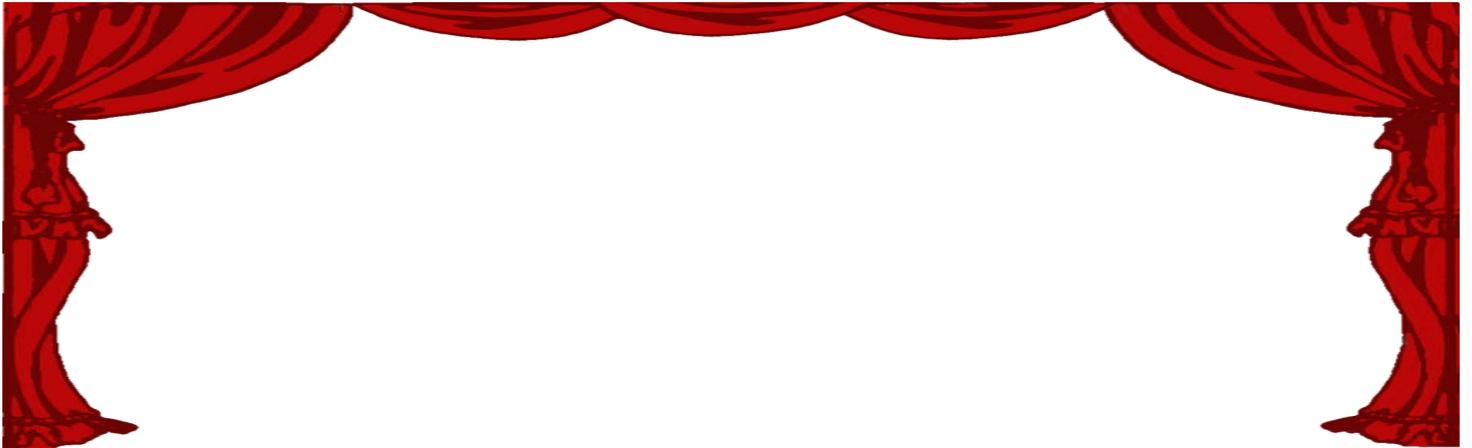
MILES FRANKLIN MUSIC SCHEME

The Music Scheme at Miles Franklin offers students from Year 1 onwards the opportunity to have lessons on guitar, piano, flute, recorder and stringed instruments – all in school hours. Enrolments are open for Term 2 – contact enrolments officer Debbie at MFPandC@outlook.com to enquire or enrol (fees apply). Spaces now available for violin, flute and recorder.

How to enrol:

Visit http://www.mfps.act.edu.au/mfps_dropbox to download an application form, then print and fill in the form and put it together with the membership fee in the locked box outside the school canteen. Alternatively just follow the instructions on the form for direct bank deposit of the membership fee, and submit the form by email.

SPOTLIGHT ON:



CHOIR

Choir starts this Friday! If your child would like to join the senior choir please contact the front office by [email](#), phone (6205 7533) or in person.

MUSIC NEWS ON FACEBOOK

For more music scheme updates, 'like' us at the [Miles Franklin Primary P&C Facebook page](#).



Assessment and Reporting Policy

Our belief

Assessment is integral to all teaching and learning. The prime objective of assessment is to provide feedback on the learning process. Assessment involves the gathering and analysis of information about student performance and is designed to inform practice. It identifies what students know, understand, can demonstrate and feel at different stages in their learning. Students are actively engaged in assessing their progress to develop their wider critical-thinking and self-reflection skills. The International Baccalaureate's Primary Years Program (PYP) approach to assessment recognises the importance of assessing the process and the product of inquiry.

Assessment provides information through its diagnostic, formative and summative components. Assessment is ongoing, authentic, varied and purposeful. It is a collaborative and informative process that involves students, families, teachers and community. Classroom practice and curriculum planning is driven by our assessments.

At Miles Franklin we believe in strengthening the communication between home and school. Reporting forms an integral component of this communication. In addition we promote an open door policy within our classrooms and parents are welcome to speak with class teachers before and after school. Parents are also encouraged to contact the front office to make appointments with school staff as required.

Rationale

Assessment of student progress and learning is an essential component of curriculum planning to inform continued development, learning and teaching. Students are observed in a variety of situations and a wide range of assessment strategies are implemented:

- **Diagnostic/pre-assessment:** diagnostic assessment prior to teaching helps teachers and students understand students' prior learning. It also informs teachers of the strategies used by the student to better understand the nature of difficulties a learner may have and implement strategies to overcome these.
- **Formative assessment:** provides information to plan the next stage in learning. Formative assessment promotes learning by giving regular and frequent feedback throughout the learning process. This process helps learners improve knowledge and understanding, foster self-motivation and enthusiasm for learning, engage in thoughtful reflection, develop the capacity for self-assessment and recognise the criteria for success.

- **Summative assessment:** aims to give teachers and students a clear insight into students' understanding. Summative assessment is the culmination of the teaching and learning process and gives students opportunities to demonstrate what has been learned. It can assess several elements simultaneously: it informs and leads to improvement in student learning and the teaching process; it measures understanding of the central idea and prompts students towards action.

Assessment of the Essential Elements of the PYP

The five essential elements of the PYP are assessed through the units of inquiry and are recorded on the curriculum planner for each unit.

- **Knowledge:** assessment of the knowledge learned in each unit is done through the summative assessment. It reflects an understanding of the central idea.
- **Skills, concepts and attitudes:** Each unit provides opportunities for different skills, concepts and attitudes to be developed. Reflection on growth in these areas is recorded on the planners and self-assessments are completed by students.
- **Action:** Student actions that are initiated beyond the scope of the unit are recorded on the planner.

The Year Six Exhibition

Year Six students are expected to develop and present their own collaborative unit of inquiry that showcases the five essential elements of the PYP (knowledge, skills, concepts, attitudes and action). This is an opportunity for students to exhibit the attributes of the learner profile which they have been developing throughout the Primary Years Programme.

ACT and National Assessments

- The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual nationwide standardised assessment for students in Years 3, 5, 7 and 9. NAPLAN assesses the domains of reading, writing, language conventions (spelling, grammar and punctuation) and numeracy.
- PIPS (Performance Indicators in Primary Schools) assesses students entering primary school and their growth in literacy, numeracy and phonological awareness in kindergarten. It indicates students who are meeting and exceeding growth expectations and those that might benefit from early intervention strategies.

Procedures

Practice (Strategies for recording and reporting)

- **Observation:** Students are observed regularly with teachers noting the growth and progress of individuals, groups and the whole class.
- **Performance assessment:** Students apply what they have learned by completing authentic tasks that have more than one acceptable solution.
- **Process-focused assessment:** Teachers observe students for a particular skill, noting students who are meeting, exceeding or struggling to meet the expectations.
- **Open-ended tasks:** Students are asked to complete or communicate an original response. This can be a drawing, written response, diagram or a solution.
- **Test/quiz:** These assessments provide a snapshot of students' subject-specific knowledge.
- **Student reflections:** Students are asked to reflect on what they are learning, their level of understanding and ways to improve this.

School-wide Assessment Tools

- **Work Samples:** samples of moderated students' work that serve as a standard against the Australian Curriculum.
- **Checklists:** lists of information, data, attributes or elements that should be present in students' work or performance.
- **Rubrics:** an established set of criteria for rating students in all areas. The descriptors tell the teacher what characteristics or signs to look for in students' work and then how to rate that work on a predetermined scale. Rubrics can be developed by students as well as teachers.
- **Anecdotal records:** brief, written notes based on observations of students.
- **Continuums:** visual representations of developmental stages of learning that show a progression of achievement or identify where a student is in a process.
- **Formal Assessments:** occur routinely and as needed to assess specific components in reading, writing, spelling and mathematics.

Reporting

Reporting on assessment at Miles Franklin includes communicating what students know, understand and can do. Reporting involves parents, students and teachers as partners and is honest, comprehensive and understandable to all parties. Reporting to parents, students and teachers occurs through the following ways:

Parent Information Evening

Parents gain information about the school from classroom teachers regarding the curriculum and classroom routines at the beginning of Term 1.

Portfolios

Portfolios are a purposeful collection of a student's work designed to demonstrate successes, growth, higher-order thinking, creativity and reflection.

Parent/Teacher/Student Conferences

- Term 1: Goal setting. This is a relationship-building conference with the parent, student and teacher. The purpose is to discuss and identify social, emotional and academic strengths or areas for improvement. Goals will be written to determine how everyone involved can support the students' progress.
- Term 2: This is a conference between the parent, student and teacher that reviews the progress of the goals that were set in Term 1, in addition to sharing academic information and work samples.

The Written Report

- Teachers prepare written student reports at the end of each Semester. The reports contain information outlining student progress against the learning areas covered throughout the preceding two terms.
- A to E reports are provided for each student at the end of each semester from Year One to Year Six.

Published: 2014

Review: 2016

Kindergarten News

Kindergarten students have started an exciting and busy term 2.

In Literacy we are continuing with the series of big books written by Joy Cowley. These include 'The Hungry Giant', 'Dan the Flying Man' and 'Mrs Wishy-Washy'. We practise reading and pointing to words, we role play the stories and modify sentences to create our own version of stories. We are continuing the Magic 100 Words program. We encourage children to work on reading the words in the coloured lists provided by the teacher and to let us know when they know all their words so we can give them the next set.

During numeracy sessions we use a variety of concrete materials and games to assist children with understanding mathematical concepts in depth. This term we are working on topics such as numbers to 20, friends of 10 (2+8, 3+7 etc), addition, shape, patterns and time.

We have just finished our second unit of inquiry, 'Where We Are in Place and Time'. We listened to everyone as they shared about a special object that related to a significant event in their past. It was amazing to learn about all of these special items and times in our students' lives. This week we began our third unit of inquiry, 'How the World Works'. The central idea that students will investigate is "How having an understanding of how materials work enables us to use their properties effectively in everyday applications". We would like to explore a variety of materials. If you have any materials at home that are suitable to donate e.g. corks, cardboard, wood scraps, wire, they would be gratefully received. Please drop these off to the Kindergarten classrooms.

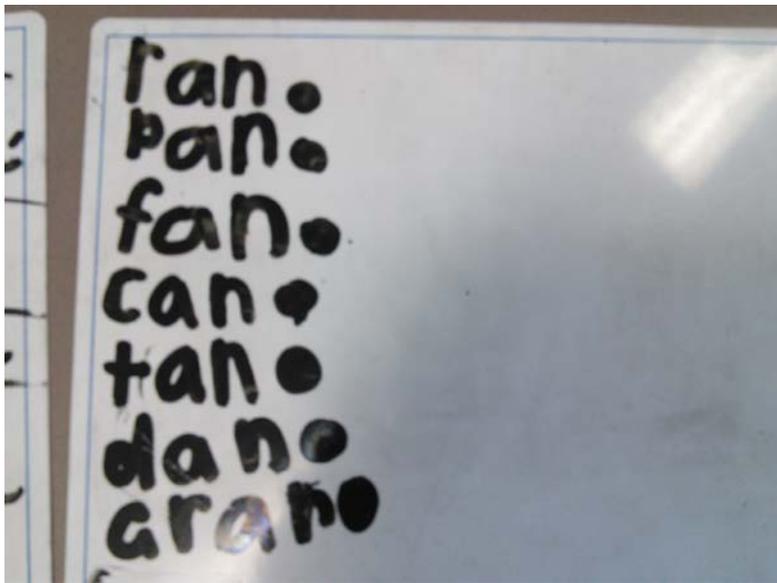
If you would like to help in your child's classroom there are opportunities such as literacy, numeracy or gross motor rotations, changing the take home reading books or laminating resources. Thank you to those parents who have volunteered. Please remember to fill out a volunteer's form at the front office and sign in and out each day when you help out.

As part of our Kindergarten program, we work on developing students' independence in regard with their clothing (putting on and taking off their jumpers). Practising this skill at home would be much appreciated. We would like to remind you that we have a lost property box located in our Kindergarten unit. Please label your child's belongings so that we can quickly return any lost items to their owners.

Regards,

Daniela Banda, Madelyn Packard, Janice Farrer

Executive Teacher Nicole Jagers

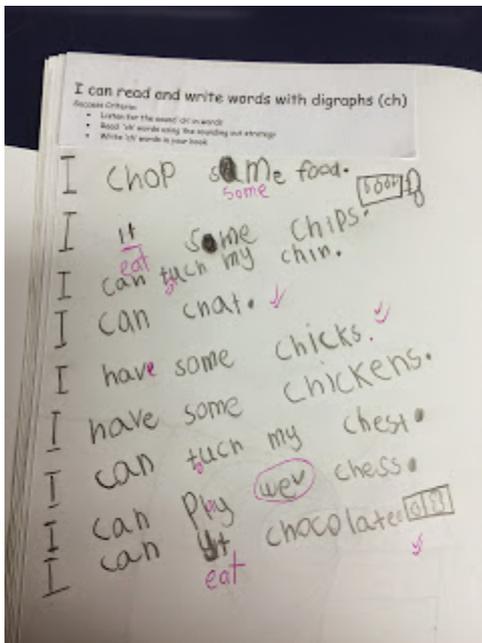


Learning Intention: I can change the first sound in a word to write lots of new words.

Success Criteria:

- Talk about different words we know that rhyme with 'ran'.
- Have a go at sounding out and writing different 'an' words.

Australian Curriculum Outcome: Know how to use onset and rime to spell words (ACELA1438)



Learning Intention: I can read and write words with digraphs /ch/

Success Criteria:

- Listen for the sound /ch/ in words
- Use the sounding out strategy to read and write words with this sound.

Australian Curriculum Outcome: Know that spoken sounds and words can be written down using letters of the alphabet and how to write some high-frequency sight words and known words (ACELA1758)



Learning Intention: I can create simple patterns using different objects.

Success Criteria:

- Create at least one 'ab' pattern. (eg: red, yellow, red, yellow)
- Share your pattern with a partner.

Australian Curriculum Outcome: Sort and classify familiar objects and explain the basis for these classifications. Copy, continue and create patterns with objects and drawings (ACMNA005)

THE MILES FRANKLIN MUSIC FESTIVAL

15 - 16 AUGUST 2015



An Invitation to Young Musicians

Sections for Solo and Group:
Piano, Keyboard, Recorder, Woodwind,
Strings, Guitar to 14 years.

Closing Date for Entries
FRIDAY 19 JUNE 2015

For Information and entries go to milesfranklinmusic.org