



Newsletter

Week 1 Term 4

DATES TO REMEMBER	
Friday 16 October	Miles Franklin Day Assembly 9-10.30am
Saturday 17 - Friday 23 October	Book Week
Monday 19 October	Yrs 1,2 & 3 Questacon visit (at school)
Wednesday 21 October	Yr 6 Touch Football Gala Day at Amaroo Playing Fields (selected students only)
Friday 23 October	School Assembly & Book Week Dress Up Day
Monday 26 - Friday 30 October	Yr 2 Aquasafe Swim Program
Wednesday 28 - Friday 30 October	Yr 3&4 Camp Birrigai Excursion
Monday 2 - Friday 6 November	Yr 6 Exhibition Week

Notes home

Yr 6 Shirts for 2021

Yr 3&4 Camp Birrigai

Yr 6 Touch Football (selected students only)

PRINCIPAL'S MESSAGE

We hope you all had some time over the last two weeks to spend some quality time with your children and we welcome you back to another huge term!

Miles Franklin Day

Friday is a significant day in our calendar as we celebrate Stella Maria Sarah Miles Franklin through our Parade, Brilliant Writers assembly and classroom activities from 'the olden days'. It is wonderful to see the children dressed in clothes from yesteryear (circa 1879-1900) and then enjoy the fun of the rest of the day. Celebrating the birthday of Miles Franklin and her legacy is incredibly important: a feminist, suffragist and author who left a legacy of equality, literature, a suburb and of course our wonderful school! I'd like to thank in advance the amazing staff who have worked on coordinating the Brilliant Writers assembly and the other activities, the judges for their tireless work over the holidays and a massive thanks to our P&C for supporting us with the prizes and thank-you gifts to the judges! The Parade will take place on the Blacktop and over to Kindergarten, unless it is raining, and the assembly takes place in the hall immediately afterwards. We regret, and know you understand, that this year we are unable to invite parents.

Classes for 2021

Whilst nothing is truly finalised until we begin the year as unexpected changes can happen, our class model for 2021 will be the same as in recent years and will be situated where they are currently:

Preschool - 4 classes, Monday, Tuesday and alternate Wednesday; alternate Wednesday, Thursday and Friday

Kindy to Year Six - 3 classes per year level

We announce the teachers for each year group in Week Eight this term at the P&C meeting on Wednesday night and then in the newsletter the following day. Please don't ask the teachers - they genuinely don't know and if they do know something we agree as a staff not to discuss it as changes can happen at the last minute! There is a process: we discuss the needs of the staff, the needs of the children in the school and mentoring and support for beginning teachers and create the best fit. These things are never perfect but we aim to get as close to it as possible.

As with previous years, we will not be seeking parental or student requests for friendship groups for our 2021 classes. This is due to the administrative burden placed on staff and the fact our year groups work and play so much with each other but please rest assured their current teacher and Executive will ensure there is a friend with your child in their class. However, if you have a specific request beyond

this please email it to me at chris.jones@ed.act.edu.au only under the subject heading '2021 classes' as I receive many emails every day and will give your requests the utmost consideration and under a specific subject line I can 'sweep' to make sure I have them all. I apologise in advance but I need a process to be able to do this well so this is the only way your request can be given so it can be tracked-most years I'm asked why a request was not granted only to find out it was made to the class teacher or an Executive. If you do not have access to email please speak to Kirstie, Robyn or Selina in the front office and they will email me on your behalf. As in previous years, children going into Kindergarten, Preschool and those children who have an Individual Learning Plan will be notified of their teacher before the end of the year whilst all others will be able to find out their teacher from the front office when we return in the week before school during 'meet the teacher' on Friday 29th January from 8.30-10.30. Please let us know if you are unsure or know that you will not be returning to Miles for 2021. If we don't hear from you, we will assume your child will be continuing up to the next year group with their classmates.

Questacon Circus Visit

Next Monday 19 October Years 1, 2 and 3 students will be participating in a free one hour in-school event run by Questacon.

The Shell Questacon Science Circus is a major outreach program from Questacon - The National Science and Technology Centre in Canberra. This is an exciting and interactive presentation covering aspects of science in everyday life. A Science Circus experience is designed to stimulate and challenge students to explore science and technology for themselves and is an ideal basis for follow-on activities.

Carpark

Thank you for your assistance over the last couple of months to make the car park a safer place. Please remember we are only allowing children to enter cars when they are stopped in the 'pick up and set down' areas for their safety. We are still having a few parents and grandparents questioning why they can't let their children get into the car in the road or on the bend, which is a little surprising, but we are adamant that the safety of all is paramount. However, overall your support and understanding of this has been wonderful, we are very grateful and by 3.10pm the car park is virtually empty of cars collecting their children so this new process doesn't seem to have affected the time it takes to come in and leave.

COVID restrictions

You may be aware COVID restrictions have (thankfully!) eased again but in practice we are unable to make sweeping changes I'm afraid. Assemblies, due to the size of our hall, distancing requirements and number of staff, will remain online, including the Brilliant Writers this Friday. We are still asking you to remain on the grassed

areas when dropping off and collecting children, we won't be able to run the fete but with some adjustments are still very keen to operate everything we do in Term Four as normally as possible for the children.

40 years

What a year to be marking the occasion of 40 years of Miles Franklin Primary School! I've been looking at some photos and other documents that have been in the archive room - many people before me have done a wonderful job of keeping the heritage of the school! I will put up a display every fortnight and include some slides in the newsletter - please see the attachment. In this week's newsletter there are some pages from a book published by Deakin University in 1983. It has our wonderful Narelle Hargreaves in there as the Assistant Principal (she later was the Principal and is still one of our Brilliant Writer's judges) and there is a beautiful page around the original philosophy of the school. As you read these extracts I hope you can see the staff in the school over the last 40 years have progressed the school without losing sight of our original ethos. I hope you enjoy looking at these as much as I have.

Chris

MILES FRANKLIN P & C NEWS

P & C Association General Meeting

The next meeting of the Miles Franklin P & C will be held on Wednesday, 28th October 2020 (Week 3). The meeting will be held via video conference, the details of which will be emailed closer to the meeting. If you don't currently receive P & C emails and would like to, please send an email to mfandc@outlook.com and ask to be added to the mailing list.

IB Learner Profiles

Congratulations to the following students who will be receiving IB Learner Profile certificates on Friday 23 October 2020.

Well done!

Classes	Students		
K Davis	Nathaniel O	Harrison H	Sonny M
K McGarity	Isaac W	Abby F	Daniel T
K Stewart	Huxley B	Neve C	
1 Bourne	Lucy L	Charlotte C	Hamish V
1 Packard	Tori S	Charlize L	Paige F
1 Prunster	Aubrey P	Nell M	Kyran R
2 Holland	Willem B	Reyansh C	Matthew D
2 McGruer	Jonty S	Sienna B	Faseeh H
2 Morris	Tia G	Evie L	Oscar P
3 Marshall	Mason S	Adalia L	Gemma T
3 Nuttall	Eva A	Aurora W	William V
3 Bullock	Luka K	Lilah P	Aenea S
4 Brennan	Axel W	Emily F	Jake M
4 Fletcher	Cody M	Sofia P	Ayla S
4 Malusa	Alexandra D	Liam R	
5 Dorsett	Kaede B	Juliet P	Oscar K
5 Dykes	Oscar M	Khloe S	Latoya G-W
5 Sybert	Isaac P	Melanie A	
6 Sweeney	Skye B	Sam B	Tyler B
	Kai M	Julian	Annabel
6 Kragh	Trinity M	Elisa W	Carys D
6 Maxwell	Natacha N	Archie S	Kayla T
EALD Hudson	Eva A	Ziggy R	Faseeh H

French News

Students from Kindies to Year 4 participated in the French poetry competition. The French Embassy and Alliance Française gave us a selection of poems for non-francophone children. We had to listen, read, memorise, say the poems in groups, pairs and finally individually. All the other schools teaching French for non-francophone children are part of it.

Kindies had a poem about cubes and making a tower with them.

Les cubes - Corinne Albaut

Un cube
Deux cubes
Trois cubes
Quatre cubes
Cinq cubes
Six cubes
Sept cubes
Huit cubes
Neuf cubes
Ça titube
Dix cubes...
Patatras !
Et voilà !
Tous les cubes
Sont en tas.

Year 1 and Year 2 had a poem about Carnival and specific objects and actions we can use for a Carnival party.

Comptine de Carnaval - Carl Norac

Si tu dis oui,
confettis.
Si tu dis non,
cotillons.
Si tu dis oui,
accroupi.
Si tu dis non,
tourne en rond.

Si tu ne dis
ni oui ni non,
tourne en rond,
accroupi,
cotillons et confettis.

Year 3 and Year 4 had a poem about what we need to make a table and logical links, ending in “to make a table we need a flower.”

Pour faire une table - Gianni Rodari

Pour faire une table
Il faut du bois,
Pour faire du bois
Il faut un arbre,
Pour faire un arbre
Il faut une graine,
Pour faire une graine
Il faut un fruit,
Pour faire un fruit
Il faut une fleur :
Pour faire une table
Il faut une fleur.

Most of the students were able to memorise the poems and it was a tough decision to choose the students who were going to be video recorded and then the 2 students to represent Miles Franklin for the ACT competition.

In the end the students representing Miles Franklin at the competition:

Kindergarten	Nathaniel O & Lillie G
Year 1	Saoirse D & Imaniyat A
Year 2	Jessica W & Charlie H
Year 3	Muhammad S & Freya S
Year 4	Kiran V & Evelyn P

The students who will be placed 1st and 2nd will receive an invitation to go to the Alliance Française to receive their prize during Term 4. At the moment we don't know about restrictions because of Covid 19.

We wish them the best and congratulations to everybody for trying their best.

Madame M

COMMUNITY NEWS

Be COVID-safe when returning to school

As students return to school from school holidays, it is as important as ever to be COVID-safe, especially if you have travelled interstate.

If students begin to feel unwell, they should stay home from school and if they have even the mildest of COVID-19 symptoms, they should get tested just in case and self-isolate until they receive their results.

If you travelled interstate over the school holidays, monitor the COVID-19 website of the state or territory you visited for two weeks after returning to see if there are any new cases where you visited. Keep up to date and follow the website's advice about testing and self-isolation, if required.

If you have had interstate friends and family visit, ensure they keep you up to date if they are feeling unwell or if there are any new positive COVID cases reported in their area.

If we keep being diligent and follow the public health advice, we can continue to keep our schools, students and staff safe.

For more information about interstate areas that have had recent COVID-19 cases and what symptoms to monitor, visit www.covid19.act.gov.au



Preschool News Term 4



Unit of inquiry: This term the preschoolers are inquiring into *How the work works*, exploring the central idea that: *we are part of a world of wonder and change, where things will not stay the same.*

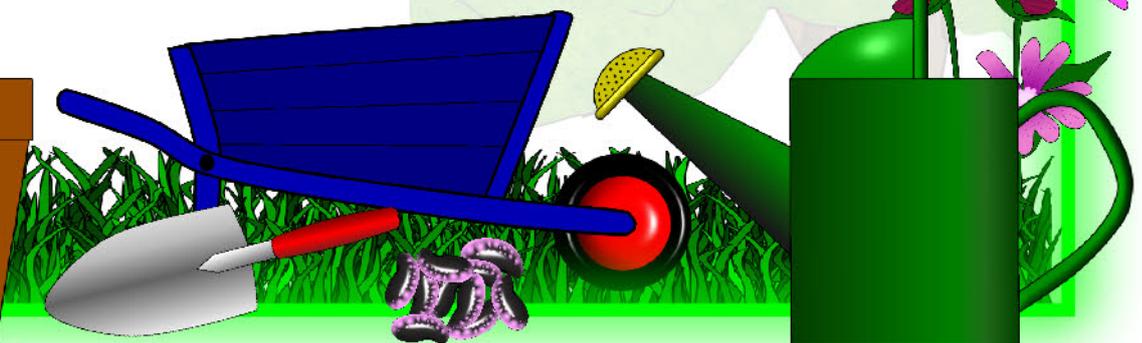
Lines of Inquiry:

1. Observable changes in our environment (change)
2. The reason and patterns related to change (causation)
3. Scientists and the skills they use (connection)



With the beginning of spring, the preschoolers have been noticing lots of changes in the outdoor environment. We have been taking regular walks on country around our preschool space and also that of the wider school community: pausing to notice what is growing, how it is changing and reflecting on why that matters to us.

Over the term, children will be provided with many opportunities to experiment and observe a range of scientific processes and relate these back to their world and experiences.



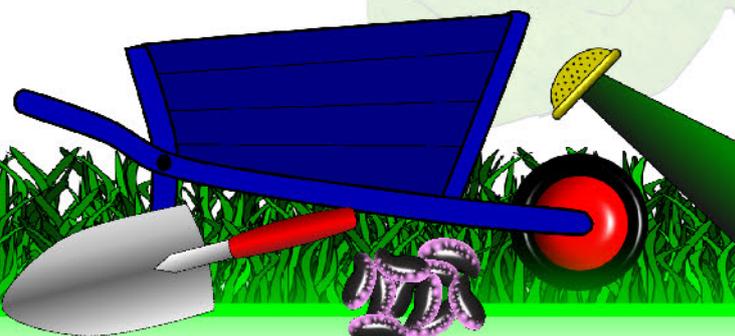
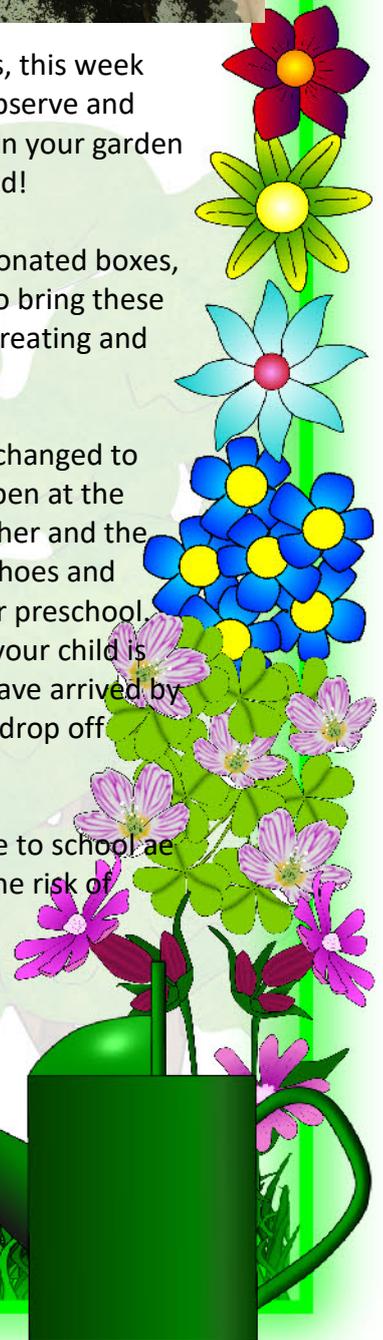


Aside from the regular maintenance of our preschool gardens, this week the Blue Group have each planted their own seeds and will observe and care for as they grow. Be sure to make some space for these in your garden at home towards the end of the term once they have sprouted!

Donations: Thank you so much to all the families who have donated boxes, jars and containers for our making trolleys! Please continue to bring these in as they are always useful and the children are continually creating and using these resources in their creations.

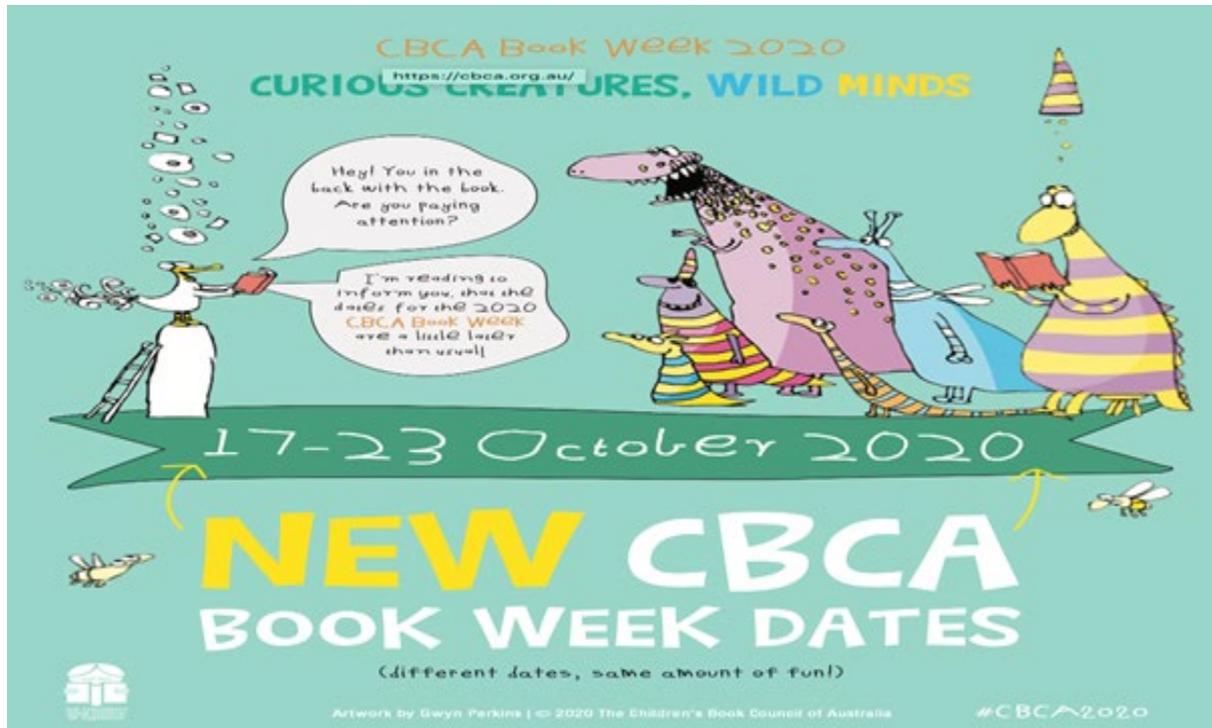
Sun Smart Routine: With the warmer weather we have now changed to our summer routine which means outside investigations happen at the beginning of the day. Please be mindful of the changing weather and the need for sun smart clothing options for your child. Enclosed shoes and dresses/shirts with covered shoulders are the best choices for preschool. We reapply sunscreen at 1:30pm, after lunch. Please ensure your child is sent to school with sunscreen already on or apply once you have arrived by utilising the preschool sunscreen which is always available at drop off times.

Labelling of items: Please ensure all personal items that come to school are clearly labelled with your child's name. Unnamed items run the risk of being lost quickly or sent home in the wrong bag.



BOOK WEEK 2020- Friday 23 October

Theme: Curious Creatures, Wild Minds



On Friday 23 October (Week 2), students are encouraged to come dressed as a character from one of their favourite BOOKS. Costumes do not have to be expensive- be creative! Students are reminded that we are celebrating Book Week, and costumes that do not have their origins in a BOOK (such as superheroes or video game characters) are discouraged.

Students will participate in an art activity with a buddy class, based on the books that have been short-listed from the Children's Book Council of Australia.

If you would like to have a look at the short-listed books, visit: <https://www.cbca.org.au/cbca-book-week>

Happy reading, everyone!

Arrived home with a

- fever
- cough
- sore throat
- shortness of breath
- loss of smell and taste
- runny nose?

Keep CBR
**safe &
strong**

Get tested for COVID-19



Stay 1.5m apart



Wash your hands
regularly



Stay at home
if you're unwell



Get tested if you
have any
COVID-19 symptoms

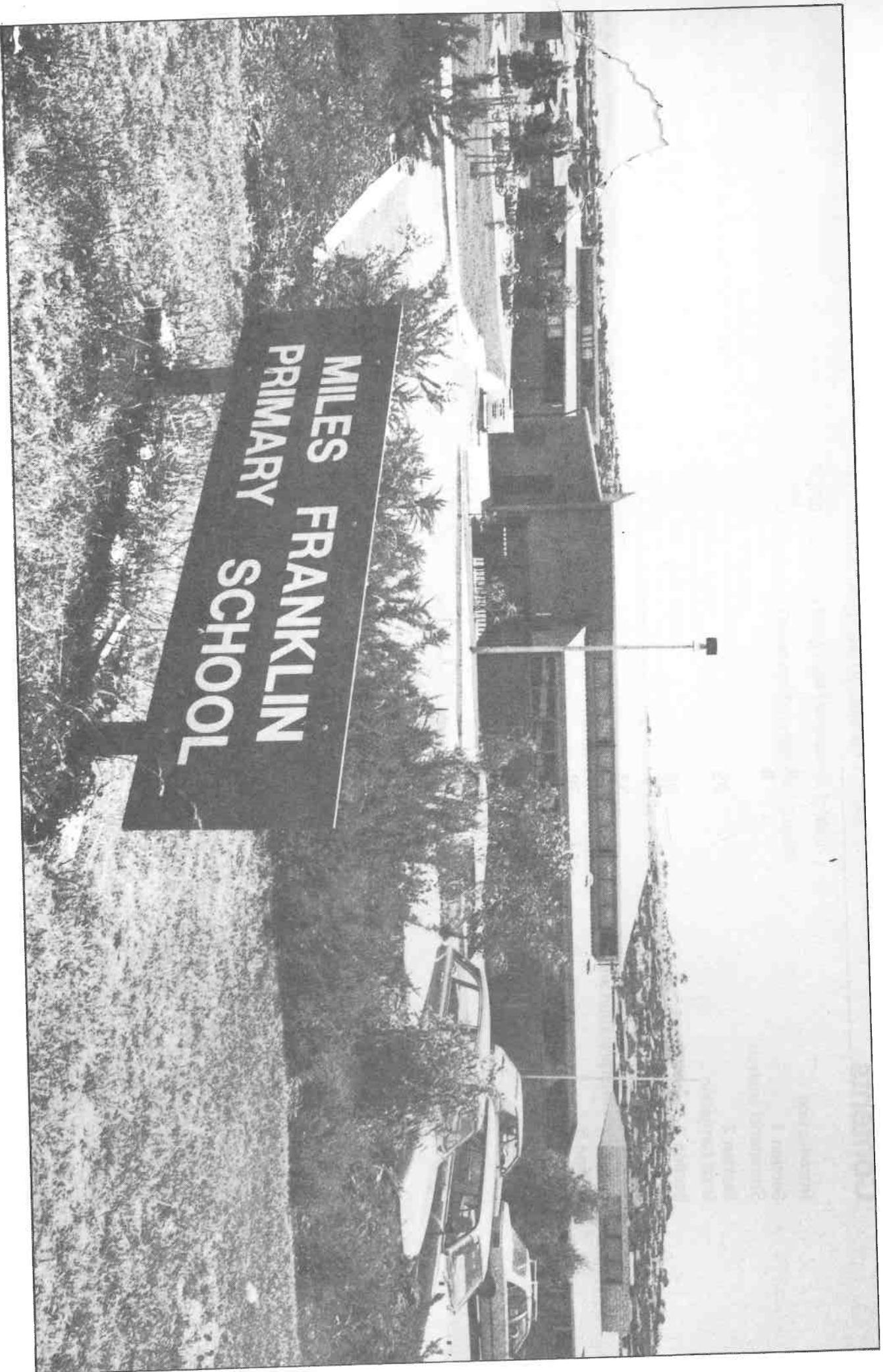


ACT
Government

EC1331 Curriculum design and development
Miles Franklin School



MILES FRANKLIN
PRIMARY SCHOOL



The Miles Franklin School Philosophy

Miles Franklin school wishes to be particularly known for its caring relationships, where the teachers are aware of children's needs and guide and promote the whole development of each child; where caring and respect is mutual between all members of the school community.

The school will foster the development of a positive self-concept in all people involved in its operation.

The school aims to provide for its community: - a happy learning environment, where the children's continuing desire to learn is fostered, their abilities are developed to the full, and parents are actively encouraged to participate;

- an educational programme that is child-centred and teacher guided; featuring stability, continuity, consistency and a recognition of the needs of individual children;

- the basic needs of oracy, literacy and numeracy are considered essential and all children will be expected to develop

in these areas to the best of their ability. To balance the programme children will be provided with the opportunity to enjoy rich and meaningful experiences and to develop skills in the creative/expressive arts and environmental studies.

MILES FRANKLIN SCHOOL PHILOSOPHY

Our friendly neighbourhood school.
A focus for community involvement.

The school encourages and promotes two way community commitment, featuring honesty, openness and freedom of communication, and encouragement of all parents in the development and the maintenance of community relationships with the school as focus.



Caring relationships — teacher and child

The education program for Miles Franklin School will be based upon the aims and philosophy for the school as perceived by teachers, parents and students.

Establishing children's goals

Dr Donovan's assistant, a young teacher with several years experience, interviewed the children in a structured situation, a structure which the children cheerfully ignored for they had very definite ideas on what they considered important. However, by the end of the session the interviewer had met with all the children in Year 3-6 and with selected groups from K-Year 2.

The children's comments on their requirements were consolidated under the following headings:

- building
- playground
- hall/gymnasium
- classroom environment — atmosphere, appearance, equipment testing, behaviour/discipline, composite classes, assemblies, competition
- library
- purpose of the school
- a good teacher is one who is . . .
- parents/home/school, future (Bassett, G., Jacka, B., and Logan, L., *The Modern Primary School in Australia*, Classrooms and Curriculum in Australia no. 5, George Allen and Unwin, Sydney, 1982 p. 42).

The development of consensus for all groups

A further planning day was held in which the principal and staff met at our Years 1/1/12 secondary college — Copland College — to study the reports developed by each of the three groups and to develop a consensus document. To facilitate this process, all of the material was presented on wall charts. These were sorted into common areas and from these a final document was gradually developed. While there was continuing and considerable debate, the progress to consensus was steady. The outcome was a draft document under five headings:

- school environment
- characteristics of the educational programme (including assessment)
- administration of the school
- the role of the school in the community
- guidelines for behaviour.

A parent evening was held at which parents were invited to discuss the draft document prepared by the staff. After an initial session in which the process leading to the document was described and an opportunity given for general comment or questions, parents worked in small groups to examine a part of the draft document in detail.

A plenary session was held so that parents could discuss the comments of the small groups. Consensus on some changes to the draft document (generally minor additions) was reached and the evening concluded with a document to be submitted to the School Board for approval. The document was accepted by the School Board. A further development has been to write a document, 'Through Children's Eyes', — explaining the aims and goals in language understood by children.

The implementation of the aims and goals has now been completed by the staff (Bassett, G., Jacka, B., and Logan, L., *The Modern Primary School in Australia*, Classrooms and Curriculum in Australia no. 5, George Allen and Unwin, Sydney, 1982, pp. 42-3).

The continuing dialogue

The document of aims and objectives, complemented by a single-page presentation of the general school policy was distributed to all families and will be issued to new families as they enrol children. All were, and are, invited to comment either to the principal or to

members of the School Board. This has certainly occurred and in general indicates a very high degree of acceptance of the statements and of approval of the involvement of parents, teachers and children in the process (Bassett, G., Jacka, B., and Logan, L., *The Modern Primary School in Australia*, Classrooms and Curriculum in Australia no. 5, George Allen and Unwin, Sydney, 1982, p. 43).

The School Board and the Parents and Citizens Association both provide opportunities for continuing dialogue between the school and the community. Another opportunity is provided by the Assistant Principal, Narelle Hargreaves, who convenes a monthly two hour meeting for parents. Here she describes what happens at these meetings.

We have a monthly meeting of parents which we call the 'Happy Two Hours' and we invite any parent who can, to attend. We meet in a spare room from 9.30 am to 11.30 am. The idea is to provide an opportunity for parents to talk freely about any problems, or uncertainties they may have about the school.

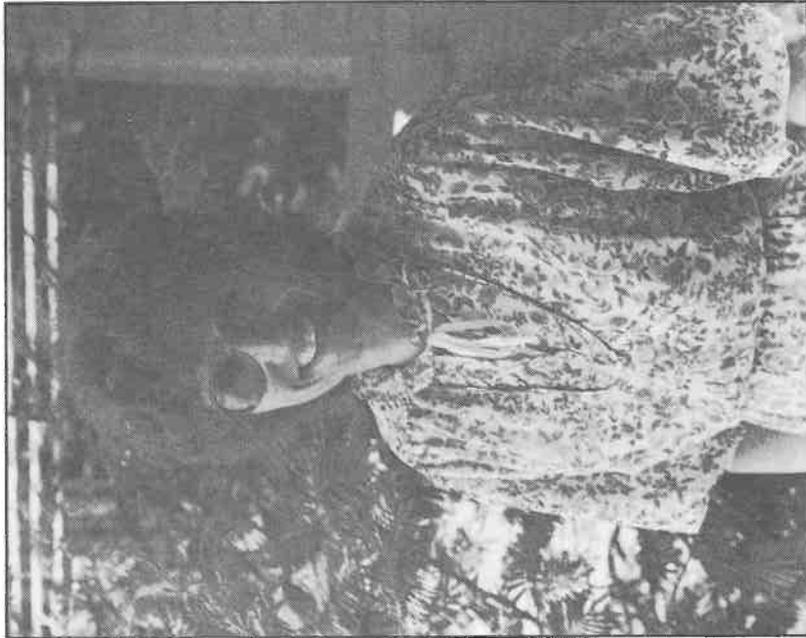
The atmosphere is very informal. Mothers are encouraged to bring their pre-school children along and I provide activities for them to give the mothers some free time to talk.

One function of these sessions is to illustrate aspects of the school program to the parents. At the last meeting the Year 1 children played their percussion instruments for the parents. Then the Year 6 children did the same. In this way I was able to illustrate the advantages of our sequentially structured music program.

Another function is to provide information which is valuable to parents, so I try to invite a guest speaker. These have ranged from an educational supplier who spoke about goods which are suitable for very young children, to an early childhood consultant who spoke about the writing process, and a health educator who spoke about children's behaviour.

A third function is to discuss particular problems which the parents raise. For example some parents were concerned about the level of difficulty of the readers which the children were taking home. I was able to explain that we wanted children to enjoy and succeed in their reading at home, so the policy is to send home readers with a lower readability level than the materials they are working with at school.

Another concern raised by parents related to homework. A number of parents requested homework and provided me with some very good reasons. I took the suggestions back to the teachers concerned for



Mrs Narelle Hargreaves, Assistant Principal

discussion with the parents at some future time.

Another area of parental concern emerged when the whole school was involved in a social studies program at Strathnairn homestead in conjunction with the Bluefolk Community Arts Group. The whole school did a social studies theme on early Australian history. This involved groups of children visiting Strathnairn to carry out the activities. When the children were studying convicts, their activity was to re-enact a convict settlement. Children were classified as convicts or free-settlers for the day. The convicts were given bread and water for the day. Some parents found this hard to take. They thought it unreasonable. When I explained the educational purposes behind the re-enactment, the parents were satisfied.

A parent comments:

You are encouraged to be part of your child's

education. The staff encourages parent participation and help in the classroom in reading and maths. If your child has a problem you can come and talk to the teacher or the Principal. Staff have encouraged parents to view the school as an open school in that way. You can even come in and sit in on a classroom at any time if you wish to do so. You just roll up to the door and you're most welcome.

Elizabeth McKenzie comments:

There is always the opportunity for parents to approach someone like myself, and many of them do. However this is not entirely satisfactory because there will always be some parents who just can't do that. As alternatives we have a P & C which is a parent forum. We also have a School Board which parents may contact if they wish to express some concern. We also attempt to open the school up in various ways — evening functions with parents help establish informal channels of communication.

Robin Wood comments:

We have a night at the beginning of the year when each of the units invites the parents along and we go right through what we are going to do in each subject area. Then we have an open morning when the parents can actually come to see the children at work. In second term we have a longer interview with parents where we discuss the child's progress and problems both at school and home. In term 3 we provide a written report which is given to parents at a short interview where the report is discussed.

Teachers in Canberra are very much aware that they have to be accountable for what they do. We must be continuously aware of what the parents want, and of their sources of dissatisfaction. For example, towards the end of 1980 a number of parents expressed worries about certain aspects of the school program. The School Board invited all parents to a meeting with the staff. This meeting enabled the problem to be clarified and resolved.

You will always find some parents who disagree with the philosophy of the school. My answer to them is that in the ACT parents have a choice of school. We have to be realistic and accept that you can't please 100 per cent of the people 100 percent of the time. We have quite a diversity of parent views. At the initial meeting on the school philosophy, one parent felt that teaching reading and mathematics was not important for his children, that school is basically a socialising agency. Another parent thought that the school should be about the three R's and organised team sport.

A concluding comment

The consequences of school-based curriculum decision-making:

Has school-based curriculum decision-making produced the variety in educational programs which the Schools Office had hoped for?

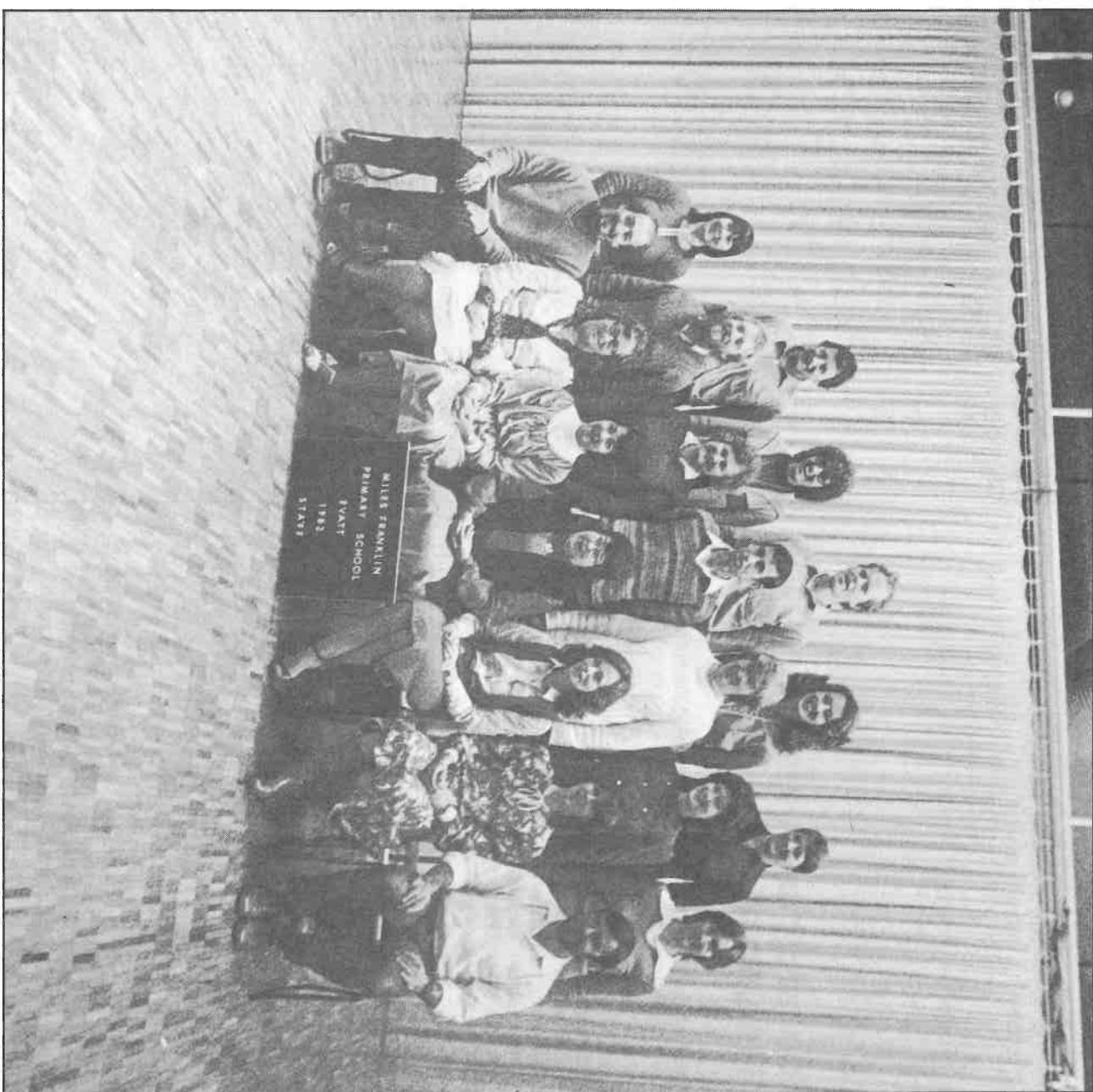
Elizabeth McKenzie comments:

This is a difficult question to answer. Sometimes I think that answer is no, until I talk to other teachers who say, 'Well, that's not our experience'. So I guess that sitting around the ACT are schools which differ in the way they operate. Perhaps it's a matter of the degree of emphasis. I mean that all schools would have small group learning, parental involvement, and the like. Variety would be produced by the extent of the emphasis.

If you looked at the aims and objectives of a lot of the schools, they would be much the same. It is the way that they translate into an educational program which produces the differences. For example other schools may not go out of their way to meet parents the way we do; they may not nurture each individual child the way we do.

The broad curriculum categories would be much the same. Some schools would group them differently, for example, written expression, grammar, or language arts or humanities. Convergence on what parents want produces this similarity.

Miles Franklin School



The staff of 82