



Newsletter

Week 9 Term 4

DATES TO REMEMBER

Friday 13 December

**Preschool End of Year Celebration
12.30 – 1.30pm**

Graduation Yr 6 12 – 1pm

Tuesday 17 December

Yr 6 Family Event & Dinner 5 – 7pm

Yr 5/6 Disco 7 – 8.30pm

Thursday 19 December

Whole school Assembly on the Black Top 9 – 9.30am

Talent Show 12 – 1pm

Last Day of School

Student Medications to be Collected from Front Office

Friday 31 January

Meet the Teacher Morning 8.30 – 10.30am

Monday 3 February

First Day of School for Preschool & Kinder

Tuesday 4 February

First Day of School Yr 1 - 6

Notes Home:

Medications kept at school

End of Year Happenings Yr 5

End of Year Happenings Yr 6

Lost Property: We still have items of lost property at the front office that have not been claimed during this school year – there are many clothes items outside our school hall and other expensive items such as watches etc. so please come in and check with us if you think you may have lost something like this at school before the last day of Term 4. All items will be disposed of by Wednesday 18th December if not claimed.

PRINCIPAL'S MESSAGE

Annabelle's memorial

This Friday at 2.00pm the children from Kindergarten - Year Six will start coming over to Preschool for the official opening of Annabelle's memorial cubby house: *Annabelle's Place*. I would like to thank the many volunteers in our community who have helped with this, the staff who worked hard to make this happen and local businesses who have provided support and materials for this project to honour the memory of, and the love we have, for Annabelle and to acknowledge how important hope is in our world.

Reports

You will be getting your child's Second Semester report this week - via email on Wednesday for Years K-6 and in written form for Preschool. If you would like a printed copy, please let us know.

To me there are a few really important points to remember. Firstly is their engagement with each learning area. It should be 'C' for Consistently. If it is not that is a great starting point for a conversation. My argument is that by working hard you will become more knowledgeable and increase your skills and understanding. Certainly there are a few examples where people are born with natural skills and talents but for most of us the hard work we put in pays off eventually.

Secondly the approaches to learning on the last page should ideally be 'Always' or 'Usually' as these are the life skills children will increasingly need in high school, college, university and the world of paid employment later. Again, this is a great starting point for a conversation! Next would be the grades and comments from the teacher - there is always some advice on how your child can improve their skills and this can be commenced from the first day of the holidays even if it is just 'planting the seed' in your child's mind.

Finally the days absent should be less than 7 (this is the average across the system) although we are aware children can be sick and need time away to recuperate and not make others ill at school. If you have taken a long holiday or know your child was sick for two weeks that is obviously explainable and understandable but otherwise a high number absences are going to have an effect on the learning of your child. Twenty days means they have missed on average one day of schooling each week and we all know that would have a significant impact on their learning. If you have any questions about your child's report please make contact with their teacher, team leader or myself.

Teaching Teams 2020

Please see the following list of class teachers for our different year levels.

There will be four Preschool groups and three classes per year group from K-6.

Preschool: Rachel Harris, Denise Thompson, Emma Reid

Kindy: Caroline Stewart, Michele Davis, Rachael McGarity

Year 1: Emma Bourne, Maddy Packard, Gemma Prunster (new to the school)

Year 2: Morgan Holland, Kathryn Morris, Lisa McGruer (new to the school)

Year 3: Cherie Marshall, Mary Bullock and Alanah Nuttall (both new to the school)

Year 4: Amy Seymour, Donna Brennan, Shaun Fletcher (new to the school)

Year 5: Paul Dorsett, Louise Dykes, Kate Sybert

Year 6: Eliza Bensley, Amanda Maxwell, Gen Johnstone (new to the school)

Specialists: Brett Maron, Cynthia Harris (French part time), Jo Wallace, Cathy Marot (French full time)

Specialist Literacy: Luned Scholfield, Jenny Hudson, Natalie Collis

Specialist for children with special educational needs: Jacqui Green

Inbuilt Relief: Ellanie McNamara, Bec Rizzo, Jess Clarke, Rachel Grainger, Scarlett Conroy

All non-teaching positions remain as they are: Sumana, Kirstie, Robyn, Selina, Mark, Mary, Vicki, Wendy, Steph, Joe and Vicki.

Exec: Nicole Jagers (Deputy Principal), Georgina Sofatzis (Preschool and Kindergarten), Michelle Wilson (Years One and Two), Tony Merritt (Years Three and Four), Sylvia Headon (Years Five and Six) and myself.

Please understand there can be a change to the staffing structure over the holidays due to unforeseen circumstances although we are not expecting any at this point. We obviously do our best to limit these but they do happen.

We say farewell this year temporarily to Mette Kragh (who is travelling around South America and Europe from February) and Ben White (who has an acting Executive Teacher position at Bonython until the end of Term Three). Lalangi Abhayapala is transferring to Maribyrnong Primary, Kate Smyth is moving to Radford, Kathy Barry is transferring to Theodore Primary and Sarah Ebbage is transferring to Campbell Primary. Cynthia Harris is going to be working at both Melba Copland Secondary School and Miles Franklin. This is another example of how our two schools collaborate; to ensure all of our children from Kindergarten upwards receive language instruction (as primary school teachers are now receiving additional release from face-to-face teaching) we need to increase our provisions for teaching French.

Bec Rizzo, Jess Clarke, Rachel Granger (from Term Two), Scarlett Conroy and Kaili Witherdin (from Term Four) will all be assisting to cover teacher absences, professional learning and support. Gemma Prunster and Alanah Nuttall are both new educators, Shaun Fletcher and Lisa McGruer are both new educators who have done their teaching practices at Miles, Mary Bullock joins us from Girls Grammar and Gen Johnstone joins us from Gold Creek which are both IB PYP schools and this experience is wonderful to have in the team. Cathy Marot (French) joins us from Telopea Park School where her experience teaching French to native speaking children will be invaluable to us as we continue to grow our French program.

As you can see from above, we have four teachers leaving us and seven new staff. This is just over 10% of our workforce and whilst we never want our staff to leave, we know they need to move forward for their own career goals and our role is to support and encourage them. We know parents often like more experienced teachers but I'd also say new educators bring a knowledge of current research in teaching and learning methods and lots of energy and excitement.

We will be doing our proper farewells, as usual, at the end of the talent show next Thursday. Please feel free to join us!

IB Evaluation

We recently received our IB evaluation report from last term. It was a very strong report as evidenced by the following from the IB Manager in Australia:

Congratulations on the number and nature of commendations raised within the evaluation report. These indicate strong programme understanding and practice exceeding the requirements of the programme. Commendations were evident across standards and within a diverse range of practices. The school community should be proud of the standard of programme implementation and the achievements referenced within the report and self-study.

We had 30 commendations and nine recommendations which is an amazing result and my Director was very proud of the work we have done as a community to build the standard of education in the school. Of course, we continue to improve and never rest on our laurels and the recommendations will guide us in our next IB action plan but it is also nice to reflect on the successes we have had too!

Music Scheme Christmas Concert

The Music Scheme hosted the annual Christmas Concert this week and it was a great success! The children dressed and performed beautifully and it was a great recognition and affirmation of the amazing work the Committee and our music tutors do!

Basket Brigade

This week we also received the boxes of food which will be packed this weekend in our hall. We have teamed up with the Canberra Basket Brigade which is run by Becky and Benji's dad Ron. We support them as one of the charities we fundraise for, the children decorate the boxes that the food goes out in and the school is used as a venue for packing. If you would like to come and help (everyone is welcome!) please come to our school hall from 9.00am on Saturday 14 December.

Year Six Gift

Each year the Market Day is organised by the Year Five and Six children and raises funds for the Year Six gift to the school. Children are working through some ideas with staff and we will announce the outcome of this next week.

Talent Show

Letters will come out on Friday to all children participating in the talent show next Thursday. Please look out for this in your child's bag if they are telling you they are a part of the Talent Show!

Chris

ENGLISH AS AN ADDITIONAL LANGUAGE NEWS

The Years 1 and 2 English as an Additional Language students have been learning about how to improve their persuasive writing. Syamil wrote a very good exposition on the benefits of brushing one's teeth and Terry and Faseeh created an attractive advertisement for a new style of glasses.

Mrs Hudson



Brushing our Teeth

I think that brushing your teeth is good for you. If you don't brush your teeth you will get a cavity.

Firstly, if you don't brush your teeth the bacteria will spread acid in your mouth.

Secondly, you have to brush your teeth otherwise your teeth will feel sticky and your breath will smell yucky as well.

Thirdly, if you brush, your teeth will be white and clean.

To sum up, you should brush your teeth a couple of times a day.

By Syamil

FRENCH NEWS

In Term Four we have covered a number of topics connected with culture, which of course both influences and is influenced by language.

Kindergarten has concentrated on revising members of close family and were introduced to the days of the week and common classroom objects. Songs are often interspersed with our other activities. Some Kindergarten students can write short sentences in French, and nearly all can sing at least one song (ask them for “Tete, epaule, genou, pied”, “Frere Jacques”, or their old favourite the numbers song.)

For Year One the focus has been on celebrations pertaining to family, so birthdays and Christmas have been the main ones. They know that saying “merci” when receiving a present is a polite thing to do.

Year Two began by looking at some sports and pastimes, and surveyed classmates to find out their preferences. Later in the term we examined more closely some styles of art that either originated in France or became famous there. We can't cover everything but have experimented with a range from stained glass window designs to abstracts. For some students, the Eiffel Tower took on a new identity as a giant ice cream cone or a Christmas tree!

Year Three have learnt some vocabulary and phrases connected with shopping. They have performed short scripts about buying a cake or other item, and some were very realistic in their performance.

Some of the landmarks of Paris and elsewhere in France have been the focus for Year Four, so that they can now describe some of these famous structures in simple French. Alongside this we have been looking at some of the key events in the early history of France, from prehistory up to 1066.

Year Five have learnt about some aspects of daily life in France. We revised telling time, and how a French child's daily life is usually structured. We also uncovered some interesting facts about topics like food (especially school lunches in France), symbols and emblems, and street signs.

Year Six were filmed saying a short conversation in French in front of a French background of their choice, then moved on to looking at customs surrounding a few festivals. Midway through the term they viewed some Medieval arms and armour as a prelude to their French passion project on any aspect of the Middle Ages in France.

MATHS AT MILES FRANKLIN

Some holiday ideas

With school holidays rapidly approaching I would like to take this opportunity to remind everyone of some maths ideas and resources that can be utilised over the break.

- Online maths activities/websites are popular across the school – **Mathletics** (all Miles Franklin students have access), **Maths Invaders** (log on through your child's Typing Tournament account), **Prodigy** (prodigygame.com), **Studyladder** and **Khan Academy** (khanacademy.org). There are numerous apps available for tablets and devices.
- 'Hands-on' activities such as card games, board games, dice games (e.g. Yahtzee) and sudokus. Some traditional favourites include Draughts, Chess, Rummikub, Solitaire, Snakes & Ladders and Dominoes.
- Whatever it is you are doing during the holidays - cooking, shopping, sport and other leisure activities, travelling, household chores – there are countless mathematical connections to be made. Try to get your children thinking mathematically and using mathematical language whenever you can.



Miles Franklin Annual Action Plan

Our Maths Committee members at Miles Franklin have worked exceptionally hard throughout the year to ensure that we continue to focus on achieving one of our school's Annual Action Plan priorities, which is to **improve students' mathematical understanding and skills**. To help us achieve this goal, we are focusing on two main strategies:

1. Collaboratively develop and embed school wide evidence based pedagogical practices for numeracy.
2. Improve staff data literacy skills through a culture of self-evaluation and reflection across the whole school, developing an expert teaching team, to improve children's achievement in numeracy.

Some of the evidence in relation to our school's progress in achieving these strategies that I would like to acknowledge and celebrate this year includes:

- The addendums in our PYP planners are linked to the national progressions across all year groups, demonstrating that students are beginning to be mapped according to their progress on the continuum and differentiation is shown in addendums or planning documents.
- Connecting maths to real world problems in every lesson wherever possible and making connections to the maths inquiry cycle.
- Feedback in maths has changed over time with an increase in written feedback being given to students from teachers.
- Based on data collected through staff surveys, the number of individual student goals in maths across all grades is increasing.

- To assist with the development of staff in teaching maths, mentors are currently using a new observation template which has embedded the inquiry cycle.
- The maths committee presented at several staff meetings this year. One presentation focused on the work of Paul Swan and Peter Sullivan and looked at strategies for teaching mathematics in the classroom. Teachers were provided examples of teaching through activities such as elastic band shapes and the barrier game relating to geometry and the vocabulary around that.
- Teachers have shared what data tracking documents their teams are using.
- As a maths committee we have surveyed fellow teachers about their attitudes towards mathematics, how it is being taught, how often and areas which need to be worked on.

As the executive teacher responsible for leading the Maths Committee, I would like to thank all team members for their enthusiastic work throughout the year and ensuring that maths has continued to be a high priority at Miles Franklin: Cherie Marshall (who has co-led the committee with me), Rachel Harris, Michele Davis, Rachael McGarity, Kaili Witherdin, Morgan Holland, Denise Thompson and Donna Brennan.

Tony Merritt
Maths Committee Coordinator

YEARS 3-6 LEARNING SUPPORT

The students have been working hard on their fluency, letter/sound knowledge and comprehension. You might find some of the strategies we use helpful. Asking questions about the story your child has read may help their comprehension.



Backtrack and Read Again

Go back and read the sentence again. You may notice clues that you have missed the first time.



Look for Similarities

Does it look like a word you know?
Does it rhyme with a word you know?
Does it sound like a word you know?



Try a Popper!

Get your mouth ready to say the first letter in the word.
The word might just PoP into your head or out of your mouth.



Does it make sense?

What do you think the word might be?
Does the word make sense in the sentence?



Look for the Key clues:

From Words in the sentence?
From Pictures?



Does it sound right?

Does the word sound right in the sentence?
Does the word sound like the letters in the word?
Would we say it like we read it?



little

Look for Little Words in Big Words:



Skip the Word and Go On

Sometimes the rest of the sentence can help you problem solve the word.
Read to the end of the sentence then start the sentence again.



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"My children get so much out of the class – they have assembled a beautiful collection of work on their bedroom doors. We really appreciate the way the class gives them new techniques as well as inspiration."

After-school art workshop for K* – 6

New class starting in Term 1 2020 at Miles Franklin! Our **artKids** classes develops your child's creativity through learning drawing skills, art techniques and exploring different mediums. We operate in a fun, supportive environment where there are no such things as mistakes or 'flops' in art, only 'floportunities'!

The class will run on **Wednesday in art room from 3 - 5 pm**. The children will be met at the school, provide with afternoon tea and walked to the art room. Parents collect children at 5 pm sharp. Cost for the 2 hour workshop is \$35/session, payable by term (and includes afternoon tea, all materials used in class and GST).

admin@artkidscanberra.com

Robyn Thurecht — 0405 014 180

* Kindergarten children will be considered after a trial session.

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for 2020!

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AGES 3-6

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Week 1 Mon 20 to Fri 24 Jan 2020

Week 2 Tue 28 to Fri 31 Jan 2020*

Time 9 am to 10 am

Cost **Daily** \$17

Week 1 \$60

Week 2 \$45

JUNIOR TENNIS CAMP

AGES 6-14

Older kids will develop strokes and game skills in a fun and challenging environment.

Week 1 Mon 20 to Fri 24 Jan 2020

Week 2 Tue 28 to Fri 31 Jan 2020*

Time 9 am to 12 pm (half day)

9 am to 4 pm (full day)

Cost **Daily** \$45 half \$90 full

Week 1 \$180 half \$350 full

Week 2 \$145 half \$280 full

RESERVE YOUR PLACE NOW!

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* No classes on Australia
Day holiday Mon 27 Jan

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Girls aged from 8 - 13 years

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