



Newsletter

Week 9 Term 2

DATES TO REMEMBER

Monday 21 - Friday 25 June	Parent Teacher Interviews - PTO
Friday 25 June	Kinder Assembly - Link will be provided
Friday 25 June	PJ or Onesie Dress Up Day for Global Schools Partnership - Please bring a gold coin donation
Friday 25 June	Last Day of Term 2
Monday 12 July	Start of Term 3

Medical Notes - Please update medical notes and medication with Front Office

PRINCIPAL'S MESSAGE

Reports

You will be getting your child's report this week- you should have received it via email yesterday from K-6 and in printed form in Preschool yesterday or today depending on which group your child is in. We are also sending out second copies where parents might want their own copy of the report. If you would like a printed copy, please let us know.

To me there are a few really important points to focus on when looking at your child's report. 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 here is going to affect 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 first at the three-way meetings next week, the team leader or myself.

Three Way Interviews

In light of the above, it is absolutely crucial to book in for the three-way interviews next week. Ideally your child will be present with you so you can all talk about achievements made, goals to strive for and issues that might arise. Our early evening session continues to be Wednesday night: 23rd June. Please ensure you have booked an appointment with your child's class teacher and any specialist teachers for next week. If you would prefer to meet online or via a phone call please email your teacher or the info@mfps.act.edu.au email address to let them know this.

School Banking

As I hope you are aware, school banking finishes next week after the government decided it was not appropriate to continue the current school banking program. I would like to thank Dhana, Kellie and Rachelle for their work on school banking over the last few years.

Supervision before and after school

Please be aware that supervision of children is provided between 8.30am and 3.20pm. There is a teacher on duty in the mornings on the playground and in the library from 8.30am and there is a teacher on duty at the front of the school near the front office steps until 3.20pm when the two buses arrive. Therefore children should not be at school before then unless they are accessing the before school care program run by our P&C: MFOSHC. Likewise, they should be collected by 3.20pm- please call the school on 6142 2770 if you are likely to be running late. Also, if you are planning on collecting your child early on Fridays, the preferred times are 12.00pm, 1.20pm and 2.00pm so we can give announcements without too much disruption to learning and allowing our amazing front office staff to remain on call in the front office. Please let the front office know if you are wanting to collect your child early on Friday.

Pyjama Day on the last day of term

The SRC are organising Pyjama/Onesie day next Friday. All funds raised will be going to St Gavin's school, the school we partner with in Kenya through the Global School Partners program. In the newsletter you can see the essential medical supplies they've received this year. We might think the worst of COVID is behind us, and hopefully it is, but elsewhere in the world the challenges are still very much at the forefront.

School Review

If you would like to see a copy of the recent School Review Report, and it is a very good report!, it can be accessed here: https://www.mfps.act.edu.au/p_and_c_and_board/school_board

Counsellor support

Please be advised we only have access to a school psychologist for two days a week. Some of that time is taken in:

- Meetings with Executive where we discuss strategies and necessary interventions for children
- Meeting with staff discussing the needs of children
- Professional responsibilities with the Directorate on occasion
- Speaking with parents
- Speaking with children or observing them in different situations
- Case management meetings for children with complex needs or in complex or challenging circumstances

With almost 600 children, the above means that our school psychologist has to triage the work that comes to her. Many of you would be shocked to hear about the challenges some of the children in our school face because having this knowledge and responsibility carries a heavy burden on those in education, health, police and community organisations (to name a few who are well aware of this) and I would not wish on to others. These children, whilst small in number, require high levels of support which we provide. However, this takes up a considerable amount of our school psychologist's time and we ask you to be understanding of this. We can, and do, utilise the Directorate's assessment team for some psychological assessments (autism spectrum disorder is not covered for example). Beyond that, depending on your employer, you can get in contact with your Employer Assistance Program and can also access free mental health appointments by seeing your GP and asking for a mental health plan. A range of community organisations, accessible online or through OneLink or Belconnen Community Services in the ACT, can also point you in the right direction for support. If you have tried these and been unsuccessful or need specific help or advice, please do not hesitate to contact us. If you are concerned about your child's progress, the following might help guide you first:

1. Do you talk to your child every day? The power of oral language is amazing and should not be ignored. It also cannot be substituted by telling them to get in the car, eat their tea, get ready for bed etc.
2. Do you read to your child every day or have them read to you? Again, the rich discussions that come from this around what's just happened, what they think will happen next, why a character did something, why something operates in the way it does, what fascinates them about something etc. is incredibly powerful.
3. If your child's struggling with handwriting, are you helping them with their fine motor skills? Lots of games and toys require little fingers to keep busy and these are by design, not accident.
4. Lots of routine things that happen in the home require maths skills: number, measurement, estimating, probability etc. Involve your children in these wherever you can
5. Have you had their eyes checked? A free screening at an optician is great but the next step is a behavioural optician. The information they provide is so much richer and can explain how and why your child is tracking words the way they are.
6. Have you had their hearing checked? Children are often unaware of hearing loss where grommets, for example, might rectify this. When they come out from having them fitted, as I observed at home many years ago, the result is profound.

This isn't expected to be an exhaustive list, just a short guide that can help you.

Flags

Each year we like to update the flags we have in the hall which celebrate the heritage of our families. If your flag is not listed below please let me know and we will order one!

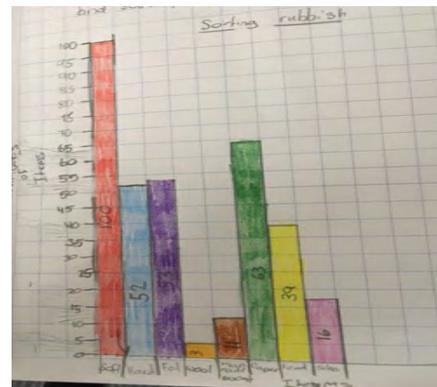
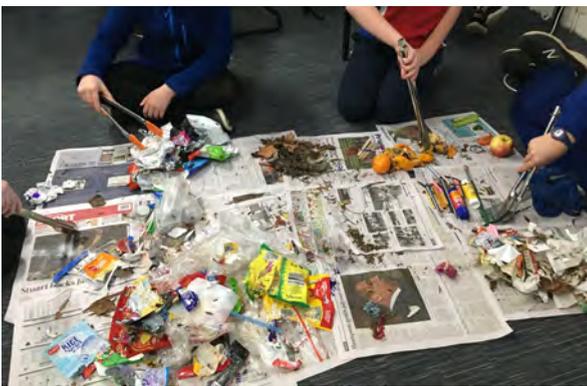
ACT government	Afghanistan	Angola	Argentina
Australia	Austria	Brazil	Canada
Cambodia	Chile	China	Cocos Islands
Cook Islands	Denmark	El Salvador	England
Fiji	Finland	France	Germany
Ghana	Greenland	Greece	Guyana
Hong Kong	Hungary	India	Indonesia
Iran	Ireland	Italy	Japan
Korea	Laos	Macedonia	Malaysia
Malta	Mauritius	Mexico	Myanmar
Namibia	Netherlands	New Zealand	Nigeria
Norway	Pakistan	Papua New Guinea	Philippines
Poland	Portugal	Samoa	Scotland
Serbia	Singapore	Solomon Islands	Spain
Sri Lanka	Sweden	Switzerland	Thailand
Tonga	Turkey	Ukraine	United Arab Emirates
USA	Venezuela	Vietnam	Wales

Year 5

Sharing the Planet (STP) - we are inquiring into inland waterways at a local (Ginninderra Creek), national (Murray-Darling Rivers) and global (Mekong River) level. The children are collecting and analysing information on the dependence humans and other animals have on these waterways and the positive and negative effects we can have through our choices.

STP Maths - Data collection in our shared space - Action

Rubbish is a problem we have noticed on and around our deck. Year 5 collected, categorized and graphed the types of rubbish found, before drawing conclusions and considering the impact of our choices on our local waterways.



Layla - *I have learnt how important big rivers are and how a lot of people are dependent on them. For example, in Australia farmers use the water from the Murray Darling river system to help their crops grow. In south-east Asia, lots of people that live along the Mekong river are dependent on that because they fish and feed themselves and their families.*

Josie - *I had not heard of the Mekong River before we started this unit and now I know it is the 12th longest river in the world.*

Abrielle - *There are lots of countries that border the Mekong river and depend on it for water, fish and even for electricity. Some countries sell the electricity they make from hydropower plants so they even make money from the river.*

Soraya - *The big dams that are built along the Mekong River have affected the fish in the river because they cannot swim up the river to lay their eggs. This means that the number of fish has decreased and this affects a lot of people that fish in the river to feed their families.*



Year 6

Minister's Student Congress

Creating respectful student environments



Ethan and Victoria were wonderful ambassadors for Miles Franklin Primary at the Minister's Student Congress. During the day they were involved in deep discussions around the theme of the day 'Creating respectful student environments'. Ethan and Victoria participated in small group activities and discussions about the impact of a respectful school environment on individuals, others and community. They also discussed responsibilities of individuals, others and community in creating and maintaining a respectful school environment. Ethan and Victoria were principled collaborators with other students from different schools during the day. They creatively organised a slide that reflected their impression of Miles Franklin showing how ACT schools create and maintain a respectful school environment. This slideshow will be presented to Yvette Berry, Minister for Education.



Maths

For this term's newsletter item we have enlisted the help of some students to share some of their learning with you. Thanks to Zoe, Callum and Hayley from 4SF for their assistance with writing this article.

About our learning:

Some of the things we have been working on this year include graphing, where we survey people to get information about the things we are working on, making rain gauges where we measure how much rain we had and we also did measurements where we walked around the classroom and measured things. We liked it because Mr Fletcher explained it well and we learnt how to measure things correctly.

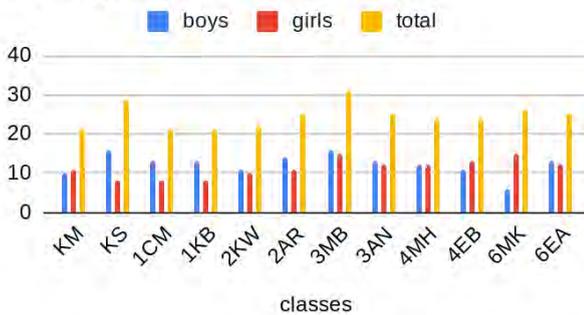
Surveys

When I did this survey the first step was to know what I was doing and then go to the classes and see how many boys there were and how many girls there were. Then I added those numbers together and then put that information on a piece of paper. Once I had all the classes I added all that together and then wrote down how many girls were in the whole school and how many boys were in the school and how many kids were in the whole school. Then I put that in a Google Sheet and here it is. It was very fun and I really enjoyed going around the whole school. I really like when I share what I did with Mr Fletcher. So that is a graph of how many boys and girls were in the school. What challenged me?

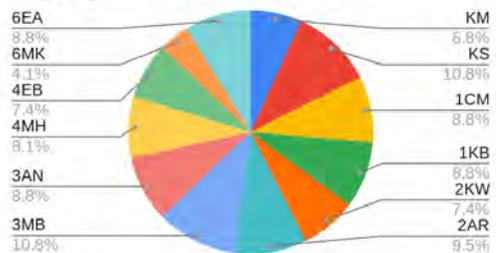
The thing that challenged me the most was trying to add all the information together and trying to make the Google Sheet.

by Zoe

boys, girls and total



boys, girls and total in class



Rain gauges

A rain gauge is a meteorological instrument for determining the depth of precipitation (usually in mm) that occurs over a unit area (usually one metre squared) and thus measuring rainfall amount. One millimetre of measured precipitation is the equivalent of one litre of rainfall per metre squared. We used rain gauges to measure how much rain had fallen for a certain period of time. We measured them each day at 01:00 in the afternoon. This photo shows a sample of some of our rain gauges.

by Callum



Measurement

While learning what measurements are we were taught how to use our rulers properly and if we didn't put the object on the zero line it wouldn't be the right measurement. We also did worksheets on measuring things in our classroom like pencils and glue sticks.

Some worksheets were when we measured an object then measured an object with the already measured object. We made an estimate on how long the object was then finally used the ruler to measure and see if we got our estimate correct!

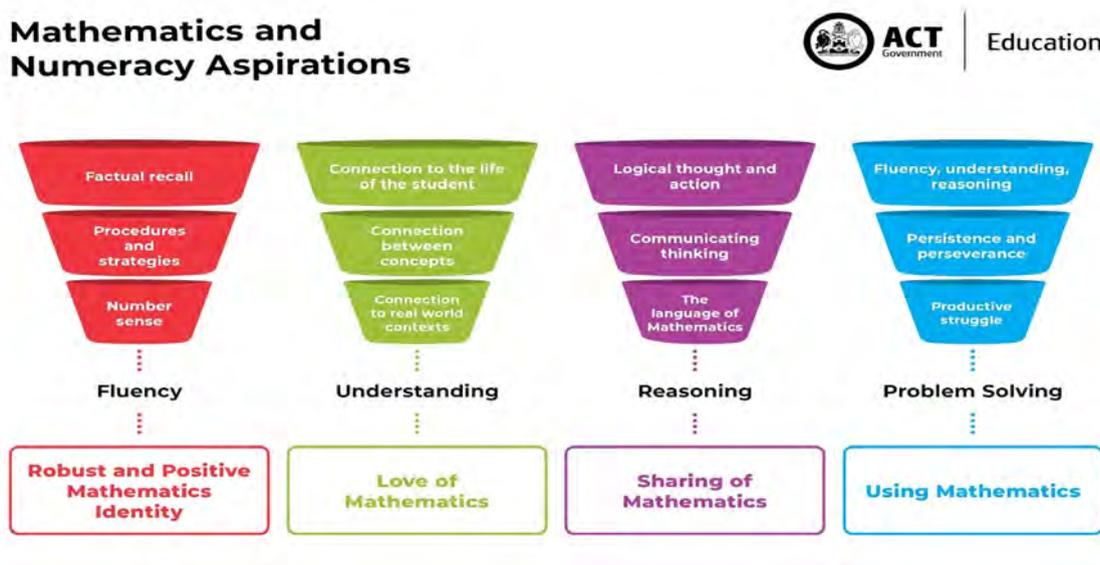
Every maths lesson we look at Polya's problem solving cycle and we have a conundrum to solve. We solve the problem as a class and see what strategies we can use to solve the conundrum! Here is an example of two of the conundrums that we made up and had to solve:

If I get \$8:00 a week on Wednesday in the 5 weeks of June how much money would I have earned by the end of the month?

Once Zoe and I went to the shop with \$5.00. The Chocolates are \$1.00 each, the Gobstoppers were \$0.50 each and the Cookies were 50c each. If we bought two chocolates and three cookies, how much would it cost?
by Hayley

Finding the Balance

Earlier this year our school was selected to participate in the professional learning and coaching elements of *Finding the Balance*: the ACT Education Directorate's mathematics and numeracy strategy. We have had several of our staff members (Rebecca Rizzo, Morgan Holland, Kaili Witherdin and Tony Merritt) actively involved in this initiative by participating in several workshops to help build our mathematical identity and change leadership capability. Through our participation in this initiative, the team will work with our whole staff to analyse our data to better understand our school's current mathematics and numeracy strength and areas for growth, as well as developing our *Mathematics and Numeracy Aspirations* (see image below). We are excited to be involved in this initiative and look forward to developing the mathematical knowledge and understanding of our students.



Athletic Carnival Results

Congratulations to all staff students and volunteers on a fun day at Charnwood oval. We got lucky with the weather and had a wonderful day challenging our physical limits - all of us! The top two finishers in each event in each age group will be invited to participate in the Belconnen Regional Athletics Carnival at the AIS on Friday 20th August, 2021. Intent to compete forms will be handed out with the carnival ribbons in week nine. Here are the ribbon winners for 2021. Well done to all participants!

EVENT	Place	8 years Girls	8 years Boys
800m		<i>This is a 10 and under event No qualifiers</i>	<i>This is a 10 and under event No qualifiers</i>
70m	1 2 3 4	Charlize L Marley R Kira S Tori S	Fabian M Thomas H Jack L Jarvis W
100m	1 2 3 4	Kira S Jasmine P Marley R Aubrey P	Jack L Thomas H Jarvis W Lachlan M
200m		<i>Not an 8 yrs event</i>	<i>Not an 8 yrs event</i>
Long Jump	1 2 3 4	Georgia B Lilly W Kira S Charlize L	Jarvis W Connor L Heath G Jack L
Shot Put	1 2 3 4	Maia R Zoe S Lilliana C Charlize L	Bradley D Jack L Connor L Samuel D
Discus		<i>This is a 10 and under event No qualifiers</i>	<i>This is a 10 and under event No qualifiers</i>

EVENT	Place	9 years Girls	9 years Boys
800m		<i>This is a 10 and under event No qualifiers</i>	<i>This is a 10 and under event No qualifiers</i>
70m	1 2 3 4	Samantha B Lilah P Valli M Jessica W	Oscar P Rey C Remy H Hayden L
100m	1 2 3 4	Isabella S Samantha B Lilah P Belle G	Oscar P Alastair W Zac B Hayden L
200m		<i>Not a 9 yrs event</i>	<i>Not a 9 yrs event</i>
Long Jump	1 2 3 4	Lilah P Gemma T Nuri N Belle G	Hayden L Lochlan M Remy H Ryan E
Shot Put	1 2 3 4	Samantha B Jarrah M Ava N Aurora W	Ryan E Jaxon T Oscar P Hayden L
Discus	1	<i>This is a 10 and under event No qualifiers</i>	<i>This is a 10 and under event No qualifiers</i>

EVENT	Place	10 years Girls	10 years Boys
800m	1	Kara M	Kiran V
	2	Freya S	Alastair W
	3	Lilly S	Ben H
	4	Liv H	Jack L
70m	1	<i>Not a 10 yrs event</i>	<i>Not a 10 yrs event</i>
100m	1	Lilly S	Levi G
	2	Hayley H	Kiran V
	3	Kara M	Spencer L
	4	Ella M	Ayden S
200m	1	Lilly S	Levi G
	2	Olivia H	Kiran V
	3	Hayley H	Ayden S
	4	Saffron C	Spencer L
Long Jump	1	Lilly S	Kiran V
	2	Evelyn P	Mason S
	3	Kara M	Otis M
	4	Tanisha G	Charles A
Shot Put	1	Annie B	Otis M
	2	Charla M	Levi G
	3	Zara M	Kiran V
	4	Kara M	Leonard B
Discus	1	Lilly S	Levi G
	2	Amelia G	Kiran V
	3	Charlotte P	Zac L
	4	Zara R	Elijah S

EVENT	Place	11 years Girls	11 years Boys
800m	1	Josie W	Lucas L
	2	Caitlyn B	Nelson M
	3	Libby R	Johann M
	4	Bianca P	Jake M
70m	1	<i>Not a 11 yrs event</i>	<i>Not a 11 yrs event</i>
100m	1	Caitlyn B	Edward S
	2	Bianca P	Jake M
	3	Imogen R	Johann M
	4	Brooklyn F	Lucas L
200m	1	Imogen R	Lucas L
	2	Caitlyn B	Jesse K
	3	Brooklyn F	Nelson M
	4	Bianca P	Elijah S
Long Jump	1	Imogen R	Lucas L
	2	Brooklyn F	Jake M
	3	Elisabeth R	Jesse K
	4	Caitlyn B	Edward S
Shot Put	1	Imogen R	Edward S
	2	Elisabeth R	Liam P
	3	Sophia P	Lucas L
	4	Kendra G	Cody M
Discus	1	Imogen R	Edward S
	2	Khloe S	Dev S
	3	Sophia P	Lucas L
	4	Bianca P	Ethan S

EVENT	Place	12 years Girls	12 years Boys
800m	1	Melia O	Max N
	2	X	Jack E
	3	X	Callum S
	4	X	Dean M
70m	1	<i>Not a 12 yrs event</i>	<i>Not a 12 yrs event</i>
100m	1	Tamara G (equal 1 st)	Zac C
	2	Melanie A-M (equal 1 st)	Max N
	3	Katie C	Jack E
	4	Sophie M	Harry N
200m	1	Melanie A-M	Zac C
	2	Alice F	Jack E
	3	Tilly M	Max N
	4	Tamara G	Rubin H
L.J.	1	Sophie M	Cooper C
	2	Jariah K	Jack E
	3	Taylah B	Rubin H
	4	Dakota B	Dean M
S.P.	1	Jariah K	Jack E
	2	Alice F	Nicolas P
	3	Tamara G	Dilpreet S
	4	Dakota B	Isaac P
Discus	1	Dakota B	Jack E
	2	Melia O	Isaac P
	3	Latoya G-W	Kaisei D
	4	Tamara G	Jack C-S

Jump Rope for Heart

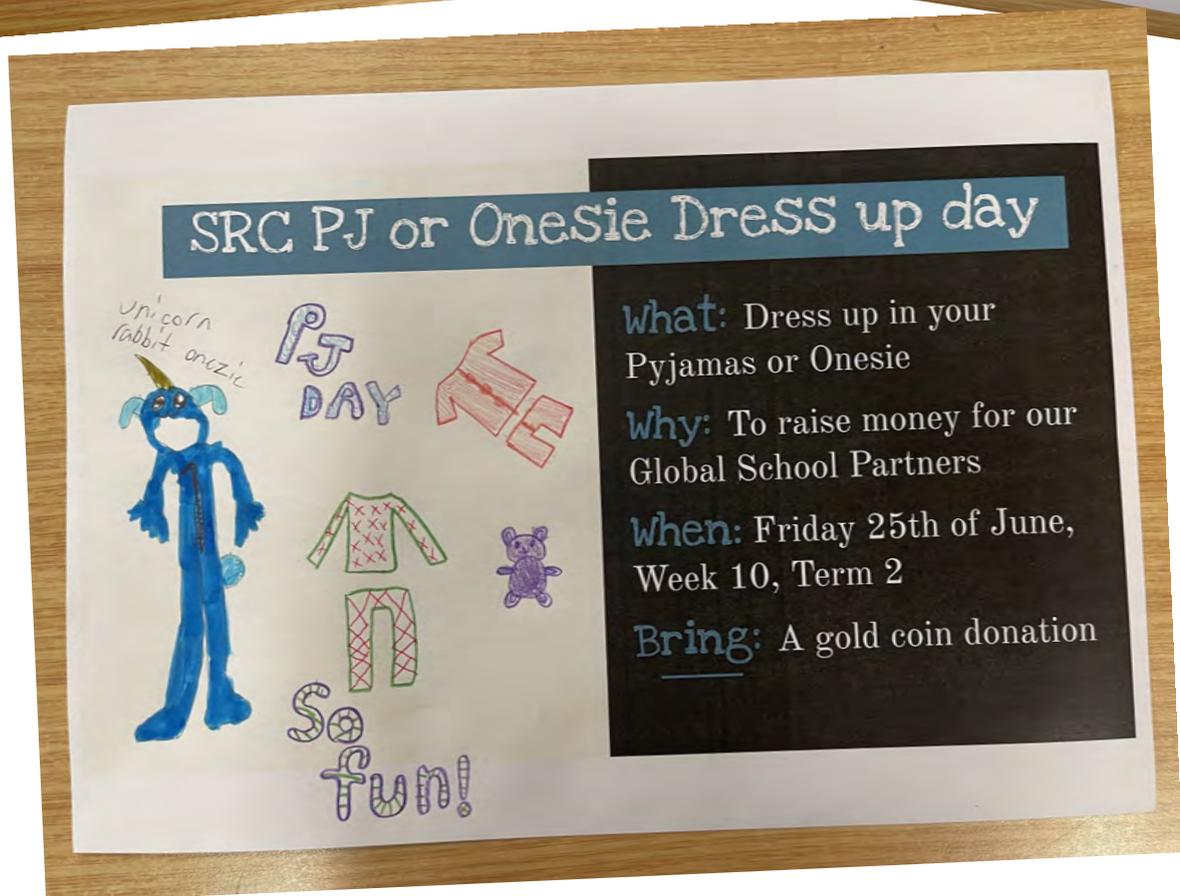
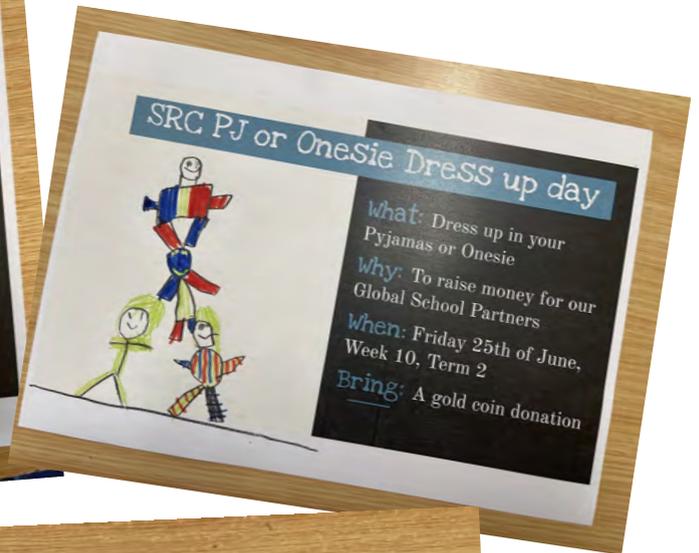
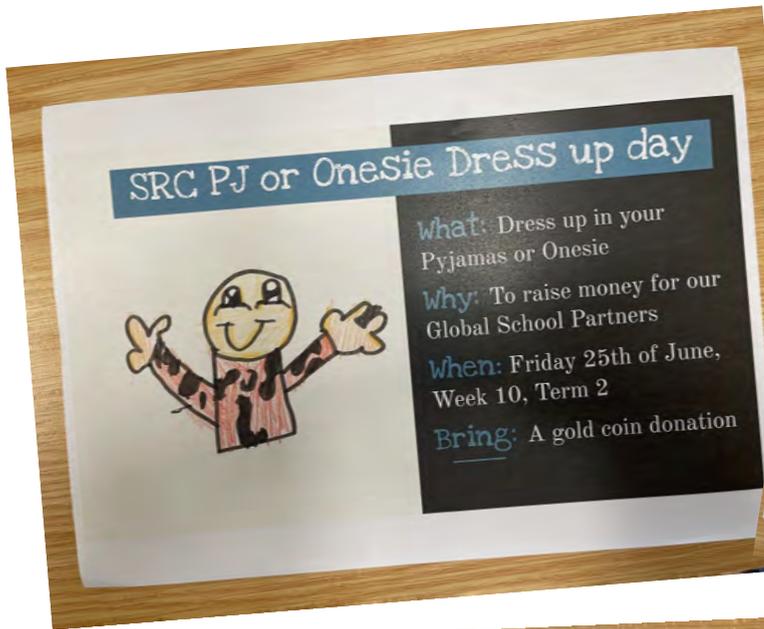
Thank you to everybody who did some fundraising for our annual Jump Rope for Heart event. The school raised \$3,212 for the Heart Foundation! Thank you prizes for those students who earned them, will be arriving soon.

Global School Partners

GSP has fund-raised and provided all our schools, including St Gavin's, with these essential first aid supplies to assist them with the required COVID precautions and with everyday incidents in schools. Without your Support none of this would be possible, so thank you.



SRC Dress Up Day!



Community News

Office for Mental Health and Wellbeing naming competition – youth mental health navigation portal

The ACT Government's Office for Mental Health and Wellbeing is asking all ACT primary and secondary students to help them name a dedicated youth mental health online portal.

The portal is being developed for children and young people to help navigate Canberra's mental health system and supports. It's also available to help parents, carers and service providers link up with existing services and supports.

The ACT Government is running a naming competition and wants to hear from students – to enter they just need to send a suggested name and a few words about why they chose it.

Email entries to OfficeForMHW@act.gov.au by 30 June 2021.

The winning entry will be chosen by the ACT Youth Advisory Committee.

You can also email the Office for more information about the portal.

Have you applied for a Respite Effect and Recovery Grant yet?

Are you a person with disability, or a family carer? Have you experienced increased financial pressures, a loss of regular activities, and/or increased social isolation as a result of COVID-19?

The ACT COVID-19 Disability Strategy is offering Respite Effect and Recovery Grants that provide financial support as a one-off payment, of up to \$500, to adults and children with disability and their family carers. These Grants provide the opportunity for families of people with disability to reduce the impact of COVID-19 and to assist with community recovery.

Already under this program 195 applications have been approved to a total of \$96,625. This funding has supported people with disability and their families to reduce the impact of COVID-19 by providing help for things like paying bills, spending a weekend away, or purchasing technology that increases their connection to friends and family.

The Respite Effect and Recovery Grants are open right now and have just received an extra \$50,000 in ACT Government funding. Applications close **when funding is exhausted, and will be processed on a first-in, first served-basis** – so apply today! For more information and to apply for assistance, visit a participating organisation, or see the Respite Effect and Recovery Grant Program Guidelines.



Artwork: *Care For Country* by Maggie-Jean Douglas (Gubbi Gubbi)

When creating 'Care for Country' I kept in mind that this meant spiritually, physically, emotionally, socially and culturally – I chose to create a bright and vibrant artwork that included the different colours of the land but showed how they come together in our beautiful country and to make people feel hopeful for the future. I've included communities/people, animals and bush medicines spread over different landscapes of red dirt, green grass, bush land and coastal areas to tell the story of the many ways country can and has healed us throughout our lives and journeys.

NAIDOC Week

4-11 JULY 2021



**HEAL
COUNTRY!**

[facebook.com/NAIDOC](https://www.facebook.com/NAIDOC)

[@naidocweek](https://twitter.com/naidocweek)

[@naidocweek](https://www.instagram.com/naidocweek)

#NAIDOC2021 #HealCountry

Acknowledging the 50th Anniversary of the Aboriginal Flag. Reproduced with kind permission and copyright of Harold Thomas. Torres Strait Islander flag reproduced by kind permission of the Torres Strait Island Regional Council. Designed by Mr Bernard Namok.

2021 ACT YOUTH ASSEMBLY

Our Voice, Our Impact



What is the Youth Assembly?

The ACT Youth Assembly is an event for young people, aged 12 to 25 years, to share their ideas on how to make Canberra better for young people.

What will the day look like?

The Assembly will feature group discussions and feedback and the opportunity to create innovative solutions to issues that are important to young people.

The 2021 Assembly topics are:

INCLUSIVE SOCIETY

ENVIRONMENT AND SUSTAINABILITY

RESILIENCE, RIGHTS AND
RESPECTFUL RELATIONSHIPS

YOUTH EMPLOYMENT

Event details

When

Friday 25 June 2021, 8:45am - 3:30pm

Where

Kambri at ANU, Marie Reay Teaching Centre (Building 155)

Catering

Morning tea and lunch provided.

Registrations close 18 June.

For more information and to register for this free event, head to **www.youth.act.gov.au**

