Olympian fun
Australian Swimming Trials

By Jeanne • year 7

On Tuesday the 20th of March the whole of Mylor Primary went to the Marion Aquatic Centre to watch the Olympic swimming trials.

At 8:30 the whole school got on a bus to leave to the Aquatic Centre. We got there at 9:20. When we got inside the first thing we saw was hundreds of seats and a huge swimming pool with about 20 people warming up for the try outs. It was 9:40 when they actually started the races. The races started out with the men’s backstroke and then it moved onto the women’s backstroke. They did all the different types of swimming for boys and girls. They also did the multi-class individual race and a race where they did freestyle for 16 laps and each lap was 50m. My favourite was the multi-class race.

Overall it was an amazing experience to see famous people that may end up going to the Olympics.

From the principal’s desk

Welcome back... What a fantastic start we’ve had to our students’ learning for 2012. With the introduction of five one-hour teaching and learning slots, and the cultivation of new learning umbrellas (Civics and Citizenship, Discovery & Inquiry and Widening Horizons) the students and parents of Mylor have once again grasped these new ideas, and allowed time for them to flourish.

Students have participated in some whole-of-school learning around Bullying & Harassment and Protective Behaviours, as well as some targeted learning through our small and tailored Literacy and Numeracy groups.

Master classes have been evident, student enterprises supported, and action groups for change introduced. There is a genuine sense of calm around the place, and students have reported feeling supported to challenge their learning ideas.

Our focus on learning and 21st century pedagogy remains at the forefront of our thinking for 2012. As such, next term the staff team will engage with some practitioner research in effective numeracy teaching for our students. This will challenge us to continue to reflect on our teaching practices and to look at what the research is telling us is effective for today’s students.

It is also hoped that we will this year embark on another professional study tour to engage our minds to what is possible, and to influence our thinking about continuing to move Mylor forward. We have definitely turned a corner, with Mylor recognised by many as a leading learning community in the Adelaide Hills.

Congratulations to all who have helped this happen.

Cheers, Ngari
In term 1 we (the year 6/7’s) went to the impact leadership conference. We arrived at school at 8:00am. Once we had all arrived we got in the bus and drove to Morphetville Racecourse.

The conference began by all of us playing a game; the game was called ‘loud noises’. Then we had a talk about leadership, and then it was recess. When we came back we played another game and we had a talk about the school bus principles. These are about the different roles people on the bus have and that these are similar to the roles we have in leadership.

Just before it ended we had Q & A with the leaders running the conference. Then we got on the bus and came back to school. We all had fun and learnt a lot about leadership.

Today the Police Band came because they wanted to talk to us about safety. When we watched the police band they played percussion, brass and woodwind instruments. They played The Simpsons, Thunderbirds, Peter Gunn, Spiderman, Shrek and Scooby Doo.

My favourite song was Pirates of the Caribbean and The Simpsons.
Harmony Day

By Ellen • year 5 & Jeanne • year 7

Harmony Day is a day to celebrate the different cultures in Australia and how we can live together in harmony.

On Harmony Day most of the school wore orange. We did special activities to celebrate the meaning of Harmony Day. During Indonesian we all made masks to celebrate the different cultures within Indonesia.

The junior primary kids made paper chain people. The upper primary kids made chatterboxes with questions about Harmony Day inside. Everybody got together in groups if 2 or 3 and drew a map of Australia. We drew people from all over the world that might live in Australia to show that we can all live together in Harmony like we do at Mylor.

Action Groups

By Adam • year 3, Liam R & Liam B • year 2

Action Groups are groups that can help the school. Some of them are chickens, events, assembly and sports. Each group has a leader that keeps meetings going, a timekeeper that keeps everybody on task and a secretary that keeps notes.

It encourages learning in groups and helps kids to join into different activities and have a say about what happens at school.

above: Year 7 student Jacey puts into practice some of the skills she learnt at the Impact Leadership Conference (see article on left) with Ned of Year 1. This demonstrates one of the real benefits of Mylor’s mixed-age classes, and reminds us how fortunate we are to not be too big to do it.

down above: Velouria, Ebony and Ella B working on their maps.

down right: Kaitlin and Emma with the masks.
Whole School
Discovery & Inquiry

This term for Discovery & Inquiry we had the theme of ‘The Arts’. To begin the term each child was given a thinker’s key contract to complete about music. This involved them creating their own musical instruments, creating A – Z lists of musical instruments and thinking about how music affects our moods.

From there the beginner learner group learnt about different instruments and played around with different sounds, the novice learner group began their own projects on topics ranging from different bands and singers to break dancing. This involved children researching their topic and creating posters and movies about their topic.

The advanced learner group completed a webquest about guitars. This involved researching the history of the guitar and designing their own futuristic guitar.

At the end of the term students were given another thinker’s key contract with activities based on visual arts. Some children used the BAR key (make something bigger, add something and remove something) to create their own version of ‘American Gothic’, some were involved in discussion about what you can’t use to create art and others were involved in creating colour wheels and art from macaroni.

Staff Professional Development

By Ms Shirmer & Mr Haines

This term the staff has been involved in a range of professional learning. We have all attended 2 workshops about persuasive writing where we were given information and strategies on how to effectively teach persuasive writing.

We have implemented this learning back at school by giving students the opportunity to be involved in debates, write their own persuasive texts and create their own commercials.

Some of the staff attended a Maths workshop run by Ann Baker. This workshop involved learning new strategies for teaching number and how to unpack a child’s understanding.

We have been given the opportunity to follow up on this learning by attending more workshops in term 2 & 3 where we will be trialing strategies and sharing our results with other schools. We have engaged in professional learning conversations with Scott Creek and are beginning to critically analyse our own teaching methods.

The school is supporting Lisa and Margie to continue their professional learning by sponsoring them to complete their Certificate 4 in Accounting and Diploma in Children Services.
Combined Sports Day

By Mr. Haines’ Literacy group

On the 30th March we had a combined sports day at Mylor Oval. The schools there were Basket Range, Heathfield, Scott Creek, Upper Sturt and Mylor of course. When we got there it was foggy but it soon became sunny. All the kids were dressed in their colours.

First we did the Health Hustle, it was fun but we had some music problems. We’d practiced a lot so did a really good job.

Next was the long run, the R to 2s did half a lap, 3-4s one lap and the 5, 6, 7s did two laps. Jack M came 6th, Liam B came 5th and it made Shane and James’ legs hurt!

We all got into groups for the tabloid events. Jack P enjoyed high jump because he came first. He raced another Jack from Heathfield P.S. who beat him in the sprints but Jack P won the hurdles. Shane liked doing the discus because it was like throwing a heavy Frisbee. Liam B and Jack M were good at accuracy kick because they play soccer.

After lunch the sprints and relays started. Ethan won his sprint and was the only one from Mylor to do so. Everyone did well and tried their best to win. Mylor didn’t do as well as we’d hoped in the relays and Emma ended up running 100m!

The team games were fun. Mylor did well in tunnel ball and came second and third. Next was the bean bag relay and corner spry.

Mylor came fourth over all and Red was the winning colour. We all had a fun and exciting day and were pretty hot and tired at the end.
Term 1 Numeracy

Mrs Boehm’s group

This term in Numeracy the students have focused on “using each other as resources for one another”. This might involve children asking each other for help in answering a question, working in groups to tackle a task or providing feedback on each other’s work.

As such the learning tasks for the entire term have been available to students through moodle. This has enabled students to work at their own pace whilst also allowing the opportunity for discussion around the learning.

It has been fascinating to hear the conversations between the students, as new learning ideas such as index notation and factors of prime numbers are explored. Students are challenging each other to justify their opinions, and working as teams to ensure that everyone understands the concept.

On most occasions, students are asking each other before the teacher. Whilst in some classrooms this may be frowned upon, at Mylor we see this as a step in the right direction to building independent thinkers who will have the skills to contribute to our society in the future.

Mr Haines’s group

By Velouria • year 4 & Jim • year 5

This term in Mr Haines’ numeracy we have been learning lots of mental computation strategies like the rainbow facts, near doubles, doubles and counting on.

We also made 0 -11 cards which we use for a mental routine everyday. We have to put these cards in the correct order as fast as we can. We also use these to make big numbers. We looked at new ways to do times tables, which will help for term 2 and beyond.

Miss K’s group

We have started the year in the area of ‘Number’, learning concepts such as number patterns, counting by making groups of 10, doubles, place value, subitising, word problems, ordinal numbers and simple addition.

Many of these concepts are taught using games such as ‘Scatterbugs’ where students work in small groups to match the number of dots on the ladybug to the number that has been ‘doubled’ on the card.

We have also investigated counting by 10 using a calculator and recognising the pattern, used number lines to assist with skip counting and played ‘who am I?’ games to guess the number using language such as odd, even, higher, lower etc.

Students are also engaged in activities that require problem solving and that reinforce the concepts taught. One example is students being given clues to work out the number such as “I lie between 20 and 50. My last digit is odd. My first digit is even. What is the largest number I could be?”

On occasions students also access the website ‘Studyladder’ or our ‘Moodle’ site for a parts of these lessons, which has interactive games and activities that align with the topics currently being taught which can also be accessed from home for further practise.
Miss Schirmer’s group

This term for numeracy we have been concentrating heavily on number. To begin the term we did a lot of activities based around number order and matching objects to numbers.

We then began using a different structure for numeracy based around open-ended problems, and thinking skills. Each day we begin with a mental routine where we are asked a series of open and closed questions and asked to mark our answers on a 100 number chart.

These questions start off easy such as ‘What is the number that comes before 6?’ They get progressively harder and usually end with a question such as what is double 3 plus 1.

From there we are given a problematised situation to work out. These questions are designed to allow us to show our understanding and thinking.

One of our questions has been ‘Farmer Ted has cows, sheep and ducks on his farm. On Saturday he took some to market, but he can’t remember what animals he took. He remembers there was a total of 12 legs. What animals might he have taken?’

We are then given the opportunity to work out our answers and explain them to the group. We have also been playing card games and using moodle to reinforce our learning.

Pancake Day
By Cordy • year 2 & Safari • Reception

On Pancake Day I ate 5 pancakes. They were very yummy. We could put on some jam, maple syrup, lemons or sugar. We ate it in front of the office.

The people who made them were some of the mums. They did a great job, they were delicious!

clockwise from top: Ned working through a number problem. Alex and Jack T using the playing cards. Savannah happy to have her task completed.

clockwise from top: The line is long, but the wait was short. below left: Jim and Moss tuck in. below (l to r): Liam B, Kody and Jack M demolish their pancakes.
Term 1

Literacy

Miss Schirmer’s group

This term we have broken the week up into different areas of English. We are doing a variety of writing, reading and oral tasks each week, as well as spelling and handwriting.

To begin the week we usually write about our weekend and play some phonics based games. During the week we will complete other writing tasks such as creating alternate endings to stories and writing about different pictures. We have also been completing different reading tasks, such as answering questions about big books, playing ‘word detectives’ and putting sentences into the correct order.

One of our favourite activities for the term has been Show and Tell. Each Wednesday we have show and tell based on a different theme, such as your favourite toy, something starting with ‘t’ or your favourite book.

This has been great for our speaking and listening skills, and some children who wouldn’t share at the beginning of the year are first to volunteer to speak now.
**Miss K’s group**

We have had a great start to the year further developing our literacy skills through a wide range of strategies.

Explicit handwriting lessons that focus on the formation of letters, presentation and neatness have been introduced to change old habits and increase greater care across all learning areas.

After initial testing through the “Super Spell” assessment, students have individual weekly spelling lists to cater for their learning and list words are practised using visual, sensory, and written activities.

A particular focus has been on persuasive writing, which will be a key element of the NAPLAN testing in Term 2. We have used the argument “Are dogs better than cats?” as a starting point to learn how to persuade your point of view with good reasons, that also include evidence or examples to support them.

**Mr Haines’s group**

By Ricky • year 4 & Shane • year 5

In Mr. Haines literacy group we learnt about persuasive texts, which are arguments. We worked hard on writing about why car racing should be banned (even though most of our group love car racing!) We have learnt to add scientific points of view and to use the strongest language possible to make our writing convincing.

To help us improve our reading we have been reading books and asking each other questions in our book groups. Our favourite book was ‘Daddy lost his head’ by Quentin Blake. We ask lots of ‘why’ questions to have a discussion that helps us understand the book better.

To help our spelling we’ve made a Word Wall in the green learning area where we can find common words we need to spell. Any word we spell wrong in our book gets recorded at the back and we are learning strategies to spell these and unknown words in the future.

**Mrs Boehm’s group**

This term students have worked collaboratively to plan a unit of work titled “My Independent Study”. This unit was planned around a topic of interest and contained four compulsory tasks, one under each of the following headings – Listening & Speaking, Reading, Writing and Viewing. The unit also had two self planned activities that were negotiated with the teacher.

Some of the topics studied were; Pompeii, Whale Wars, Birds of Prey, French Cuisine, Walt Disney, Harry Potter, The Bermuda triangle, Italy & Pasta, Caterpillars and Greek Mythology.

Students were given multiple opportunities to ‘check in’ with the teacher and their peers to gain valuable feedback about their work. This helped to regulate the expectations, and lift the quality of work being produced. Students were expected to manage their own time to meet the time lines established, balancing both home and school time.

This unit had a particular focus on developing the student’s own thoughts and was achieved through the construction of their own narrative or by synthesising information presented by others.
Earlier in the term, parents, students and community were invited to attend our annual Acquaintance Night and AGM. This event has traditionally been our first formal introduction and social event of the year and we were delighted to again have most of our school families’ turn up and show support.

This year, the night started with our students taking groups of visitors on guided tours of the new learning areas through the use of a digital podcast. The students worked together to develop a script that talked about our new learning ideas whilst also showcasing some of the other ‘favourite’ areas from around the school.

Following dinner, we all headed up to the classroom for the formal part of the evening. As we moved through each of the learning areas, highlighting new thinking, and allowing time for questions, we also focused on reflecting on 2011 with the presentation of the Annual report.

As with last year, it was encouraging to see a number of parents willing to support the school by nominating to be involved in Governing Council for 2012. We thank both past and future parents for making the commitment to share their thinking and be involved in setting the next and future directions for our school.

left: Gemma conducting one of the audio tours for parents.
right: The tour continues...

left: Guy holds court... and above feeding the hungry hordes.

right: Ebony, Kody, Liam B & Byron channeling the Karate Kid
Widening Horizons

Audio Tours
By Ned • year 1 & Ella B • year 3
At the start of the year we made audio tours for Acquaintance Night. First we wrote scripts about the different learning areas and the school. We wrote scripts so people knew what to say when we were recording our voices on a microphone.

We then recorded ourselves describing the school onto the microphones. Each group made a brochure with a map of the school, how to contact the school and any other information we thought was important.

On the night our parents booked into our tour and we helped guide them around the school.

Geocaching
By Gemma • year 7 & Asherah • Reception
On the 13th of March the R - 3’s went geocaching around the school. Teachers hid small laminated cards with letters on them. The Junior Primary then had to walk around finding the cards by solving the clues they were given. Once all of the cards had been found the students went into the library and found a reward, a yellow smiley face badge.

On the 15th of March the whole school went geocaching. We went onto the website and typed in our postcode. The website then showed us all the geocaches around the area of Mylor. We chose one called ‘Hack’s Back’.

The website showed us the coordinates and we typed them into the GPS/Navman. It then showed us how to get to our destination. Once we were there it became a giant treasure hunt. We looked in all the bushes and all the grass. Nobody could find it anywhere, so Miss Schirmer rang Miss K and asked her where it was.

It turns out that it was hanging off the side of Hack’s Bridge.

Martial Arts
By Ebony • year 3 & Logan • Reception
This term for Active After School we did Martial Arts. For Martial Arts we learnt the kata and we did kicks and punches.

We also did shin taps, which is when you have to try and touch your partners shin while they are moving away from you. We learnt that you have to be strong and determined to learn Martial Arts.

We all had a lot of fun.

above: Braydon and Byron, Ella B and Ellen prepare their audio recording for Acquaintance Night.
above right: Jack T, Kody and Will looking for clues.
above: Kaitlin, Savannah and Emma also searching for those cards.

above: Ned ready to strike.
above: Shannon takes the kids through some moves.
Civics & Citizenship

Bullying

By Kody • year 1 & Jack T • Reception

At the beginning of the year we did a unit of work on bullying. We learnt that you shouldn’t bully because it ends up hurting people, it can make people very upset so they don’t want to go to school, it can hurt people and make them feel like they are not welcome.

We learnt about physical, emotional and verbal bullying and that it is wrong to do. After we learnt about different types of bullying we did a survey on the computer about bullying.

The year 5, 6, 7’s wrote the survey and we are going to do it every term.

below: Savannah, Meigan and Jacey discuss bullying.
bottom: Benjamin and Logan completing a bullying project.

Protective Behaviours

During the second half of the term all students have been learning about Protective Behaviours in Civics & Citizenship. It is all about keeping ourselves safe and promoting wellbeing.

The content included learning about individuals right to be safe, how to build and maintain positive relationships, what safe and unsafe risks are and how to make good choices when faced with a risk. Students identified what their body signals are when they are feeling unsafe and how to respond. There were also conversations about recognising and reporting abuse, which were sometimes challenging, but were handled sensibly and seriously by the students.

This is an important area of the curriculum, which links with and supports the schools anti-bullying program.

above: Liam R, plays a protective behaviours game with Jack T, Liam B, Ned, Henry, Moss, Kody and Logan.

Indonesian

This term in Indonesian we have been looking at olah raga (sport). We have learnt how to say what we like to play and don’t like to play.

We have also added days of the week and frequency words to our sentences to create short texts and we have looked at the different types of sport children in Indonesia play.

The Advanced Learner group have started their projects on the islands of Indonesia and are enjoying using their laptops for their research.

right: Logan, Jack P and Henry share a joke.
below: Drawings by Shane and Ebony
Courier Cup

By Jacey, Year 7

On Thursday the 1st of March 2012 a group of children went to the Mount Barker Mountain Pool to compete in the Courier Cup. The students competing were swimming against children from other schools across the Adelaide Hills, such as Scott Creek and Aldgate.

The Courier Cup is for students in Year 5, 6, or 7 and you can choose what style you compete in, such as freestyle, backstroke, breaststroke and butterfly. There was also a freestyle relay and a medley relay. When all the events were finished they would collect all the times and the fastest people would race against each other to see who won the trophy.

Mylor didn’t win anything, but we didn’t lose anything either. I think the day was good and the highlight was the relay.

Site Improvements

Over the Christmas break our staff team took the opportunity to continue the transformation of our learning areas to suit 21st Century Teaching and Learning.

At the end of 2011 we co-planned with our students the learning spaces they would need and decided to open up the traditional classrooms by removing the wet area walls. This has created such a difference to the way in which we work, cementing for us the notion that we are all part of a learning community where students, parents and staff can share the space, and work in an area that suits the activity they are working on at the time, whether group collaboration or individual self reflection.

The increase in ‘wet area’ space plus the funky black and white floor tiles, has freshened the learning areas, and provided new spaces for the students to explore, work and make a mess.

Consolidating each of our ‘learning areas’ and with the purchase of specific furnishings to enable different types of learning to occur, we have ensured that all students preferred learning styles are catered for.
By Garth • year 6, Benjamin & James • year 5

A few weeks ago the year 5, 6, and 7’s went to Lunch ‘n’ Crunch at Heathfield High School. We split into teams of 3 – 4 people and played volleyball against lots of other schools. We played volleyball in the gym, on the oval and on a beach volleyball court. There were a lot of very good teams there. Even though our team didn’t do very well we still all had a good time.

Wheelchair Sports

By Will, Jack M • year 3 & Moss • Reception

On the 13th of March we did wheelchair sports. One of the wheelchair sports people came out to teach us how to play sports in wheelchairs.

First we had a talk about how you can hurt yourself and end up in a wheelchair. Then we had a warm up where we went up and down the tennis courts in our own wheelchair. Next we played games like relays, chasey and pass the ball around. It was fun.

Lunch ‘n’ Crunch Volleyball

By Garth • year 6, Benjamin & James • year 5

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By Kaitlin & Ethan • year 3

This term we made jam with Miss K. We had to take the tops off the strawberries, cut them in half, put them on the scales and then put them in the saucepan with water. We did the same with the sugar.

We then put all the other ingredients in the saucepan and cooked it on the stovetop for ages! Miss K. put it in the jars and it is on sale in the front office. It’s delicious.

right: Ella B and Ethan check the measure. More strawberries to cut up...
Aeddan and Ella B start the cooking.

below: Racing the Umpires after learning about umpiring.
bottom (l to r): Velouria learns to wave the flags. Kody kicks for goal and James waiting to adjudicate.

Jam Making Masterclass

AFL Umpire Roadshow

By Braydon • year 6

When the AFL umpires came to school we all learnt about how to be an umpire, the rules of football and about being a good sport and good team player.

We all got a turn of kicking goals and being goal umpire. We also got to race against the AFL umpires in 2 running races. The 3 winners of each race got a yellow AFL cap. They also talked to us about being an umpire and their favourite moments of being an AFL umpire.
What’s on the horizon

Term Two Dates

25 April
ANZAC day Public Holiday

2 May
Joint Staff meeting at Bridgewater PS

8 May
Year 7 Information Afternoon

11 May
5 a side soccer carnival

30 May
150 Dance Masterclass

31 May
PUPIL FREE DAY

11 June
Queens Birthday Public Holiday

18 June
Innovation Conference (with Mylor PS presenting.)

23 June
BONFIRE NIGHT

28 June
SAPSASA Cross country

Playdough Masterclass

By Meigan, Emma & Alex • Reception
On Monday of Week 7 we made playdough with Sarah and Mr. Haines.
We went down to the staff room and used flour, hot water, salt and food colouring to make playdough. We mixed all of the ingredients in a bowl, then we stirred it.
The playdough was still thick and warm when it was ready. We had fun making it and playing with it.

above (l to r): Alex, Savannah, Emma and Meigan enjoy the fruits of their labour.