We hope you enjoy what the students have put together and identified as “key learnings” for them this term, along with many other things that the staff feel are important to share.

As this is our first attempt at this new style, we invite your feedback as we continue to try to meet the needs of our whole school community.

The year ahead

2013 at Mylor is a year to consolidate our learning thus far, continue strengthening our learning programs and strive to embody best-practice 21st century teaching and learning.

Term one has seen our Literacy and Numeracy programs go from strength to strength, as teachers work hard to personalise the learning for every individual child. With targeted teaching of reading, writing and language conventions in literacy, teachers are working towards ensuring that every student is reaching their full potential.

continued overleaf...
Professional Development

By Miss K

So far this year, Mylor staff have continued to work closely with staff from Scott Creek and Heathfield Primary Schools for professional development and planning units of work. This term we worked within the History curriculum.

As in previous years, master classes will still be on offer, and we'll continue to look for ways to strengthen our relationships with our whole school community.

Two examples come to mind from this term. The first is the introductory work a group of interested students are doing to collate, record and organise the school archives. This particular work is being done in conjunction with the Mylor History Group.

The second is the development of a "classroom" music program with a year 12 student, Tina, from Heathfield High school. The students have recognised this as a "key learning" this term and have included more information for you about what they've been doing inside this edition of the Bugle.

So with all that in mind, grab a coffee, sit back and enjoy this opportunity to share with your child why Mylor is such a special place to teach and learn.

Cheers, Ngari
We arrived at Arbury Park and did an emergency drill. We had a small tour, did some map reading and went to have morning tea. Then we played Web of Life which involved dinosaurs, death and destruction! We then had lunch and split into advisory groups to do Pond Life, Drumming or Bird Box making. Then we had afternoon tea and some free time until dinner. After dinner we watched Madagascar 3. Before bed we did a night walk.

After we woke up and had breakfast we either did Pond Life, Bird Boxes or Drumming. Then we had morning tea and then did the last activity in the rotation. It was then lunch time. After lunch we did orienteering then had afternoon tea and free time. It was then dinner time. After dinner we watched Shrek, then went to bed.

We woke up had breakfast and played Web of Life again. Then we had morning tea and did more orienteering. Lunch was next, and we had free time and went home. It was lots of fun and the food was delicious.

JACK
For Science Fair our parents came to school and looked at the science projects we made over the two weeks of Science. We each sat at the desk where our poster, model or powerpoint was set up and explained what we did to parents. Most of the students thought that the science fair wasn’t fun because you had to sit for an hour or so, but the parents really enjoyed it because they got to see all of the inquiries and experiments that the kids made and celebrate the effort that the kids had put in over the two weeks.
During the two week science block each child has been working on different science based inquiry projects.

Each child was given an overview with topics from the curriculum they could choose from: Biological Sciences, Chemical Sciences, Earth and Space Sciences and Physical Science. This will become an ongoing record to ensure children cover all areas of the curriculum.

To plan their projects the children used the 5 E’s model from the Primary Connection Science Program – Engage, Explore, Explain, Elaborate and Evaluate.

Engage – After each child knew the topics they could choose from they were given time to discuss and look through resources to ignite their curiosity.

Explore – Each child met with their Advisory teacher to formulate 3 questions and plan how they would locate their information.

Explain – Children spent time researching, experimenting, observing, predicting and recording their learning.

Elaborate – Children chose how to present their learning at the Science Fair and spent time explaining to their Advisory teacher their new learning.

Evaluate – Children reflected on their learning; how well did they follow their plan? What difficulties did they have? What would they modify next time?

Expectations

During the science block each child was expected to keep notes, diagrams and a journal about their learning. This was designed to not only help them create their end product, but also to keep track of what they had been working on each day.
During Science Week Nat Betts did a masterclass on different Acids and Bases. In the masterclass we boiled cabbage to make a pH indicator which tells us whether some things are acidic, basic or neutral. We used some control liquids to put cabbage juice with it as a scale to measure the substances that were getting tested. We then brainstormed ideas from sand to chicken poo! We then decided whether they would be neutral, acid or base and tested them. We got interesting results.

Later we went outside to do another experiment which used sulfuric acid to dehydrate sugar. The sugar expands into a mini tower of carbon. We used average (granulated) sugar and icing sugar. The icing sugar reacted much more quickly and the results was a bigger tower. All in all I thought it was a very exciting experiment and we should do it again!

By Byron
During Science week we went to Ants Ants Ants. We looked at pictures on the board, We learnt about Ants and that they have little stingers at the front and no backbone. We got to hold different sorts of Ants including Dinosaur ants which live in Antarctica and Deserts. It was fun because we even got to hold a Hopper Ant!
During Science week we learnt how to program lego robots. We put them on a mode that made the robots go forwards for 10 seconds. Then we measured it and wrote down how far it travelled. We did that four times then wrote down the average length it travelled.

The presenters then got these maps out and there was a beginner one and a more advanced one. You had to program your robot to stop inside the two lines. The beginner lines were further apart and the harder lines were closer together. One group got their robot to complete the beginners mat turn around and then complete the harder one and come back to the start again in one program.

It was a good experience because we now know how to program a lego robot.
In science week Nat Betts came in to do a Masterclass on mould. First we listened to Nat about hypothesis which was the steps of finding something that was to get a question to do an experiment. If it works you get a result and if it doesn’t you don’t get a result.

Secondly we got six bits of bread and could mess with it with these combinations; cold, warm, dark, light, wet and dry and then we left the bits of bread to grow the mould. Finally we got things gross and left them to grow mould but they accidently grew bacteria instead.

By Liam Betts
how our brains are wired

On Tuesday we went for a master class on how our brains are wired. We got Mrs Boehm to put wires on her head and then went to the control room and watched her brain waves on the computer. Then we had a go on the car simulator which they use to check people's reaction time. We also learnt that sleep is important because it is when our brain sorts out all of the new information we have learnt that day.

By Ricky and Jack M.
The Nature Walk

Nature Walk

On the nature walk we saw fox poo.
We saw an ant mound.
We saw a koala.
We saw the rare and endangered tennis ball! (We saw a tennis ball in a tree)
We saw a termite
We went out of the school boundary. On the way back we went back past the tennis courts.
We saw lots of birds.
I saw a big piece of quartz.
Civics and Citizenship

By Mr Haines

Civics & Citizenship can be divided into two main learning areas; Civic Knowledge and Understanding and Community Engagement. The first area is where students learn and understand how our democratic society is structured and operates. The latter provides opportunities to develop and apply the skills of being a citizen.

Mylor’s students have been putting both these areas into practice during Term 1. It begun with the group deciding on the rules and consequences for the school. These had input from all the students and were then voted on and agreed to in Student Parliament. An example of how a popular consensus is reached through dialogue for our our laws in a democratic society.

Term One has been all about being involved as an active member of the school and making a positive contribution to making Mylor P.S. a better place to be and engaging with a problem and solving it with your peers.

All the students are members of at least one Action Group which has responsibility for an aspect of the school operating. Some look after the Chickens (or Chookens, as they’re affectionately referred to), others have tried to organise the P.E. equipment in response to it constantly being left outside after use.

Students have taken charge of Monday Morning Meetings and the Garden. The aim is to give students the skills and support needed to run their groups independently. This has meant that sometimes the Monday Morning Meeting is not prepared, but the group reflect and learn a valuable lesson about organisation and accountability.

Alongside the day to day Action Groups are those based on the passions, concerns and ideas of the students. There have been many students setting up Action Groups to tackle issues such as Shark Finning and the plight of Rhinos or to organise the riding of bikes and scooters during lunchtime.
Mylor students have had an impact globally since Civics and Citizenship was introduced in 2012, with two loans through KIVA.org and the successful adoption and subsequent release into the wild of an Orangutan adopted as part of Indonesian and Harmony Day last year.

and Action Groups

These ideas are first raised in Student Parliament where a time and place for a meeting are set and plans put in motion. To model the real decision making of State and Federal Parliament, students must make a detailed Proposal (much like a Bill) to the Parliament and have it passed. They then need to work on other details such as time, cost, safety and communication with home and present this for approval to the teachers (who act like The Senate of Federal Parliament). Students have discovered that ideas take a lot of work to come to fruition and are working diligently on their causes.

A huge success in term 1 was the ‘Corn for KIVA’ day in which the corn from the Star Garden was cooked and sold by an Action Group one lunchtime. It proved very popular, very delicious and very helpful for a group of Cambodian Rice farmers who were the beneficiaries of our Micro-Loan. The Action Group are using the left over money they raised to buy more seeds to grow in the garden and use in the future.

Mylor students have had an impact globally since Civics and Citizenship was introduced in 2012, with two loans through KIVA.org and the successful adoption and subsequent release into the wild of an Orangutan adopted as part of Indonesian and Harmony Day last year. There is a map in the Yellow Learning Area with the details for you to see.

There are many ways for parents to get involved too. Michael and Deanna Barry, for example, have given so much time, effort and enthusiasm to the Gardening Action Group.

Parents have donated fish tank sculptures and books for the children of Manus Island and many have shared their expertise in the care of the Chookens and how to set up and care for fish. Ideas discussed at home, such as lunchtime music concerts, hopping mice and fish for the school, as well as environmental passions have filtered into Student Parliament.

If you would like to be involved in an Action Group or have ideas, talk to your children and help them be active school citizens.
On Fridays Michael and Deanna come into school to help us with the garden.
They show us new vegetables we can plant and how to care for the vegetables.
We have done weeding and planted carrots and tomatoes.
On Friday the 15th of March, the Fundraising Action Group cooked corn that was from the Mylor Primary star garden. James and Josh sold the corn for 50c a cob. Ella, Garth, Cordy and Ebony cooked the corn and did a very good job of it. If you paid more that 50c you could grab seconds. Everyone loved the warm butty corn. At the end of the corn selling we counted up the money. The money added up to $28.85.
The money was going to KIVA. KIVA is an organisation that helps you loan money to people who need it in other countries. We loaned to Vuthy’s group from Cambodia. They want money to make their rice field bigger. The rest of the money will go to the garden group to buy more seeds to plant.

By Josh
We have a bus called the Hop Rod! It is called the Hop Rod because it hops between Mylor PS, Scott Creek PS and Heathfield PS. We all use it for excursions and to transport students between the three schools for extra activities. OSHC also use the bus everyday to collect and drop off students after before school care and before after school care. The Hop Rod stays at Mylor PS.

By Jim and Jack P.
OSHC is a before and after school organisation that cares for children whose parents work or have appointments and find it difficult to drop off or pick up their children from school.

The Mylor, Scott Creek and Heathfield Primary Schools’ OSHC is based at Mylor Primary School and is run by Chris. He organizes activities such as P.E and other fun games. OSHC also offer Vacation Care once a week during the holidays. Students go to the movies, Adventure Parks and other great locations.

We all think this is very exciting, and is a great experience.

We love OSHC

By Will and Jack M.
On Wednesday 13th March lots of people went to the summit community centre to celebrate the Mobile Library's 10th Birthday! The Mylor Playgroup made a card to say thanks and then they took it to the big kids and all of the big kids signed it and then they took it to the community centre and gave it to Darryl. Every fortnight the mobile library bus comes to Mylor. All of the school kids get to visit it. We really like how Darryl helps us to find books on topics we are learning about.
In music we played lots of fun games, songs and dances. Tina is our teacher. We made a song called 'I like ice cream'. Tina is nice. She sings, acts, plays instruments and dances.
On Friday the 22nd of February 2013 the Mylor CFS came to school to tell us about fire safety. They told us all about what to do if there was a fire near you. Then they showed us what they wear when they go into a burning house and they gave us fire safety activity books.

After the talk we went outside and lined up. We dressed up in the fire uniform and we had a turn using the fire hoses. After that we all went in the fire truck and then they left and it was home time.
This term for Active After school Sports we learnt how to play darts. Our teacher for darts was Ben. He taught us lots of things, like when you hold the dart your arm has to be in the shape of an L. Also you have to hold the dart like a pencil. We played running games each week before we started darts.

Emma Katie Chloe Cordy
Grip Leadership

On the 7th of March 2013, Year 5, 6, & 7 went to Grip Leadership. We learnt how to be better leaders. There were lots of different schools there. We played games like Loud Noises. We played a game where you had to guess the leader in a movie clip. We also learnt a game called heads, shoulders, knees and toes, which linked to different ways people can lead. It was really noisy and it was fun over all.

By Garth 4SAFARI.
What’s on the horizon

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<tr>
<th>Term Two Dates</th>
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<th>Thursday 9th May</th>
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May 21st

**Governing Council Meeting**

**Term Two Dates**

- Monday 29th April
- Term two commences
- Thursday 9th May
- Yr 5 - 7 Cyber Safety Workshop at Heathfield PS
- Tuesday 14th - 16th May
- NAPLAN Testing

**What’s on the horizon**

- Wednesday 22nd May
  - Pupil Free Day (OSHC Available)
- Thursday 23rd May
  - Pupil Free Day (OSHC Available)
- Monday 10th June
  - Public Holiday
- Saturday 22nd June
  - BONFIRE NIGHT
- Tuesday 2nd July
  - District Cross Country
- Friday 5th July
  - End of term two