



## Harrison School Newsletter 12 June 2018

Dear Parents and Carers,

Welcome to Week 7!

We hope you all enjoyed family time over the Queen's Birthday long weekend. It's important to find time in our lives to reconnect with family and friends and to participate in activities away from work.

Recently, Harrison School students have had several opportunities to engage in activities within and beyond the school. Last week, Tim Kirsopp, Ashley Howse and Kaitlin Vardanega ran another highly successful Camp Sojourner. Here students honed their writing skills and were supported by visiting authors Shane W Smith, an Australian graphic novelist and Felicity Banks who specialises in fantasy and interactive fiction. Students attending Camp Sojourner set personalised writing goals and had the opportunity to have their work published in a Camp Sojourner magazine. We look forward to reading the results.

Last week, two of our Year 5/6 students represented Harrison School at the Gungahlin Lions Public Speaking competition. The level of competition from participating schools was very high and each speaker well prepared and articulate. I hope you'll join us in congratulating Angus C who was recognised for his participation in the Y5 category and Mayurica J who was awarded a medallion as the runner up in the Y6 division.

On the sporting front, athletics carnivals were recently held for 8 year olds and over. Despite the chill in the air and a shower of rain, events were well attended and well run. Students certainly demonstrated the Harrison School values of respect, endeavour, integrity, resilience, inclusion and teamwork.

### Reconciliation week

Last Wednesday, we held our Reconciliation assembly. One of our school captains, Claudia, spoke about what it meant to her to be a young

## Diary

### Term 2 Week 7

#### Wednesday 13

- Preschool – Yr.4 Assembly 9:15am- Gym
- ACT Cross Country 12yr & under Yr. 1 - 6 students
- 13&O Northside Cross Country
- Christian Education

#### Thursday 14

- Kindergarten & Yr. 3/4 Tennis Clinics

#### Friday 15

- Kindergarten & Yr. 3/4 Tennis Clinics
- Yrs. 5 – 10 Games Club – **CANCELLED**

### Term 2 Week 8

#### Tuesday 19

- Kindergarten & Yr. 3/4 Tennis Clinics
- Science Show Off – Preschool -KD, CD, ER

#### Wednesday 20

- Whole School Assembly 9:15am- Gym

#### Thursday 21

- Kindergarten & Yr. 3/4 Tennis Clinics
- Science Show Off – Preschool - KD, CD, NT
- Yr. 3/4 Botanical Gardens Excursion MPO, SH, FE, SV & SA
- Indigenous Students Health Check

#### Friday 22

- Kindergarten & Yr. 3/4 Tennis Clinics

### 2018 Calendar

**REMINDER:** For **ALL** events in the Gym please wear flat-soled shoes **ONLY**



Aboriginal woman. Her speech was thought provoking as she shared her perspective. A copy of Claudia's speech is included in the newsletter.

### Visible learning

Do you know what visible learning is? Do you, like me, ever remember sitting in a classroom and thinking, why doesn't the teacher just tell me what they want me to do or to know? Visible learning is just that, making the learning visible. Ways teachers do this include the use of Learning Intentions and Success Criteria. Learning intentions are shared at the beginning of a lesson or series of lessons. They are about what is being learned, not what is being done. Examples of learning intentions are; We are learning to collaborate / communicate / categorise / research / make... Learning intentions are usually based on skills students can transfer to other subjects and areas of learning. The success criteria lets students know what they need to do to be successful and allows them to reflect on their progress and set goals for further improvement. When your child comes home from school, rather than asking them, what did you do today, ask them what they were learning to do.

Visible learning also includes providing completed or annotated work samples as a model so students can compare them and see what makes one better than another and apply that to their own work. Visible learning allows students to record their present thinking and changes in their thinking as learning proceeds. One method to achieve this is through *The Mental File*. The Mental File is explained like a file in a computer. Each file has categories and sub-categories. Students are set or choose a topic (the title of the file), then they list sub-topics and add greater detail to each.

Everything they know or think they know is accepted and recorded. As they learn more, they group their initial thoughts into a. something they knew and have found information to verify, b. new information they hadn't known before, c. questions raised after finding out more information and, d. misconceptions.

The students' learning and changing thinking, questions and answers are displayed and shared, leading to increased discussion. Often the conversations challenge current thinking and lead to further inquiry questions, deeper thinking and more investigation.

### Reporting

Leading up to the Semester One reports, teachers have continued on-going assessments of students' learning. Teachers assess against the Achievement Standards of the Australian Curriculum and meet together to compare work samples and moderate grades. Reports include comments which highlight identified areas of strength for each student and areas for further development. To complement the reports, Years 3 - 6 will hold Exhibitions of Learning early in Term 3. This is an opportunity for parents to visit the school and have their child/ren share their learning and reflections on how and what they have learned.

## IMPORTANT

### STUDENT ABSENCES

If your child/ren are absent for any reason from school could you please call the school on 61422200, or email the school at

[Harrison.Absences@ed.act.edu.au](mailto:Harrison.Absences@ed.act.edu.au)

Please include your child's **FIRST AND LAST NAME** and **CLASS**.

#### REMINDER

**ALL** students **MUST** be signed in and out of the school by a parent or carer.

Preschool – Yr. 4 students must be signed out from the main administration office before they are collected from class.

Years 5 – 10 students **MUST** be signed in and out by a parent or carer from the senior office.

### STUDENTS ARRIVING LATE TO SCHOOL

**ALL** students arriving late at school **MUST** sign in at either the main Front office or the Senior office.

### FRONT OFFICE HOURS

Harrison School Front Office hours are:

**Monday – Friday**

**8:30am – 3:30pm**

For all enquiries and calls

### NEW DROP BOX



We have installed a secure Letter Box in the left hand end of the counter in the main front office. The purpose of this letterbox is to enable parents, carers and students to drop off payments, notes, documents and any paperwork that you do **NOT** need to discuss with a staff member.

### PAYMENTS TO THE SCHOOL

When sending in any payment to the school, please ensure that you complete the envelope provided with the student's name and the completed and signed permission note is placed inside the envelope. This will ensure that you receive the correct receipt from the school.

**DIRECT DEPOSIT PAYMENTS:** Please ensure when depositing into the Harrison School bank account for direct deposit that you include your child's name and the excursion details.

Thank you for your assistance.

### SAVE THE DATE

**Year 7 – 10 EXHIBITIONS OF LEARNING**

**PLEASE NOTE CHANGE OF DATE**

Date: Tuesday 26 June

Time: 2:00 – 6:00pm

### 2019 PRESCHOOL ENROLMENTS

Just a reminder that Preschool enrolments for 2019 are now open. Due to the high demand within the school priority enrolment area we advise that you complete the online application as soon as possible.

### SCHOOL CAR PARKING

School car parking and explanation of the various coloured zones/areas.

**BLUE** coloured zones are for **DROP** and **GO** and **COLLECT** and **GO ONLY- NOT PARKING** (cars not to be left unattended by driver).

**WHITE** coloured zones are for parking

**YELLOW** coloured zones are for Disabled parking

**RED** coloured zones are **NO PARKING AREAS**

Thank you for your support in following the car park zones.

If parents are concerned about car parking issues please email:

[parking.operations@act.gov.au](mailto:parking.operations@act.gov.au) with a photo to report a car illegally parked around the school.

Please include the date, time and any other relevant information such as parked in a no parking area.

### LIBRARY NEWS

Book Club

**BOOK CLUB DUE FRIDAY 15 June**

Pamela Gaukroger and Nola Zorzi

### RECONCILIATION SPEECH

The speech below was delivered by one of our school captains at our recent Reconciliation Assembly. It is a message she was brave enough to share to give an insight into her thoughts and feelings as an adolescent Aboriginal girl. The message is powerful, confronting and thought provoking – there have been lots of conversations across the school about it since last week. It is worth remembering that this is one young person's thoughts, and depending on people's experiences, they may not be universal. In speaking with the student, what she has shared is to give a perspective that may not have been considered by many of us.

I am a proud Darug woman, direct descendant of Chief Yarramundi, and I have a rich history but when people find out that I am Aboriginal, I am not asked about this history, instead, I'm

asked an obnoxious cycle of questions. Today I am going to answer them for you.

**1. “How are you Aboriginal if you’re white?”**

Being Aboriginal has nothing to do with skin colour but if you do want to bring it up: The stolen generation occurred between 1910 and 1970. It consisted of Aboriginal and Torres Strait Islander children being forcibly removed from their homes and taught how to behave like the British. A government estimate in the “bringing them home” report believes that 1 in 3 Indigenous children were taken during this time period which equates to a bare minimum of 100,000 kids. During this time many white men took advantage of Aboriginal women, resulting in a large number of mixed race children.

**2. “What percentage Aboriginal are you?”**

You either are or you aren’t. I don’t measure my heritage by saying that I’m 50% Aboriginal. I am Aboriginal. That is that. The same goes for any other man, woman or child who identifies as an Indigenous Australian. What would you say if I asked what percentage Australian you are?

**3. “So... you’re not a real Aboriginal?”**

Do you know how hurtful it is to be told that my culture, my beliefs, my heritage and my family aren’t real? Just because I don’t label “how much Aboriginal” I am doesn’t mean I’m not real. Just because I have light skin doesn’t mean that I’m not real. Just because I don’t believe in the dream time doesn’t mean I’m not real. Just because I’m not the stereotypical Aboriginal that you’re taught about doesn’t mean I’m not real.

**4. “How come my generation gets punished for what the British did?”**

Who’s punishing you? Last time I checked you weren’t the one having to stand up on a stage and address these sorts of questions. Because I get asked these every other day and I simply shouldn’t. Being asked to treat Indigenous Australians as equals and respecting their heritage and what they have been through is not a punishment. That is just human decency.

**5. “Why do you Aboriginals expect a sorry from me?”**

I will clarify this right now. I never have and never will ask you to say sorry for what happened. What I want is for you to recognise that this land was taken by force instead of dismissing it and sweeping it under the rug. I want people to care about what happened even though it was in the past. I don’t know where the misconception of an expected apology came from but I can clear up that when Kevin Rudd apologised in 2008, he did it on behalf of the government. He didn’t say sorry because he wanted to clear his conscience, he did it because it was the government that enforced their policies onto Australia. Unless you personally walked into houses and took crying children from their mother’s arms... then I don’t want a sorry.

**6. “Why can’t you just let Australia celebrate Australia Day without bringing up what happened?/ Why do you want to change the date?”**

If your family’s house was taken off of them and every year, on the anniversary, I held a party in front of you to celebrate that my family could finally move into their house... how would you feel? Australia is a great country and I wholeheartedly agree that we should celebrate what we have become as a nation but why can’t we do it on a day where all Australians can enjoy and celebrate our beautiful country? To me, January 26th is a day of mourning to remember all those lost during the invasion. The same way we have ANZAC day to remember all those who lost their lives.

**7. “What free stuff do you get from the government?”**

I get free stuff? I would appreciate if you could please point me in the right direction? I find this question hilarious because I don’t get to walk into Centrelink, claim I am aboriginal and get a cheque handed to me; this isn’t Wendy’s where I can just say it’s my birthday to get a free ice cream.

### 8. “Are you just lying to get benefits?”

Unfortunately, you can't just lie. I don't just get to tick a box on a form and everything is rainbows and sunshine. I have to have evidence and supporting documents to prove that I am really Aboriginal. In all honesty, I don't know why anyone would lie about being an Indigenous Australian considering what I have to go through. Do you know what my benefits are? I get to get told:

1. No one cares about my history
2. That I should go and sniff some petrol
3. That people are glad the stolen generation occurred because the kids were placed with “more suitable parents”

I get to be informed that my ancestors weren't good enough to be a civilisation and that Britain's actions were correct.

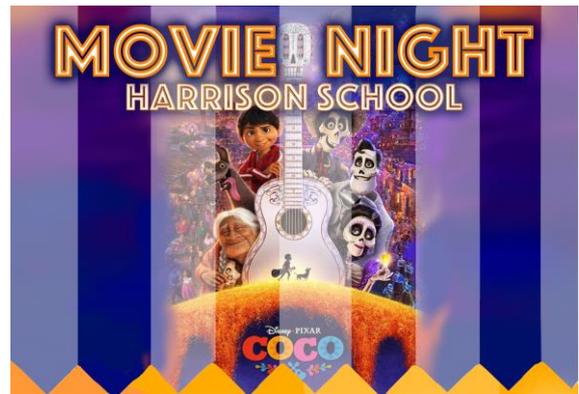
### 9. “Why don't you just get over it?”

Telling Indigenous Australians to “just get over it” is the equivalent to telling the ANZACs to “just get over it”. I would never say that and something of such significance in our history should not be forgotten and I shouldn't have to get over it. The average time of mourning for a single person is 6 months. There is an estimate that between 1788 and 1900, 156,800 Indigenous Australians were killed. This equates to 78,400 years worth of mourning. So until that time is up, I will never “get over it”

### Conclusion:

I want to make it clear that I didn't write this to complain or to cause conflict. I wrote this, on behalf of myself, to share my experiences and to address the significant differences between Indigenous Australia and White Australia. I wanted to bring it to your attention that every day I have to justify myself because of my ancestry. When I come to school and hear people call me an ‘abo’, I don't get upset because it's insulting... I get upset because these are kids who don't understand how inappropriate and insulting their words are. If these same children are not made aware of the impact of their words, then they'll continue to be ignorant of Australia's history. If I don't say something and

bring it to your attention now then who will? There is no time like the present to encourage all Australians to unite and move forward as a nation. Until you understand what life is like from my perspective, Indigenous and White Australians cannot get along because you don't know why I feel the way I do. When we both can stand up and say, “I acknowledge your troubles, your past and your present” then we will finally be able to say we have reconciled.



When: Thursday 5 July

Time: 6:00 – 8:00pm

Who: Year 1 – 10

Where: Harrison School Gym

Cost: \$10 (Includes ticket, popcorn and a popper)

Bring along a pillow or rug

Inquiries: [Rebecca.Lee@ed.act.edu.au](mailto:Rebecca.Lee@ed.act.edu.au)

Fundraising will go to the Year 10 Formal Committee. A permission and payment note with more information will be sent home soon.

### NARA UNIVERSITY HIGH VISIT - HOSTS

Students from Nara University High School have been hosted by various ACT Schools to participate in the Canberra Nara Candle Festival since 2005. This year Nara University HS will be bringing 71 students. As we did last year, we have an opportunity to host some amazing Japanese students for their stay in Canberra from the evening of 24 October until 27 October. If you're able to help out by hosting 1 or 2 students for 3 nights, please contact Amy McLeod at [amy.mcleod@ed.act.edu.au](mailto:amy.mcleod@ed.act.edu.au) by the end of week 9 (29/9).

## 7-10 ATHLETICS CARNIVAL

The years 7-10 Athletics Carnival was held recently at Amaroo oval. We were lucky enough to have a beautiful sunny day for the Carnival and a great day was had by all. Students enjoyed competing in events, cheering on their friends and dancing to music. Congratulations to the following students who were the Age Champions of the day:

U/12 Claire M and Mitchell C, U/13 Mischa B and Phoenix B, U/14 Ivah L and Tom C, U/15 Sarah T and Patrick A, U/16 Najieh F and Oscar H.

Also congratulations to Darcy N for winning the Harrison School Gift.



### DEFENCE NEWS

Defence Special Needs Support Group (DSNSG) provides support, information and assistance to ADF Families with special needs both here in Australia and overseas. For more information on the services available please visit: [www.dsnsng.org.au](http://www.dsnsng.org.au) or call 1800 037 674.

**Coming Up:** RMC Band Visit to Whole School Thursday 5 July.

**DCO Support for ADF Families:** [defencefamilyhelpline@defence.gov.au](mailto:defencefamilyhelpline@defence.gov.au) or 1800 624 608.

DSTA: available Mon – Wed and Friday during school hours. 8:50am – 2:30pm

DTM: available Mon – Thurs, during school hours 8:50am – 2:30pm

Sarah and Emma

[sarah.mcgavin@ed.act.edu.au](mailto:sarah.mcgavin@ed.act.edu.au) or

[emma.marrinan@ed.act.edu.au](mailto:emma.marrinan@ed.act.edu.au)



### DEFENCE KIDS

ALL DEFENCE GROUPS ARE NOW OPERATING OUT OF THE DEFENCE ROOM IN THE SCHOOL LIBRARY! Please remind your children that the K-2 Activity Group is Monday lunchtimes and the

Y3 - 4 Activity Group is Tuesday lunchtimes. For students in Y5/6 the Defence Hang out is NOW Wednesday lunchtimes and 7 – 10 Thursday lunchtimes.



### HARRISON HEARTS

If you would like to join us, come to the Defence Room in the School Library on Monday mornings between 9:00 and 11:00am. We would love to see you for a cuppa, a chat and to create some resources for the classrooms. Younger siblings welcome. Please remember to sign in as a volunteer at the front office.

### P & C NEWS

#### SECOND HAND UNIFORM SHOP

The Second Hand Uniform Shop will be open on Fridays from 8:30am – 9:30am

#### CANTEEN NEWS

The friendly canteen staff are always looking for volunteers. If you have a spare hour or two, your help would be greatly appreciated - just drop into the canteen and say hello.

Please see the attached document or the link below for the 2018 Canteen Menu.

[2018 CANTEEN MENU](#)

[FLEXI -SCHOOLS ONLINE ORDERING](#)