

St Mary's School Newsletter



Issue 19 Term 2 27 June 2018

A Child Safe School

From the Principal - Matt Attwater



PBIS Focus of the Week - Expectations in the Toilets

Dear Parents/Carers,

School finishes for the term this Friday at 2.30 pm.

All buses will pick up at 2.30pm.

School resumes for Term 3 on Monday 16th of July

Last day of term is a casual clothes day for a gold coin donation to help support our foster child, Prince Yang Sencil.



YOUR SPONSORED CHILD

NAME: Prince Yang Sencil

DATE OF BIRTH: 19th October, 2009

AGE: 8 years old

EDUCATIONAL LEVEL: Grade 4

MOTHER'S NAME: Dreamie Anne Sencil

FATHER'S NAME: Michael Sencil (deceased)

Dear Sponsor,

Thank you for showing your love and concern for this very special family.

Weekend Mass Times:

Chiltern Saturday 6pm

Rutherglen Sunday 9am

Wahgunyah Sunday 10.30am

Important Dates

Wednesday 27th June

Grade 3, 4, 5 & 6

Rutherglen/Yarrowonga excursion

Friday 29th June

Last Day Term 2 - Casual Clothes (Gold coin donation)

Wood Raffle draw

Students dismissed at 2.30pm

Monday 16th July

First Day - Term 3

Friday 20th July

Winter Sports Carnival

Gospel Summary:

This Sunday's Gospel contains two stories that feature the healing ministry of Jesus. In the first story Jairus falls at Jesus' feet and begs Jesus to go and lay hands on his daughter, who is at the point of death. In the second story the woman who had been long afflicted with a hemorrhage touched Jesus' cloak, saying, "If I but touch his clothes, I shall be cured"

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Reflection for Parents

Parents and caregivers can understand Jairus's desperation in seeking out Jesus. Who wouldn't try everything possible to save his or her child? This Sunday's Gospel reminds us that we need God's help. We must stay strong in faith and continue to trust in God's plan for us and for our children.

End of Semester One:

Semester one finishes this Friday. It has been a long 11 week term which has seen a large number of students feeling run down and sick over the last few weeks. A two week break will be quite timely for both students and staff to recharge the batteries ready for a busy PRODUCTION term ahead. I hope all families find some quality family time together over the holidays.

NCCD: National Consistent Collection of Data

As you are aware, there have been major changes in the way all schools are now required to collect and submit student data to both the State and Federal governments. This collected student data will determine the level of funding schools will receive to support student learning. Included in today's newsletter and on our Website are two information sheets for parent/carers that outline these changes.

Trivia Night: Thanks

Thanks to everyone who came along and supported the Trivia Night last Friday. It was certainly a very funny and entertaining night. A huge thanks to Katrina and Hannah for organising the night so well. Well done to the Smits, Somerville and Cheeseman families who were the overall winners on the night.

Semester Reports:

Semester One student reports will be released through PAM (Parent Access Module) tomorrow at 4pm. Parent Teacher interviews will be held in week 7 of Term 3.

Updated Policies on Website:

There have been various policy and procedure updates on our school website. Please go to the **DOCUMENTS TAB** on the website to familiarise yourself with these updates.


Wood Raffle Tickets in by tomorrow:

Thanks to all families for supporting the wood raffle. Please get all tickets in by tomorrow as the raffle will be drawn on Friday morning.

School Student Toilets:

The school student toilets are for student use only. If you need to use a toilet while on school premises please use the staff toilets in the Administration area of the school.

PBIS Classroom Matrix: As a school we will be focussing On the expectations in The Toilets.

Toilets	Respect Ourselves	Respect Others	Respect our Environment
	<ul style="list-style-type: none">• Wash hands after using the toilet• Keep food and drink out of toilets• Enter cubicle only through the door• Exiting people go first	<ul style="list-style-type: none">• Walk to toilets without noise• Flush toilet after use• Boys wait your turn at urinals• 1 child in cubicle at all times• Wait your turn outside if the cubicles are full• Walk to toilets without noise	<ul style="list-style-type: none">• Paper towels in correct bins• Flush toilet after use• Turn taps off after use• Report any blockages/issues to teachers• Use toilet paper sparingly

Congratulations to this week's PBIS Winners:
Lucas Zani, Violet Fisher and Isabel Neil (*pictured below*).



Thursday 28th June:
End of Term Assembly 9.10am

Have a Great Week!

Matt



Staff email addresses

Matt Attwater (Principal) —mattwater@smrutherglen.catholic.edu.au
Libby Dickinson (Junior Classroom teacher) - edickinson@smrutherglen.catholic.edu.au
Hannah Oberin (Junior Classroom teacher) - hoberin@smrutherglen.catholic.edu.au
Kayla Hibberson (Senior Classroom teacher) - khibberson@smrutherglen.catholic.edu.au
John McNamara (Senior Classroom teacher) - jmcnamara@smrutherglen.catholic.edu.au
Mel Field (Senior Classroom teacher) - mfield@smrutherglen.catholic.edu.au
Nicole O'Mahony (Learning Diversity Leader) - nomahony@smrutherglen.catholic.edu.au
Katrina Bridge—(Teacher Aide—Library) - kbridge@smrutherglen.catholic.edu.au
Amanda Arnot—(Administration Officer) - aarnot@smrutherglen.catholic.edu.au

CATHOLIC IDENTITY NEWSLETTER

FIRST SUNDAY MASS - THIS SUNDAY 1st July!!!

This Sunday is the First Sunday. Some of our students will be reading and doing the offertory at mass. We would love for you to come along!

Henry's Baptism

On behalf of the the St Mary's School and Parish Community, congratulations to Henry Ross from Grade 4 who was baptised last Thursday at the Senior School Mass. Henry was extremely happy and it was wonderful that the Senior School could help celebrate and what a wonderful celebration it was!!!



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Youth Mass

On Sunday afternoon we gathered for our mid year Youth Mass. It was wonderful to have so many ex and current students there and involved in our mass. Many thanks to all those who had a special job for our mass and a special thank you to Harrison and Jackson Kay for playing 'My Lighthouse' for us. Such a wonderful, positive vibe at the mass! Many thanks to Jason Field for organising and collecting the yummy pizzas we shared for dinner.



TERM TWO HOLIDAYS AND BEGINNING OF TERM 3 ROSTER

HOLIDAYS		TERM 3	
1.7.18 First Sunday	Hayley Barkley and Alexandra O'Meara	22.7.18	Grace Milthorpe Milly Cheeseman Olivia Cheeseman
8.7.18	Emily Price, Aleisha Price and Grace Milthorpe	29.7.18	Alexandra O'Meara Emily Price Aleisha Price
15.7.18	Brayden Field, Faith O'Donoghue and Holly McMahon	5.8.18 First Sunday	Akira Bonacci-Law Holly McMahon Jacob Fuge

Please remember:

- *Arrive at 8:45am through the side door of the Church.
- *Fr Carey has requested that at least one adult be present with the children prior to and after Mass for safety purposes.
- *If you can't make your rostered Sunday, please make a swap and notify Mel Field.

Sacramental Program - Reconciliation

We pray for the following students as they prepare to receive the Sacrament of Reconciliation on July 26th 2018.

Ryan Barkley, Faith Barkley, Murray Enever-Cooper, Maiya Lee, Arthur Morris, Milligan Morris, Brodie Upton, Flynn Verhulst, Patrick Walsh, Henry Ross, Felicity Hartung, Sam Moloney and Joseph Whelan-Brain

Group Sessions

Below is a list of groups for the Reconciliation sessions.



MONDAYs 3:40pm @ St Mary's 16th July, 23rd July	Felicity Hartung, Brodie Upton, Joseph Whelan - Brain, Ryan Barkley, Faith Barkley
WEDNESDAYs 3:40pm @ St Mary's 27th June, 18th July, 25th July	Arthur Morris, Milligan Morris, Henry Ross, Flynn Verhulst, Sam Moloney, Maiya Lea
THURSDAYs @ Enever-Cooper's Home 28th June, 19th July	Murray Enever-Cooper, Patrick Walsh

IT AND DIGITAL CITIZENSHIP NEWSLETTER

MOVIE REVIEWS for the Holidays

For advice when looking at Movies for the holidays, check out the Commonsense Media website: <https://www.common sense media.org/reviews>



5 Conversations to Have with Your Kids After "Incredibles 2"
Families can talk about everything from family responsibilities and gender roles to people's relationships to screens. By **Betsy Bozdech** 6/14/2018



Pixar's highly anticipated sequel *Incredibles 2* picks up immediately after *The Incredibles*, exploring the Parr family's dynamics and eventually pitting them against a villain named Screenslaver. It has plenty of intense superhero action/violence, but there's also lots of humor, as well as themes of teamwork, courage, communication, and perseverance -- not to mention how easy it is to be manipulated by the screens all around us. All of which means there's plenty for families to talk about after watching this *Common Sense Seal*-honored film. Try these discussion questions for kids:

- Talk about the messages related to family and gender roles in *Incredibles 2*. Is it important to see movies/TV shows in which parents take on nontraditional roles? Why, or why not?
- Did you see the original *Incredibles*? What's different between the two movies? What's the same?
- How do the characters in *Incredibles 2* demonstrate teamwork, courage, and perseverance? What about compassion? Why are these important character strengths?
- What do you think the movie is saying about people's relationships to screens? Are we at risk of being manipulated by what we see on them? What's the best way to prevent that from happening?
- How are teen angst and insecurity portrayed in the movie? What does Violet learn about herself, and how does she change by the end of the story?

Is there an age limit for kids on social media?

Most social media services and apps require users to be 13 years old to join.

Why 13? This is usually to comply with the Children's Online Privacy Protection Act of 1998 (COPPA)—a US law preventing the collection and storage of personal information from a child under 13.

What about APPS? App stores set their own age ratings based on the app's content.

Body text

Table: Age Guide to Social Media

<u>Social Media</u>	<u>Terms of Use – Minimum Age Requirements</u>	<u>App Store Rating</u>	<u>Google Play Rating</u>
<u>ASK.fm</u>	<u>13+</u>	<u>12+</u>	<u>12+</u>
<u>Club Penguin</u>	<u>All ages</u> <u>(directed at 6 – 14 year olds)</u>	<u>4+</u>	<u>G - General</u>
<u>EA (Electronic Arts)</u>	<u>18+ (with parental permission up to 17 yrs)</u>	<u>n/a</u>	<u>G - general</u>
<u>Facebook</u>	<u>13+</u>	<u>4+</u>	<u>12+</u>
<u>Facebook Messenger</u>	<u>13+</u>	<u>4+</u>	<u>3+</u>
<u>Flickr</u>	<u>13+</u>	<u>12+</u>	<u>12+</u>
<u>Foursquare</u>	<u>13+</u>	<u>4+</u>	<u>12+</u>
<u>Google+</u>	<u>13+</u>	<u>17+</u>	<u>12+</u>
<u>Instagram</u>	<u>13+</u>	<u>12+</u>	<u>12+</u>
<u>Keek</u>	<u>13+ (with parental permission up to 17 yrs)</u>	<u>12+</u>	<u>12+</u>
<u>Kik</u>	<u>13+ (with parental permission up to 17 yrs)</u>	<u>12+</u>	<u>12+</u>
<u>Linkedin</u>	<u>14+</u>	<u>4+</u>	<u>3+</u>
<u>Minecraft</u>	<u>All ages</u> <u>(parental permission required to create a mo- jang account if user is under 13 yrs)</u>	<u>n/a</u>	<u>M – Mature</u> <u>(Pocket Edition)</u>
<u>Moshi Monsters</u>	<u>All ages</u> <u>(Directed at 6 – 12 year olds. If user is under</u> <u>13, parent’s email is required)</u>	<u>4+</u>	<u>G - General</u>
<u>Pinterest</u>	<u>13+</u>	<u>12+</u>	<u>12+</u>
<u>Skype</u>	<u>18+ (With parental permission up to 17 yrs)</u>	<u>4+</u>	<u>3+</u>
<u>Snapchat</u>	<u>13+</u>	<u>12+</u>	<u>12+</u>
<u>Spotafriend</u>	<u>13-19 yrs only</u>	<u>17+</u>	<u>16+</u>
<u>Steam</u>	<u>13+</u>	<u>17+</u>	<u>12+</u>
<u>Tinder</u>	<u>18+ (Facebook account required to register)</u>	<u>17+</u>	<u>18+</u>
<u>Tumblr</u>	<u>13+</u>	<u>17+</u>	<u>12+</u>
<u>Twitter</u>	<u>13+</u>	<u>4+</u>	<u>12+</u>
<u>Vimeo</u>	<u>13+ (With parental permission up to 17 yrs)</u>	<u>17+</u>	<u>12+</u>
<u>Vine</u>	<u>13+</u>	<u>17+</u>	<u>12+</u>
<u>WhatsApp</u>	<u>16+</u>	<u>4+</u>	<u>3+</u>
<u>Yellow</u>	<u>13+ (With parental permission up to 17 yrs)</u>	<u>12+</u>	<u>12+</u>
<u>YouTube</u>	<u>13+</u>	<u>17+</u>	<u>12+</u>



Dear 3/4 Parents,

Here is an example of what your child's costume could look like!

Thanks to Alexandra for being our

lovely model! 😊 The red t-shirts will be supplied and other embellishments will be added.

Please start bringing in costumes, in a clearly labelled plastic bag and please have your child's name on all items they bring in.

Kind regards,

Tracy Whitehead



Phonological Awareness Activities for Chatter Matters:

Finding root words and syllables in "Big Words":

Ask your child to preview the next chapter of their textbooks and write down 10 "Big Words." Next, have them highlight the root words that they recognize and take off any affixes that they see. Next, they should break up the remaining parts of the word into syllables. Encourage them to infer the meaning of the word based on these word parts. Ask them how they would pronounce the word. A couple of examples follow:

Root: Morph (change)

Affix: meta (whole/big picture)

Possible meaning: change of the whole thing

Possible pronunciation: meta/morph/a/sis

Oxygenate:

Root: Oxygen (an element on the periodic table)

Affix: -ate (to fill)

Possible meaning: to fill with oxygen

Possible pronunciation: ox/y/gen/ate





Annie, Beryl, Camia, Jan and Georgie walking to Henry's Morning Tea after celebrating his Baptism.

Stage Door Celebration of the Arts, 2018.

Dear Parents,

You are invited to attend the **2018 Stage Door – Celebration of Performing Arts.**

The event is a wonderful opportunity for Catholic and other non-government schools to come together to celebrate the amazing talents of our children in the arts, both visual and performing.

Stage Door 2018 will be held on:

TUESDAY 14TH AUGUST and WEDNESDAY 15TH AUGUST 2018

Location: **Victory Lutheran School, 28 Drages Rd Wodonga.**

ENTRY FEE: \$4.00 per adult and children are free!

TIME: 11:30am

COSTUME: Your child's teacher will email you in relation to any costume requirements.

PAM LOGINS:

As per December 2017, School Reports will be able to be accessed **online** through our Parent Access Module (PAM). If you do not have a login or you need your login shared with you again, please email Mel at mfield@smrutherglen.catholic.edu.au for the details.

MID YEAR REPORTS WILL BE RELEASED TO FAMILIES ON THURSDAY 28th JUNE 2018 at 4pm.

School Counsellor

Just a reminder that our school counsellor from 2017, Melanie Kilo, attends the school to see students under her private practice, Phoenix Wings Wellness, every three weeks.

Mel is an accredited mental health social worker, and bulk bills her services with a referral and mental health treatment plan from your child's GP. She holds a Masters in Social Work, and is currently studying her Masters in Therapeutic Arts Practice.

Mel believes in working creatively with children, and incorporates resilience building in to her work.

If your child is having issues with anger, anxiety, grief and loss, or other problems, speak to Nicole for more information.

To access Mel Kilo's service, please contact her on 0458 382 569 or mel@phoenixwingswellness.com.au.

www.phoenixwingswellness.com.au



Melanie Kilo
Accredited Mental Health Social Worker
Initiative Art Therapist and Clay Field Therapist
Albury/Wodonga, Corowa & Wagga Wagga

Phone 0458 382 569
mel@phoenixwingswellness.com.au
phoenixwingswellness.com.au



ABN: 62 008 591 136



BLUE LIGHT DISCO

29.06.18 6pm -8pm

COROWA RSL CLUB
FRIDAY JUNE 29
For ages 5 to 12
All Children must be collected from
The RSL Club
Entry tickets \$4 per child
Lucky Door Prize/Dance Comps
Drinks, Hotdogs & Ice Creams available

NO ALCOHOL | NO DRUGS | NO PASSOUTS

All Blue Light events are drug and alcohol free and supervised by Police Officers


www.pccynsw.org.au



RUTHERGLEN LIONS

Junior Public Speaking Competition

Participating Schools

Springhurst Primary School
St Mary's Catholic Primary School (Rutherglen)
Wahgunyah Primary School
Rutherglen Primary School
St Joseph's Catholic Primary (Chiltern)
Chiltern Primary School

**Join us for this exciting
event**

When: Friday July 27th 2018

Where: Rutherglen Senior Citizens Rooms

Time: 5.15pm for light tea

(\$10 families, \$5 singles)

Public Speaking commences at 6.15pm

CECV Students with Disabilities (SWD) Program

The Catholic Education Commission of Victoria Ltd (CECV) Students with Disabilities (SWD) Program aimed to improve the learning outcomes of educationally disadvantaged students, especially in reading and writing ability and numeracy. Each year, schools could submit SWD applications in either Round 1 (October) or Round 2 (February). Eligibility for the program was then decided by the CECV SWD Committee.

There were seven disability categories: physical disability, chronic health impairment, severe language disorder (including severe developmental verbal dyspraxia), intellectual disability (including global developmental delay), hearing impairment, vision impairment and social-emotional disorders (including autism spectrum disorder). Each disability category had criteria and documentation requirements that had to be met.

Disability funding for Victorian Catholic schools from Federal and State government sources was based on eligible SWD students flagged on the census.

Nationally Consistent Collection of Data on School Students with Disability (NCCD)

The *Nationally Consistent Collection of Data on School Students with Disability (NCCD)* is a process that all schools must do every year. It counts the number of students who receive extra adjustments or 'help' at school because of a disability, as defined by the [Disability Discrimination Act 1992](#) (DDA).

To count a student in the NCCD, schools must think through some key questions:

1. Is the student getting help at school so that they can take part in education on the same basis as other students?
2. Is the help given because of a disability? The word 'disability' comes from the [Disability Discrimination Act 1992](#) (DDA) and it can include many students.
3. Has the school talked to you or your child about the help that they provide?
4. Has the school kept records about the help they provide, the student needs and the reasons that the student needs this help? The school will need to keep copies of tests, student work, assessments, records of meetings, medical reports or other paperwork and information about how the student's learning is moving along over time.

Once the school decides that the student should be counted in the NCCD, they then choose a disability group and one of four levels of help that has been given to the student.

There are four disability categories: physical, cognitive, sensory and social-emotional. There are four levels of adjustments: quality differentiated teaching practice (QDTP), supplementary, substantial and extensive adjustments.

Changes to Funding

Both Federal and State governments have indicated that the NCCD will now be used to inform funding. From 2019 onwards, schools will receive funding based on students counted in the NCCD at supplementary, substantial and extensive adjustments levels. **Therefore, the CECV SWD Program will transition to the NCCD for the 2019 program year.**

What does this mean for students currently on the CECV SWD Program?

NCCD Eligibility

Specialist documentation (e.g. paediatrician, speech pathology, psychology, GP) that was used for the CECV SWD Program can be used as 'evidence' for NCCD. The NCCD **does not currently** have specific documentation requirements (e.g. documentation from specific specialists or date requirements). Where available, information and advice from specialists combined with school-based evidence will continue to provide rich information to inform educational programming (i.e. adjustments).

Evidence of the help given can be seen in documents such as teacher work plans, monitoring sheets, specialist support timetables, Program Support Group (PSG) minutes and Personalised Learning Plans (PLPs). It is highly likely that students on the CECV SWD Program have already been, and will continue to be counted in the school's NCCD.

Review Assessments

NCCD **does not currently** have specific documentation requirements. Where students may have needed updated review assessments for the CECV SWD Program, they are now not necessary for NCCD. Where available, information and advice from specialists combined with school-based evidence will continue to provide rich information to inform educational programming (i.e. adjustments).

NCCD Submissions

Schools must submit their NCCD in August every year and cannot change their NCCD after the due date. The Australian Government will apply post enumeration processes (census audit) to a random sample of the school's NCCD submission.

Parental Consent

Changes were made to the law ([Australian Education Act 2013](#) and [Australian Education Regulation 2013](#)). Schools do not need you to agree to let them count a child in the NCCD. You cannot ask the school not to count your child.

Where can I access more information?

Please contact your child's school if you have further questions about the NCCD. You may also find these links helpful:

- [CECV NCCD Information Sheet for Parents, Carers and Guardians](#)
- [NCCD national website](#)
- [Disability Standards for Education 2005](#)
- [Australian Government Department of Education and Training–NCCD.](#)

Nationally Consistent Collection of Data (NCCD) on School Students with Disability

What is the Nationally Consistent Collection of Data?

Schools must now complete the *Nationally Consistent Collection of Data on School Students with Disability (NCCD)* every year. It counts the number of students who receive additional adjustments or 'help' at school because of a disability. The NCCD helps governments plan for the needs of students with disability.

Who is counted in the data collection?

To count a student in the NCCD, schools must think through some key questions:

1. Is the student getting help at school so that they can take part in education on the same basis as other students?
2. Is the help given because of a disability? The word 'disability' comes from the [Disability Discrimination Act 1992](#) (DDA) and it can include many students.
3. Has the school talked to you or your child about the help that they provide?
4. Has the school kept records about the help they provide, the student needs and the reasons that the student needs this help? The school will need to keep copies of tests, student work, assessments, records of meetings, medical reports or other paperwork and information about how the student's learning is moving along over time.

Once the school decides that the student should be counted in the NCCD, they then choose a disability group and one of four levels of help that has been given to the student.

What does word 'disability' mean in the NCCD?

In the NCCD the word 'disability' comes from the [Disability Discrimination Act 1992](#) (DDA). There are four types of disability that the school can choose from: sensory, cognitive, social-emotional and physical.

Many students who need help at school can be counted in the NCCD. For example, students with learning problems, e.g. specific learning disability or reading difficulty (sometimes called dyslexia), health problems (e.g. epilepsy or diabetes), physical disability (e.g. cerebral palsy), vision/hearing loss and social-emotional problems (e.g. selective mutism, Autism Spectrum Disorder, anxiety).

Letters from doctors or specialists can be very helpful for schools as they plan how to support students with their learning. Schools do not need to have these letters before they can count a

student in NCCD. Teachers can use all that they know about the child's learning and the records that they have collected over time to decide if a student can be counted in the NCCD.

What sort of help does the school give students?

Students need different types of help at school. Some students need a little help sometimes while other students need a lot of help nearly all the time. The type of help given depends on the needs of the student. The help can include changes to the school buildings or grounds (e.g. ramps or things like special desks or chairs), extra teacher help in classes, special learning programs, changes to the work they give the student or extra adult help.

How will the NCCD be different in 2018?

All schools have been counting students in the NCCD since 2015. The government will use the NCCD data as part of the funding to schools.

What will the school need to know about my child for the NCCD?

Schools work together with families to understand the needs of each student. It is helpful if families give their child's teacher a copy of any letters or reports they have. The letters or reports will help the school understand the student and the help that they might need. Letters from doctors, psychologists, speech pathologists and occupational therapists etc. can be very helpful for schools. These reports, along with information that the teacher has (i.e. school based tests, your child's work and learning plans), helps the school to understand and meet the student's needs.

What happens to the NCCD data? Who will have the NCCD information?

Each school principal must check the NCCD data in August of each year. The school will give the information to the Catholic Education Office. The school will work with the Catholic Education Office to make sure that the NCCD data is OK before they give the data to the government. The government will not be given the names of any students or any letters or records. Please ask your school for their privacy policy if you need to know more.

Does the school need me to agree with them about counting my child in the NCCD?

Changes were made to the law ([Australian Education Act 2013](#) and [Australian Education Regulation 2013](#)). Schools do not need you to agree to let them count a child in the NCCD. You cannot ask the school not to count your child.

Where can I find out more?

If you have questions, you can ask your child's school for help. You can find out more by looking at these links:

- [NCCD national website](#)
- [Disability Standards for Education 2005](#)
- [Australian Government Department of Education and Training–NCCD](#)
- [2019 Students with Disabilities \(SWD\) Information Sheet for Schools, Parents, Carers and Guardians.](#)

Important Calendar Dates 2018

TERM 2

Wednesday 27th June
Friday 29th June

Grade 3, 4, 5 & 6 Rutherglen/Yarrowonga excursion
Last Day Term 2 - Casual Clothes (Gold coin donation)

Wood Raffle draw

Students dismissed at 2.30pm

TERM 3

Monday 16th July
Friday 20th July
Monday 23rd July

First Day - Term 3
Winter Sports Carnival
Sporting Schools - After school sporting program
3.40pm to 4.40pm (First for the Term)

Wednesday 25th July

Sporting Schools - After school sporting program
3.40pm to 4.40pm

Tuesday 14th August
Wednesday 12th September
Thursday 13th September
Friday 21st September

Stage Door
Dress Rehearsal—School Production
School Production
Last Day - Term 3 - Casual Clothes (Gold coin donation)

OVENS & MURRAY WATER POLO

WINTER FLIPPABALL

SATURDAYS - 4PM - 5PM
From 21/7 - 15/9
@Wodonga Sport & Leisure Centre
\$50 Registration includes weekly pool entry

MORE INFO:
flippaball@omwaterpolo.com
0418693473 - Natalie
Follow O&M WaterPolo on Facebook



We send our best wishes to:

Akira Bonacci-Law (27/6), Teddy Giason (28/6), Will Shaw & Gemma Delost (29/6)

who will be celebrating their birthdays this week.

And to those celebrating over the holidays:-

Bailey Delost (1/7), Harper Lee (3/7), Murray Enever-Cooper (4/7), Darcie Gunning (5/7) & Emelia Landers (13/7)

