**Students of the Week**

<table>
<thead>
<tr>
<th>Class</th>
<th>Name(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>7-9A</td>
<td>Taylor H / Jason H</td>
</tr>
<tr>
<td>7-9B</td>
<td>Richard B</td>
</tr>
<tr>
<td>7-9C</td>
<td>Daria W / Lester C / Sophie B</td>
</tr>
<tr>
<td>7-9D</td>
<td>Harry E</td>
</tr>
<tr>
<td>7-9E</td>
<td>Jed F / Travis G /</td>
</tr>
<tr>
<td>7-9G</td>
<td>Adam L</td>
</tr>
<tr>
<td>7-9H</td>
<td>Will S</td>
</tr>
<tr>
<td>7-9I</td>
<td>Craig W / James Mc</td>
</tr>
</tbody>
</table>

**TR-A**  Kayla M /
**TR-B**  Dan Mc / Ethan H /
**TR-C**  Rebecca W / Rebecca I / Tyrone F / Lekeele L / Manuel L / Courtney P
**TR-D**  Ashleigh Z / Jai M / Leith N / Jade Mc / Jesse L / Clifford T / Rebecca J
**TR-E**  James M / Jordan H / Ryan M
**TR-F**  Oliver P
**TR-G**  Royden V / Jahkobi S / James P / James M / Lyndsay J / Georgia B
**TR-H**  Bow B / Lachlan P

**UPCOMING EVENTS**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Junior Assembly</td>
<td>6th, 20th June</td>
</tr>
<tr>
<td>Senior Assembly</td>
<td>13th June</td>
</tr>
<tr>
<td>Queen’s</td>
<td>21st June</td>
</tr>
</tbody>
</table>

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**Chaplains News**

Thank you all for a great ‘Chappy Week’ with cards, presents and kind words.

**Blessings**

**Chappy Theme**

What do Chaplains do?

A school chaplain is a safe person for children to connect with at school, providing a listening ear, caring presence, and message of hope. They care for students struggling with a wide range of issues, including: family problems, confusing relationships, friendship issues, peer pressure, self-esteem issues, bullying and depression.

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**4-6 Department News**

We have the Premier’s Reading Challenge in the 4 – 6 Department where students are exposed to a range of text. They are listening to a range of stories as a group, reading books and exploring text in their reading groups and in their classrooms. The teachers have done a wonderful job of supporting the students to engage in the English unit. It was great to see a variety of different ways and activities, the students participated in as they progressed through their unit of work on retelling an Australian text. Students used some of the following ideas such as iPad applications, word documents to type retell or sensory experiences and art. We look forward to some more exciting news in the English units.

_Sam Sherwin—Department Leader 4-6_

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**SCHOOL NOTES & LETTERS**

NOTES/LETTERS SENT HOME ON YELLOW PAPER WILL REQUIRE A SIGNATURE AND/OR OTHER ACTION BY THE PARENT/CARER AND RETURNED TO SCHOOL. THESE NOTES WILL HELP PARENTS/CARERS IDENTIFY NOTES OR LETTERS WHICH REQUIRE YOUR IMMEDIATE ATTENTION.

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**Late Arrivals & Early Departures**

To ensure the safety of our students, it is a requirement for all students who are arriving late or leaving early to have a responsible adult sign them in/out at the office. The completed slip, which needs to be signed by a admin staff member, is to be given to the classroom teacher upon collection/drop off of the student. Thank you for your cooperation and support in the process of keeping our students safe.

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**Guidance Matters**

If you would like to speak with me, please contact the school. I am available every Monday, Tuesday, and Friday and alternate Wednesday’s.

“Promoting Health Relationships with Your Children” is an information session for carers. Topics covered include understanding the importance of attachment and how it works in day-to-day life. Join Narelle and Susan from AARC for an informative, rewarding, and life changing evening not to be missed.

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**Special Olympics Moreton North**

Providing sporting opportunities for all people with an intellectual disability regardless of their skills. Sporting activities include (but are not limited to):

- Swimming
- Athletics
- Basketball
- Soccer
- Golf
- Cricket
- Tennis
- Tenpin bowling

For all enquiries, please contact Maureen Smith PH: 3283 2424 or Email miffs09@gmail.com

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**Chaplain Tania**

Blessings Blessings Blessings Blessings
Chaplain Tania

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**4-6 Department News**

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_Sam Sherwin—Department Leader 4-6_
**FROM THE DEPUTY PRINCIPAL**


As we near the end of the first semester, teachers are turning their attention to writing report cards. The report card is an overview of your child’s learning and progress across the first half of the year. On this semester’s report card, parents can expect to see a rating (A-E scale) and a comment for English and Maths and Science which are our curriculum priorities as well as ratings and comments for individual learning goals and behaviour. As a teacher, I particularly enjoy writing report cards as this gives me the opportunity to share with parents all the wonderful things your child has achieved. As Deputy Principal, I still enjoy reading each report card because I get to share in each child’s progress. Report cards will be sent home in the last week of term.

This fortnight I’d like to share a short story with you: Determined Daria.

One May afternoon (before a school disco), Daria walked down the hallway at her school, using a walking frame. This was no small feat, rather a remarkable and inspiring event that was the result of Daria’s determination and her incredible support network. This is a true story and one I felt compelled to share. Watching Daria walk gives me “warm fuzzies”, a sense of wonder and awe!

Determined Daria.

We now move on to the part of the semester where data and evidence of student work has been collected and moderated by teachers. You will be receiving a report in the final week of this term for your students. The following scale gives information about the ratings that we use throughout the school. This scale is based on how we see students progressing through their development. Please take some time to read these descriptions so they are familiar to you before reports come home.

<table>
<thead>
<tr>
<th>Report Card Code</th>
<th>Application Description</th>
<th>Report Legend Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>APP</td>
<td>Applying</td>
<td>The student demonstrates a high level of knowledge, skills and understanding and is able to apply them independently in a wide range of contexts.</td>
</tr>
<tr>
<td>BP</td>
<td>Becoming Proficient</td>
<td>The student demonstrates a high level of knowledge, skills and understanding and is able to apply them in most contexts.</td>
</tr>
<tr>
<td>CON</td>
<td>Consolidating</td>
<td>The student demonstrates a sound level of knowledge, skills and understanding and is able to apply them in some contexts.</td>
</tr>
<tr>
<td>DEV</td>
<td>Developing</td>
<td>The student is developing knowledge, skills and understanding and is able to apply them, with support, in some contexts.</td>
</tr>
<tr>
<td>EXP</td>
<td>Exploring</td>
<td>The student has been exploring knowledge and skills, but is not yet able to apply these in contexts.</td>
</tr>
<tr>
<td>NA</td>
<td>Not Available</td>
<td>Insufficient evidence to make a judgement.</td>
</tr>
</tbody>
</table>

**TRANSITION DEPARTMENT NEWS**

Very exciting news from Melissa’s room this week! Rebecca has completed her first shift of paid employment at Dominos, Central Lakes, and has accomplished all work tasks with flying colours. Congratulations, Bec! Madison will be starting at Dominos next week, and Rebecca W had her first interview for work placement last week. A great effort, Melissa!

**7-9 DEPARTMENT NEWS**

This fortnight I’d like to share a short story with you: Determined Daria.

There once was a teenage girl called Daria, who loved the colour purple, hanging out with her friends at school and listening to music. Daria was in a wheelchair, with doctors advising her family that it was not worth trying to learn to walk, after many operations and months in hospital.

One May afternoon (before a school disco), Daria walked down the hallway at her school, using a walking frame. This was no small feat, rather a remarkable and inspiring event that was the result of Daria’s determination and her incredible support network.

This is a true story and one I felt compelled to share. Watching Daria walk gives me “warm fuzzies”, a sense of wonder and awe!