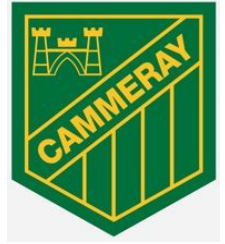


Cammeray Public School



P&C Events Update Term 1 - Feb 2023
Strategic Improvement Plan (SIP)



Acknowledgement of Country



My Acknowledgement of Country

Feel the land in which we walk on, live on, play on. A place treasured and nurtured by our elders.
Sense the fresh ocean breeze to the clean tropical climates and then the dry dusty deserts.

I would like to acknowledge our elders, both past, present, emerging, their spirits and ancestors for taking care of the land in which we stand on today.



Upcoming Events



February: National Sustainable Living Month

Monday February 13 - Thursday February 16 - Meet the Teacher

Wednesday February 15 - P&C meeting @ 7.00pm

Monday February 20 - Wellness Week

Thursday February 23 - Scripture / Ethics

Friday February 24 - Swimming Carnival, Lane Cove Aquatic Centre

March:

Friday March 3 - School's Clean Up Australia Day

Sunday March 5 - Clean up Australia Day

Wednesday March 15-27 - NAPLAN

Wednesday March 15 - P&C Meeting @7.00pm

Monday March 20 - Parent / Teacher Interviews

Tuesday March 21 - Harmony Day / Week

Monday March 27 - Teacher Planning Week

Thursday March 30 - Selective High School Assessment

April:

Monday April 3 - Cross Country Carnival

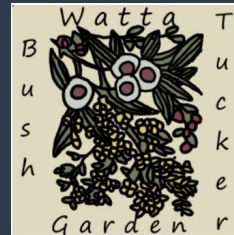
Tuesday April 4-6 - Pennant Assemblies

Tuesday April 4 - Tell Them From Me Survey window

Thursday April 6 - Easter Hat Parade

Thursday April 6 - Last day of Term 1

Tiered Leadership (Kerry)



Principal

Kerry McConaghy, supported by Sharon Sands (DEL) and Matthew Fuller (PSL)

Deputy Principals (K-6 DP)

Elizabeth Bernasconi (DP middle years, STL - S2) and Kym Watterson (DP transition years, STL - S3)

Instructional Leaders (IL)

Kathleen Olsen (STL - S1) and Pamela Moore (STL - ES1), Alexandra Ball (K-6 APCI)

Assistant Principals (AP) / Team Leaders (TL) - Distributed Leadership Model

Specialists / Support Team - Sharon Fahey (TL)

Year 6 - Laura Tsolakedis (TL)

Year 5 - Dave Robertson (TL) + FastStream Monica T1

Year 4 - Emily Oliver (TL)

Year 3 - Helen Lane (AP)

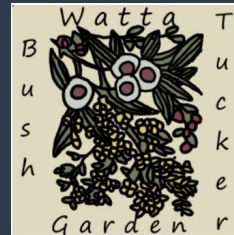
Year 2 - Katie Rowley (AP)

Year 1 - Kath Olsen (AP)

Kindergarten - Kara Fowlie (TL)



Senior Leadership (Kerry)



Principal

Kerry McConaghy, supported by Sharon Sands (DEL) and Matthew Fuller (PSL)

Deputy Principals (K-6 DP)

Elizabeth Bernasconi (DP middle years, STL - S2)

Kym Watterson (DP transition years, STL - S3)

Assistant Principal - K-6 Curriculum and Instructional Leaders (AP/CI and IL)

Kathleen Olsen (STL - S1) and Pamela Moore (STL - ES1)

AP/CI K-6 Alexandra Ball (K-6 APCI)

Assistant Principal Support (AP)

Katie Rowley - Band Committee Liaison

Helen Lane - Nanyima Liaison

Pamela Moore - Kindergarten Transition Liaison

Kath Olsen - E&S Liaison

New Staff (Kerry)



2023	n No	Classes
KB	117	Brown, Ashlee
KD	108	Donald, Michaela
KF	118	Fowle, Kara (TL)
KH	114	Pamela Moore M-T
KH	114	Hickey Patrick W-Fr
KN	119	Norden, Nicole
1G	116	Geddes, Kristy
1M	125	Myers, Justine
1O	123	Fiona Osborne M-W
1O	123	Olsen, Kath Th-F (AP)
1S	124	Sertbas, Jasmin
1W	115	Woodhouse, Jules (TL)
2F	121	Flynn, Annie
2L	131	Ricketts, Lisa
2R	122	Rowley, Katie (AP)
2T	120	Thomson, Natalie
3E	130	Emerson, Jacqui
3F	129	Fechter Kas M-T /
3F	129	Miller, Jennifer W-F
3L	127	Lane, Helen (AP)
3M	128	Maras, Lauren
4J	158	Pitkanen, Joshua
4M	146	McVittie, Hannah
4O	136	Oliver, Emily (TL)
4P	137	Pope, Louise
5B	135	Bennett, Simon
5G	139	Grayson, Monica
5R	138	Robertson, David (TL)
5S	134	Sutton, Rosie
6A	155	Taylor, Alison
6D	156	Dempsey, David
6R	157	Roper, Karl
6T	154	Isotakides, Laura M-W
6T	154	Farrant, Jolene Th-F

New Team Members

Ms Brown, Ms Norden, Mr Hickey - Kindergarten

Ms Sertbas - Year 1

Ms Thompson - Year 2

Ms Miller, Mrs Emerson, **## Ms Maras - Year 3**

Mr Pitkanen - Year 4

Ms Taylor - Year 6

Returning Teachers

Ms Moore - EAL/D (English as a second language support teacher)

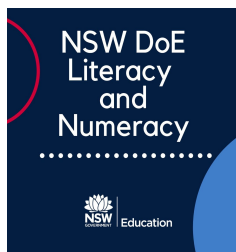
School Leadership Institute Development Continuum



Strategic Directions + Registration (Kerry)



1



Student Growth and Attainment

Reading and Numeracy
Differentiated Learning

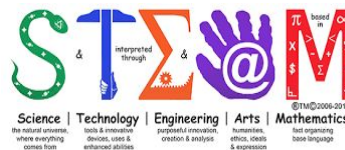
2



Innovative Learning Culture

Walker Learning Approach
Engagement and Advocacy

3



Inclusive Learning Culture

STEAM and Visible Learning
Environment and Sustainability

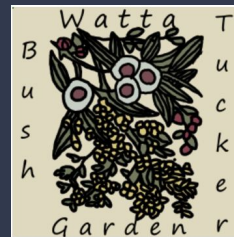


Year	Focus Area A – Curriculum Requirements
2023	■ 4.2 Curriculum – Creative Arts, PDHPE and Languages

Focus Area B – Policy Requirements

- 4.5.1 Safe and supportive environment – child protection
- 4.5.2 Safe and supportive environment – student welfare (complaints/grievances)
- 4.10 Safety and welfare of students in boarding facilities

Teacher SD and Focus Teams (Kerry)



1



Student Growth and Attainment

Reading and Numeracy
Differentiated Learning

2



Innovative Learning Culture

Walker Learning Approach
Engagement and Advocacy

3



Inclusive Learning Culture

STEAM and Visible Learning
Environment and Sustainability

Strategic Direction 1 Liz Reading and Mathematics	Strategic Direction 2 Kath Inclusive/Engagement Walker Learning	Strategic Direction 3 Kym Innovation/IT/STEAM/ LISC	Registration Team Alex (NESA) PDHPE
ES1 - Kara S1 - Jules, Katie S2 - Helen, Emily S3 - Dave, Laura, Jolene Specialist / Support Sharon, Kat, EAL/D, Richard	ES1 - Pamela, Michaela, Nicole S1 - Justine, Lisa S2 - Hannah, Kas, S3 - Monica, Alison Specialist / Support - Kate	ES1 - Ashlee S1 - Jasmine, Annie S2 - Louise, Lauren S3 - Rosie, David D Specialist / Support - Virginia	ES1 - Patrick S1 - Fiona, Kristy, Natalie S2 - Jen, Josh S3 - Karl, Simon Specialist / Support -

Teams	DP/IL/Team Leader	Team Members - representatives from each stage team (all staff to opt in to at least 1 team)
Green / Sustainability Team (WLA outdoor learning, solar paneling, waste, landscaping and playground development)	Kath	ES1 - Michaela S1 - Justine S2 - Jen S3 - Monica Specialist / Support - Kat
Inclusivity and Diversity Team (Cultural priorities, first nations people, house renaming, uniform, totems, yarnning circle)	Liz/Sharon	ES1 - Nicole S1 - Annie, Fiona S2 - Jacqui S3 - Jolene Specialist / Support - Sharon
Performing Arts Team (band, choir, debating, public speaking, dance, drama)	Katie	ES1 - Ashlee S1 - Jules, Annie (choir), Lisa (dance), Kristy S2 - Louise (dance) S3 - Alison, Rosie Specialist / Support - Virginia
Sports Team (K-6 sporting events, carnivals, zone and regional activities, and SISA)	Alex	ES1 - Patrick S1 - Lisa, Kristy S2 - Josh, Kas/Susan S3 - Simon, Laura Specialist / Support - Richard
Tech Team (K-6 technology, maintenance, monitoring, support, purchasing and upgrades and cyber safety)	Kym	ES1 - Kara S1 - Jasmine S2 - Emily, Lauren S3 - Dave, Karl Specialist / Support -
Wellbeing Team (Learning Support, EAL/D, Wellness Week, Peer Support, YCSWM, playground support, community links and Got It!)	Helen	ES1 - Pamela S1 - Natalie S2 - Hannah S3 - David D Specialist / Support - Kate



Budget Expenditure (Kerry)

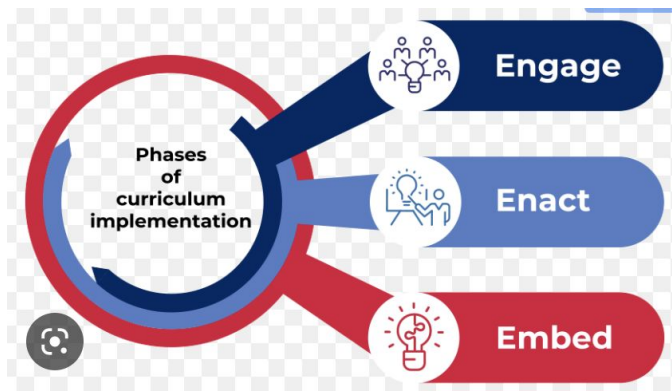


Our **budget entitlements** and personnel placement, are based on student numbers (701). Previously school funds have been allocated to the French teacher, executive office upgrade, additional SLSOs, SiSA. Our 2023 school funds (**School and Community**) of **\$700K** have been allocated to staffing:

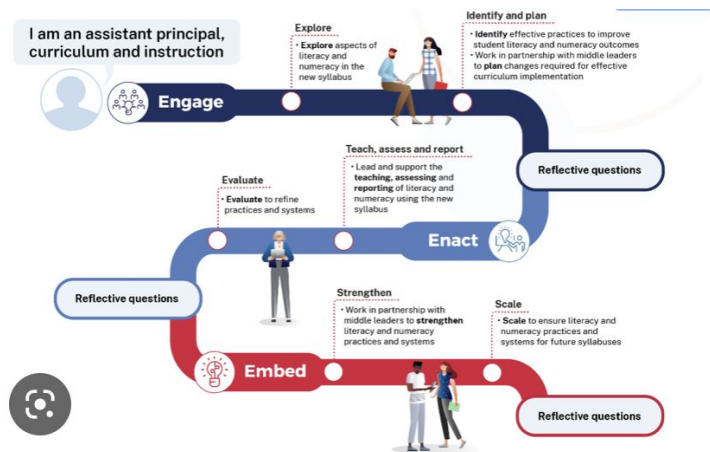
- ➡ **Additional teacher positions** in Year 1 (Jasmine), Year 3 (Lauren) and Year 6 (Alison), reducing class sizes in Year 1 (26+) and Stage 2 and 3 (29+) **school funding \$360K**
- ➡ **Continued administration hours**, enabling us to maintain 3 days office support (Shiho), assisting with sickbay and IT, **school funding \$60K**
- ➡ **Continued SLSO support**, enabling us to fund 3 positions supporting our in-class learning interventions across the school - Ann and Julie hold permanent positions, temp positions include Ali and Rachel, **school funding \$240K**
- ➡ **Continued LaST support**, enabling us to provide target maths support (Richard W-F) for targeted students, **school funding \$40K**

Operational priorities include WLA indoor and outdoor resourcing, opening classrooms (double rooms), increasing robotics and digital resources K-6, PDHPE resourcing and art room upgrade, totalling **\$120K**

AP/CI – K-6 Curriculum Support (Alex)

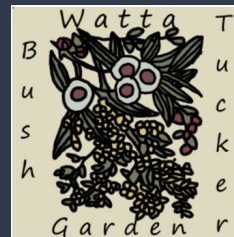


Preparing for a new K-6 syllabus				
I am an APCI	Familiarise	Prepare	Refine	Finalise
<p>I will focus on...</p> <p>I will undertake the following activities to help me:</p> <p>I will know I have been successful if...</p>	<p>working with leaders to develop an understanding of the literacy and numeracy requirements to implement change.</p> <p>Read the syllabus and its supporting documents. Complete professional learning (NCLA and the department). Work with key staff to coordinate how teachers will engage in professional learning about the syllabus.</p> <p>Support senior leaders in planning a syllabus implementation timeline. Work with key staff to identify resources needed to action timeline.</p> <p>Maintain knowledge of the literacy and numeracy demands of the syllabus to build teacher capability where required.</p>	<p>supporting middle leaders and working with teachers to build capability to implement the syllabus.</p> <p>Lead professional learning conversations to support progression of learning and acknowledge achievements and challenges.</p> <p>Explore networking opportunities with other assistant principals, curriculum and instruction.</p>	<p>providing support to middle leaders and teachers when making decisions about student learning.</p> <p>Provide guidance and support to key staff and their teams to ensure literacy and numeracy skills are represented accurately in the development of units of work.</p> <p>Build teacher capability to implement literacy and numeracy requirements of the syllabus through modelling practices in the classroom.</p> <p>Support teachers to understand how syllabus content aligns to the literacy and numeracy progressions and provide support in monitoring student progress using available departmental resources.</p>	<p>collaborating with middle leaders to support teacher implementation and the development of supplementary resources.</p> <p>Collaborate with key staff to refine the scope and sequences and units of work.</p> <p>Collaborate with key staff to plan for student assessment and reporting to parents.</p> <p>Support teachers to transfer understanding of syllabus requirements into practice. Provide support to key staff in developing an implementation and evaluation plan for the next year.</p>
	<p>I have a deeper understanding of the syllabus and current research practices. I am starting to partnership with key staff to support and develop the implementation plan for the syllabus.</p>	<p>Middle leaders and teachers are supported in building their capability to implement the syllabus and its literacy and numeracy demands. I have engaged with other assistant principals, curriculum and instruction.</p>	<p>Middle leaders and teachers are increasingly confident about implementing the syllabus and are developing their capabilities to plan and teach new content aligned with syllabus outcomes.</p>	<p>The school has adopted an evidence approach to literacy and numeracy in alignment with syllabus outcomes and teachers are trialling practices in the classroom. Teachers are confident to implement the syllabus next.</p>

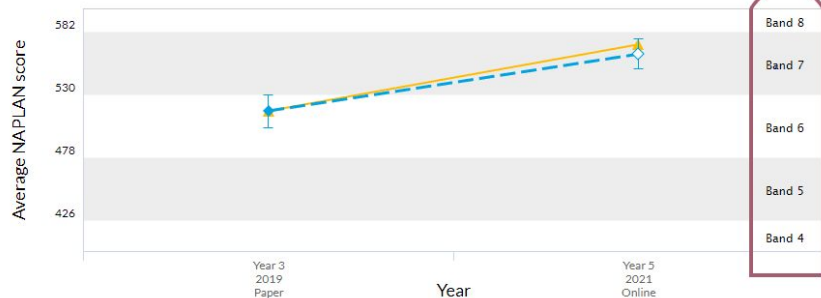




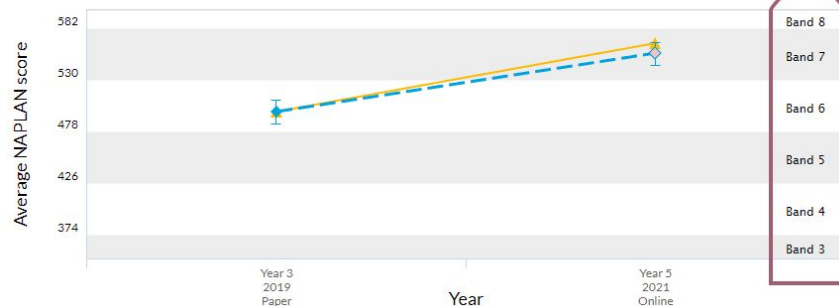
NAPLAN 2022 – (Liz)



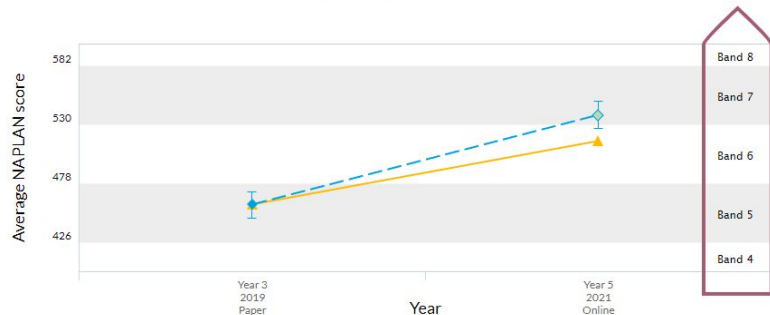
Year 3-5 Reading 2019-2021



Year 3-5 Numeracy 2019-2021



Year 3-5 Writing 2019-2021



	2012-2014	2013-2015	2014-2016	2015-2017	2016-2018	2017-2019	2019-2021
Reading	56	45	51	45	45	54	47
Writing	49	49	40	43	53	50	63
Numeracy	59	59	60	46	53	59	43

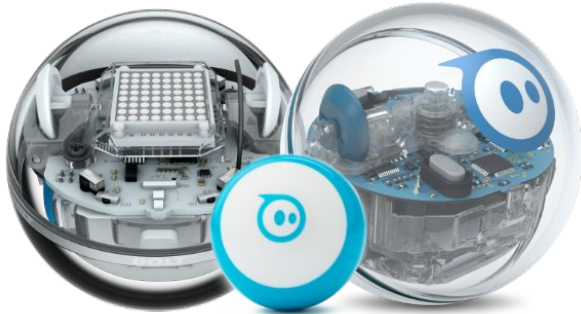
NB In 2020 education ministers' decided that NAPLAN testing would not proceed that year due to the COVID-19 pandemic.

SD2 Walker Learning – Outdoor Learning (scientific, sustainable and ecological thinking)



SD3 STEAM – Robotic Resources (Kym)

(Beebots, Dashbots, Spheros, Lego We-do)





Art Space – Upgrade Project (Kerry)

(waterproofing, new storage and furniture fitout)



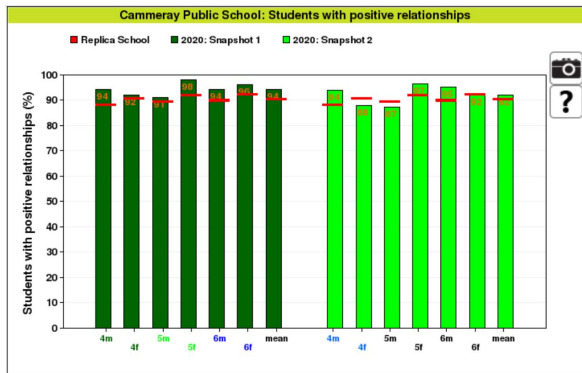
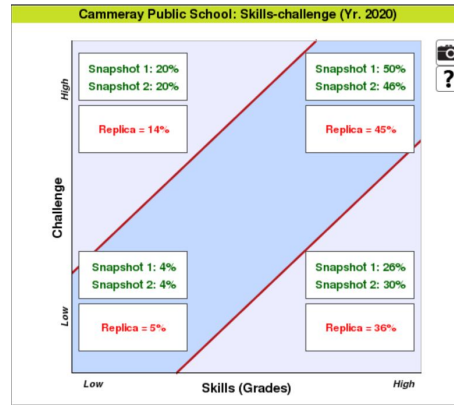
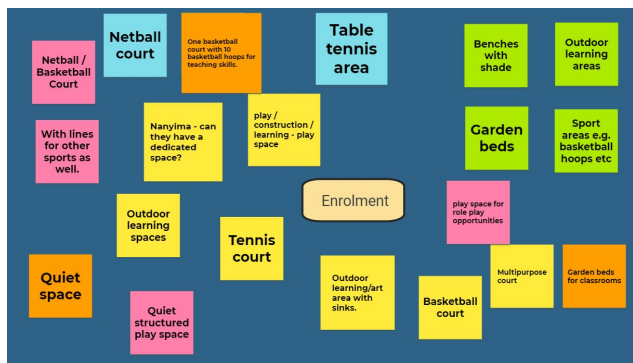
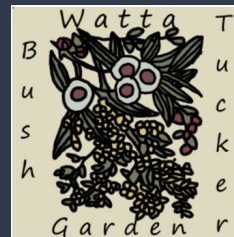
First Nations and Environmental (Kerry)

(native non-sting bees, butterfly garden, yarning circle)



SRC – Student Voice (Kerry)

(students leading and learning)



W1 – Kindergarten Best Start (Liz)



Information for parents and carers

- [Best Start Kindergarten Assessment - Letter to parents and carers - English \(PDF 98.78KB\) | translated letters](#)
- [Best Start Kindergarten Assessment - Parent and carer information sheet \(English - PDF 403KB\) | translated information sheet](#)

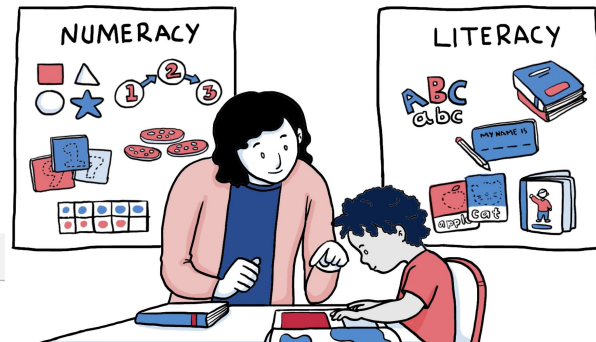


Will all children be assessed?

- Best Start is inclusive. All children will have the opportunity to participate.
- The Assessment will provide critical information for teaching and learning programs that meet the individual needs of students.



Implementation advice for teachers using the Best Start Kindergarten Assessment



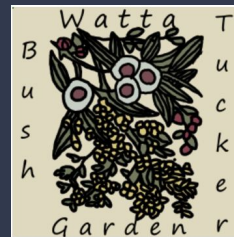
W3 – School Sport (Kym)



PDHPE K-6



W3 – Grade Newsletters (Alex)



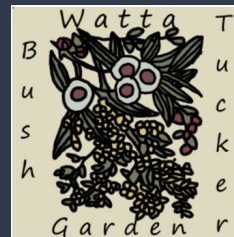
Year 1 - Term 1

Speaking and Listening

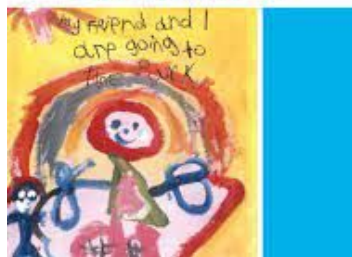
The students will participate in a range of activities in pairs, small groups and whole class contexts that focus on developing their speaking and listening skills. Students will have the opportunity to develop skills in voice projection, use of expression and confidence in speaking to different audiences. Students are also involved in formal speaking and listening opportunities through our stage assemblies.



W4 – Meet the Teacher (Alex)



ENGLISH K-6



MATHEMATICS K-6



Effective homework tasks are:

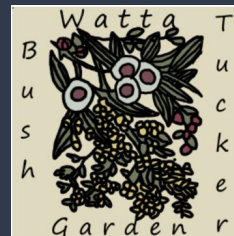
- appropriate for each student's age and ability
- relevant to each student's needs and builds on work undertaken in class
- purposeful and designed to meet specific learning goals
- clearly stated and requirements made explicit during class time
- varied and challenging, but achievable
- supported by teacher strategies for students having difficulties with homework.

*The quality of the homework assigned
is likely to be more important than the quantity*

PUBLIC SCHOOLS NSW | HOMEWORK POLICY | NEALS | MAY 2012 | WWW.SCHOOLS.NSW.EDU.AU | 6



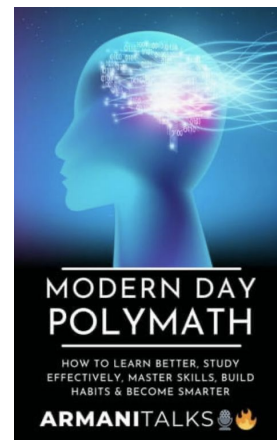
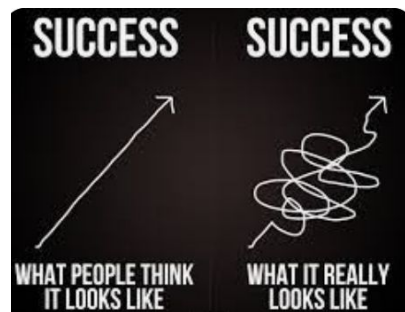
W4 – Ngara Enrichment Opportunity (Liz)



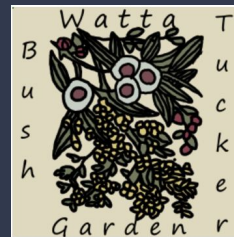
Here are the areas of study/research:

Area of Inquiry	Open-ended Task
English	Choose carefully and read two novels. Compare each novel to determine similarities and differences. Use this comparison to create a personal response to the texts.
STEM- Mathematics and/or Science	Prepare a proposal for the MANSW Investigating with Maths competition. Details for 2023 competition are not yet available, but the website link will give you plenty of inspiration: https://www.mansw.nsw.edu.au/student-activities/investigating-with-mathematics Prepare a proposal for the STANSW Young Scientist Award. Details for 2023 competition are not yet available, but the website link will give you plenty of inspiration: https://stansw.asn.au/YoungScientist
Social Sciences - History and/or Geography	Choose a polymath from history, explain reasons for your choice, and create a presentation sharing their achievements and explaining their impact. Choose a part of the world which is currently undergoing challenges for its people. Use a timeline and create a mind map to show how the challenges are impacting society and what might be done to contribute to a solution.
Creative Arts - Visual Arts, Music, Drama, Public Speaking	Choose an area of the performing arts and create a presentation which will engage your audience for two minutes. Keep a process diary to show how you developed your performance, from planning and preparation through to the final presentation.
PD/Health/PE	Choose a personal goal in the area of either health, fitness or wellbeing which you can achieve across a semester, explain why you chose it and document your steps towards success.

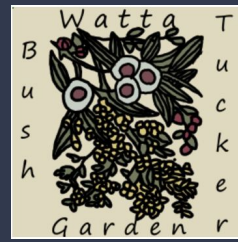
Feedback Rubric				
Name:	has achieved	Practising	Confident	Expert
CCPP gold, silver, green status by completing the following learning opportunities:				
English				
➤ Two novels read				
➤ Comparisons demonstrating personal response including persuasive argument and evidence quoted from the text to support position				
STEM				
➤ Presented a proposal for either (or both) STANSW or MANSW student competitions according to requirements of the competitions				
Social Sciences				
➤ Provided clear justification for selection of polymath, including persuasive language and evidence about the selection				
➤ Demonstrated a deep understanding of the complexities facing leaders and their societies in the contemporary world				
Creative Arts				
➤ Engaged audience of adults and peers for two minutes in chosen field of the performing arts				



W4 - Parent Helpers (Liz)



W5 – Swim Carnival (Kym)



1



2



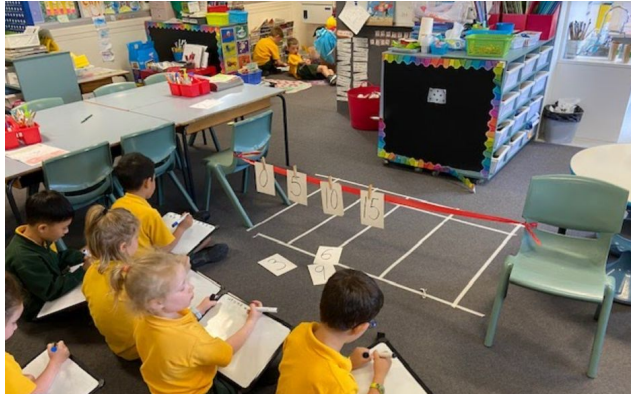
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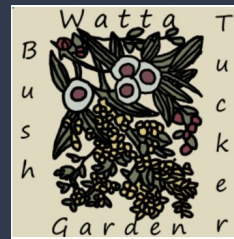
W6 – Scripture / Ethics (Kym)



W8 Clean Up Australia – CUA (Kym)



W7 – RAP Review (Kerry)



Cammeray Public School Reconciliation Action Plan 2021 - 2023

Vision for Reconciliation at Cammeray Public School

We acknowledge that Reconciliation is a journey
of lifelong learning.

Our Reconciliation pathway provides an opportunity to find meaningful ways to increase respect, reduce prejudice and strengthen relationships between the wider Australian community and Aboriginal and Torres Strait Islander peoples. We want these values to be deeply embedded in our learning across all school contexts and curriculum areas. Narragunnawali (pronounced



W8 First Nations Priorities (Kerry)



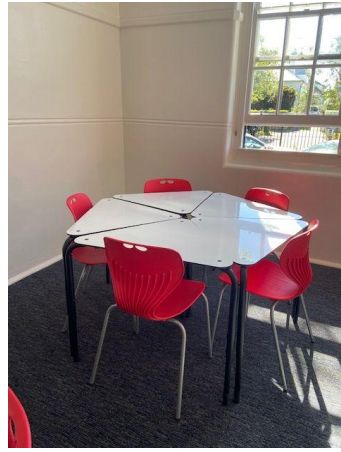
W9 Harmony Week (Liz)



21 MARCH
HARMONY DAY



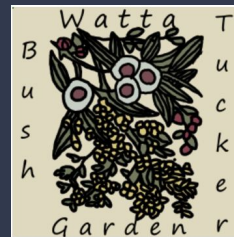
W9 School Tours (Liz)

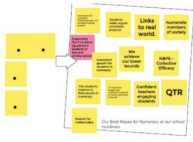
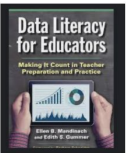




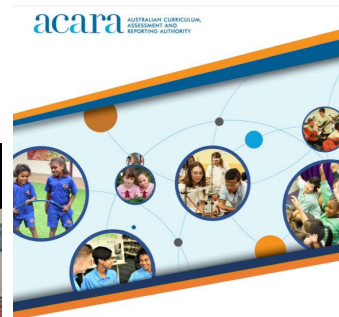
W10 – Parent / Teacher Interviews (Liz)



W10 Teacher Planning Week (Alex)



School Goal	<u>School Goal</u> Proposed - To maximise student learning outcomes using data driven teaching practices with a focus on developing data literacy skills.		
Grade Goal	<u>Stage Goal</u> Proposed - To maximise student engagement and motivation through the implementation of the Walker Learning Approach.		

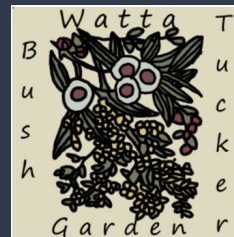


National Numeracy Learning Progression



<https://www.youtube.com/watch?v=ZWikqbvm0As&t=105s>

W10 – Annual School Report 2022 (Kerry)



2021 Annual Report

Cammeray Public School

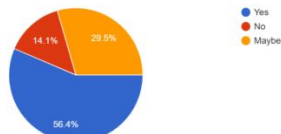


Parent/caregiver, student, teacher satisfaction

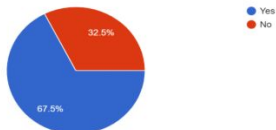
Throughout the year we sought authentic feedback from all stakeholders. We conducted surveys, spoke to key groups and shared our findings across the school community. We observed and reflected and responded as the landscape changed. Below are some captured examples of feedback we used to continually improve our performance. Our collective aim was to achieve the following:

- balanced approach
- community spirit
- connectedness
- engagement
- sense of belonging
- togetherness
- moments of gratitude

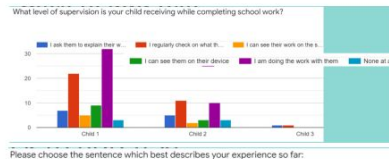
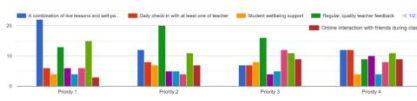
Does the current model provide flexibility for your child's and family's needs?



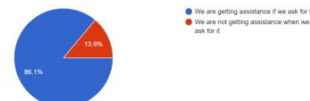
Are you satisfied with the current online learning model used at our school?



Please tick the 4 options most important to you in an online learning environment.



Please choose the sentence which best describes your experience so far:



Student feedback - SeeSaw

Year 1 students are feeling good and like the activities on SeeSaw. They miss their friends and coming to school. The majority of students responded with the smiling emoji for how they felt about learning from home - which is higher than last week. Some students were saying they are more comfortable with home learning. Students enjoyed Minibeast activities and research, World Book online, brainstorming words with the sound of the week, reading lots of books, Maths Online.

"Still feel good learning from home but I really miss going to school to see all of my friends. My favourite activity this week was researching about the about the Killer Whale because I love killer whales, they are super smart. I didn't know they were a part of the dolphin family."

"I have enjoyed doing maths because I like the activities. I really like doing the activities that my and the other teachers have sent to us, it makes learning fun."

Student feedback - Stage 1

"I enjoy sharing my books and work with you. The maths and art activities this week have been really fun."

"The thing I have enjoyed learning about this week was the Minibeast activity and researching Snails. My favourite fact about a snail is that they have tentacles. I hope there is more Minibeast investigations next week."

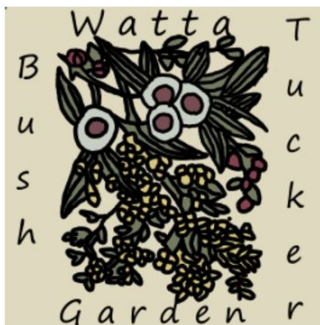
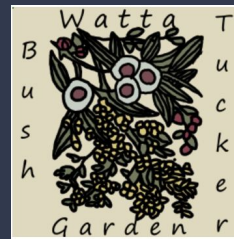
"I feel happy about learning because it is my favourite thing to do and I really like learning. Sometimes learning is extra fun and I love learning when there is a StoryBox library because I love all the stories on Story box library. Thank you for my compliment from Coco as well."

Year 2
55.9% of families like the number of activities or would like more, 44.1% would like to see fewer activities.

76.5% of students needed some help to manage the home learning activities.

55.9% of students are feeling happy about this term so far. 35.5% are feeling okay. 8.6% are feeling a bit sad.

2023 School Captain Messages

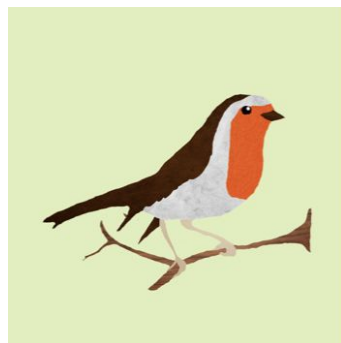


Seren - 6A

I have deeply enjoyed my learning experiences at CPS. I especially enjoyed the 'speak off' program as it has helped me with my vocabulary and improved my writing and spelling skills. Looking back at my years and the 4 camps brings back fond memories of going on excursions with my friends and teachers. Cammeray has offered so many opportunities, including this one as school captain. I enjoy speaking at the mOnday morning assemblies and hope to make our school a better place, by increasing the hands on resources, making sure every student has a friend and working hard to make sure every student has the best schooling possible.

Alessia - 6A

Cammeray Public is a wonderful school which has taught me many things and pushed me to strive for excellence. Looking back on my early primary school years, I can see everything Cammeray has offered me in my rich education journey. In Years 1 and 2 I improved my public speaking skills which has carried through my entire life. It has built my confidence and improved my communication skills and vocabulary. In Years 3 and 4 I was able to further develop and excel in English and maths, thanks to all the resources and equipment provided by Cammeray. Through the Walker Learning Approach I have built a passion for sustainability and the environment. Now that I am a school leader I hope to take on this challenge across the school. The SLiPS program has unlocked my leadership potential and I enjoyed learning and practising these skills through activities and community service.



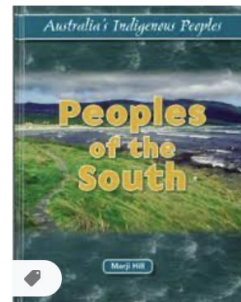
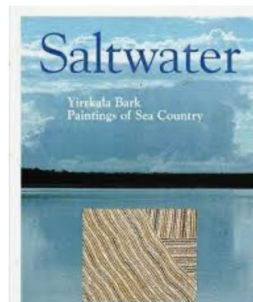
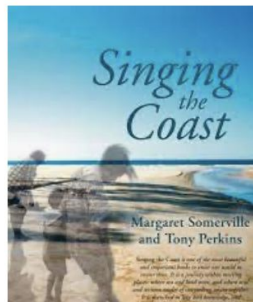
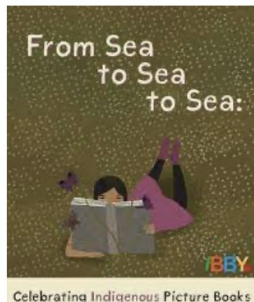
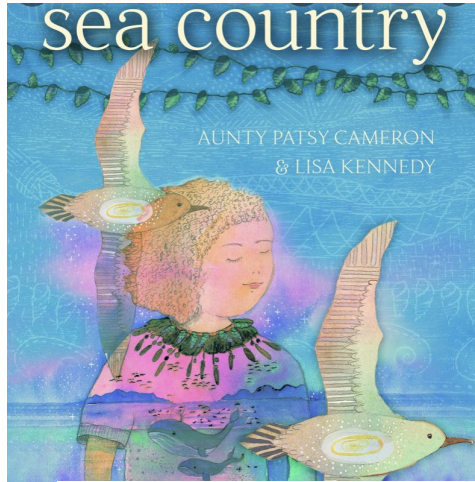
W10 – Tell Them From Me Survey (Kym)



The login screen for the 'Tell Them From Me' survey. It has a blue background with a white logo at the top consisting of three stylized figures holding hands. Below the logo, the text 'Tell Them From Me' is displayed. There are two input fields: 'username' with a person icon and 'password' with a lock icon. An orange 'Login' button is at the bottom.



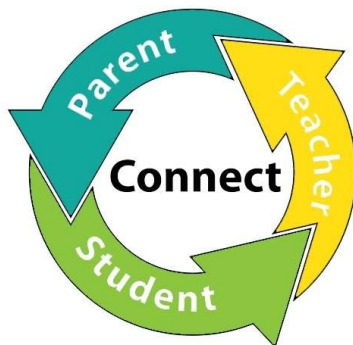
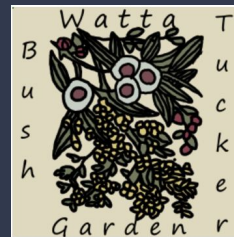
W11 – Pennant Assemblies (Kerry)



W11 – Easter Hat Parade (Liz)



Class Parent Representatives (Liz)



CPS P&C + YEAR 4 INVITE YOU TO

MOTHER'S DAY BREAKFAST

FRIDAY 6 MAY 2022
KARIONG / ZONE 1

Sessions at 8-8:30am & 8:40-9:10am for Mums and Special Carers.

Tea & coffee will be provided
(black & lattes - alternative milk options available for self-serve to ensure everyone is served swiftly)

Croissants and Raffle tickets for sale
Performances by the Intermediate Band
Craft and Photo Booths for mums & kids to enjoy together

Bookings essential:
<https://www.trybooking.com/BZCEQ>

CAMMERAY PUBLIC SCHOOL P&C INVITE YOU TO CELEBRATE THE FIRST DAY OF SCHOOL

TEARS & CHEERS

KINDERGARTEN PARENTS 2023

FEB 3RD NORTHS CAMMERAY FROM 9:30AM
PLEASE PURCHASE A TICKET BELOW

You're incredible Dad!
[How To Draw Mr. Incredible From Incredible 2 - YouTube](#)
Use this link to draw a picture with a title "You're incredible dad!" List all the reasons underneath.

Make an Origami Shirt card!

[How To Fold An Origami Shirt \(Father's Day Card\) - YouTube](#)

PAPER AWARD RIBBON

[Award Ribbon For Dad I DIY Father's day gift ideas I How to make Award Ribbon - YouTube](#)

Printables!
[Grandpa fathers day printable.jpg](#)
[Fathers-day-fill-in.jpeg](#)
[FathersDay3.jpg](#)
[free-printable-Fathers-Day-C-gloring-Sheet.pdf](#)
[fathers-day-coloring-card.pdf](#)
You can use these as inspiration too and draw your own!

Father's Day Choice Board

Dad's Burger Seasoning 🍔
Get an airtight jar and make a fancy label with paper and sticky tape
[DIY Burger seasoning BBQ labels.pdf](#)

Soda Pop gift!
[soda-pop-dad-mini.ps](#)
[\(onecreativemommy.com\)](#)
Print these or draw your own
You need a bottle of soft drink and some string!

Local man wins 'Dad of the Year' 2021
[Make a Father's Day Card in Google Slides - YouTube](#)
Father's day Slideshow

Dad jokes!
[Father's Day Joke Teller Bundle from Bren Did.pdf](#)
Print this one or make your own!

Term 2 Planning in Progress (Kerry)



Forward planning - Term 2

ANZAC Day

Tell Them From Me

Zone Cross Country

Walk Safely to School

National Families Week

Wellness Week

Mother's Day

Walk to School Day

National Sorry Day

Reconciliation Week

NAIDOC Week

End of Term Assemblies

Potential P&C Projects – where to next...



P&C partnership continued:

- **SD1:** quality literature corridor (QLC)
- **SD2:** redevelopment of outdoor learning spaces (equipment Zones 2 & 3)
- **SD3:** continued expansion of IT, robotics resourcing



Community Questions (Kerry)



Q&A



Positive Partnership 2023 and beyond

