

FROM THE PRINCIPAL

Dear Members of our St Mary's Memorial School Community,

FUTURE OF ST MARY'S MEMORIAL SCHOOL

Last year, midway through Term 4, I provided families with some background information regarding what is happening across Catholic Schools in South Australia and then more specifically, here at St Mary's Memorial School. I reminded parents that St Mary's Memorial School is just one of many schools serving families in the Archdiocesan of Adelaide. All Catholic schools operate under the jurisdiction of South Australian Commission for Catholic Schools (SACCS); they determine the overall policies that guide all Catholic schools. It is the authorised body for contracts and agreements with the Commonwealth and State Governments in matters of funding and the establishment and development of schools. Therefore, St Mary's Memorial School belongs to the 'system'; and the 'system' has recently launched its Strategic Plan for the next 5 years, which all Catholic schools are required to follow.

Currently, one of the primary SACCS strategic plan, is the enrolment growth of Catholic schools across our state. Therefore, St Mary's Memorial School is responding to this strategic directive and will gradually grow in numbers to meet the system goal. The three Reception Classes at the commencement of the 2022 school year is the beginning of that expansion. Along with the SACCS goal to not turn away families wanting a Catholic school education in the school of the family's choice; they are also procuring/purchasing property to support the proposed expansion across the state.

Therefore, St Mary's Memorial School, will experience some large class number sizes for a couple of years; but once the school has established three streams (that is, three class cohorts of each Year level from Reception to Year 6) the numbers will definitely drop to well under what they currently are. Obviously, the powers above are aware of our school site and will support the school in whatever way possible.

I also reassured parents last year, as I am again now, that this will in no way compromise the quality of teaching and learning at St Mary's Memorial School. Our commitment to providing the best teaching and learning experiences for all of our students will continue to be what drives the staff – Teachers and Education Support Officers.

I can confidently say that our school is one in which effective teaching and authentic learning are nurtured and constantly developed to help students achieve in the context of inclusive teaching practices which enhance the learning of all students. Fundamentally, student learning is seen as the central purpose for everything that occurs at St Mary's Memorial, taking precedence over everything else.

While our current leadership is in place; we will continue to make it our focus and to meet every students' learning and wellbeing needs. No child will become just a number! We (every staff member) knows that strong relationships provide a foundation for student engagement, belonging, and, ultimately, learning. The more high-quality relationships students have with their teachers, the better their engagement in school. We will never jeopardize this!

For example, this year not only will there be a full-time Education Support Officer in each classroom; there will also be extra ESO's assigned to support each class (especially in the morning during the literacy and numeracy teaching and learning experiences) which will continue to ensure that every students' needs are being addressed. In this scenario, it brings the adult to student ratio in each class down to almost 1:10.

The under-croft area refurbishment (as the area was originally designed to accommodate four classrooms with an associated breakout area; but deferred in 2019) will occur, but the current pandemic has slowed down the progress. The transportable building on the school site to accommodate the extra class is anticipated to be with us for 6 to 8 months. When the work in the under-croft is completed, and the newly acquired property (adjacent to the existing playground) is redeveloped into extra playground space with interactive equipment and appropriate shade cover, the transportable building will be removed.

Our school has a good reputation within the local community. The directive to grow our schools will not jeopardize what is currently happening! We owe it to your children! This will continue to be our promise!

TERM 3 RECEPTION INTAKE

This year will be first opportunity that has been presented to our school community to accommodate a Term 3 Reception intake. Before 2014, all schools across our state offered continuous Reception intake at the beginning of each term. Reception classes began the school year with small enrolments, and each term they welcomed new students until their classes reached their maximum number. It meant, that Reception teachers differentiated the teaching and learning program (like every other teacher) to ensure that the students' learning needs were accommodated. Nevertheless, when a child began school in either Term 3 or 4, they continued in Reception the following school year....which will be the case for the Term 3 Reception intake this year.

The small group of students beginning in July, will join Ms Renee Ierace's Reception Class. There will be a cap on the number of students we can accommodate this year, due the number of students already in that class. The criteria is based on the age of children; that is, the first half dozen children whose birthday falls directly after June 1st will be offered an enrolment placement in the existing Reception class.

I apologise to the families who were hoping that their child would be accepted at the commencement of Term 3, however, due to the lack of places we believed it was fairer to offer the enrolment to the children whose birthdays fell closest to the middle of the year.

CHILDREN AND CONFLICT IN THE PLAYGROUND

As much as we try to avoid it, conflict is a normal part of life. Helping children learn to manage conflict effectively will also help them to experience more fulfilling friendships and enjoy better social experiences, both at school and outside of it. Of course, how well children are able to resolve conflict is directly related to their age, stage of development and life experiences; for example, a young child may not know how to compromise without assistance or have the emotional capacity to empathise with the needs of others.

As an educator, I spend a lot of time on the playground. While some children happily lose themselves in a world of imaginary play or climb the play equipment together, competitive ball games such as dodgeball, soccer, basketball, and football are big draws for many children....and it's the children who play competitive ball games that I end up interacting with the most during recess and lunch. It's a rare day when there isn't a ball game related conflict, complete with tears and tempers.

Neuro-research says that playing or watching competitive sports does something to our brains. Whether watching a ball game or playing it, our brain is in a hyperalert, reactive state. When a child is in the middle of a game, they are competitive and quick acting, and adrenaline is soaring. When conflict arises, young children – often boys in particular – can have trouble dealing with the problem in a calm, considered way. Not only do they not have the tools to do so, but physiology is also working against them. Red faced and angry over what they perceive as unfair (rules, teams, or another player's foul play), children come to me seeking solutions and mediation.

When I see heated exchanges between the children, I imagine the cortisol racing rapidly through their little bodies. Their distress is palpable. The high levels of frustration and upset I see on the playground every day are in direct conflict with the very idea of a recess or lunch break; a special time during the school day to run, play, and be free – to be a 'kid'. But trying to explain that this is a precious time for them to have fun and that they should make the most of it would be doing the children a disservice. What children need instead are tools to help them resolve the issues they are having. We can send a child to school every day with this toolkit of strategies to help

Remind them it's okay to take some space in the same way that we may encourage our red-faced, angry child to retreat to a quiet corner of the house to calm down, we can advise them to take a walk around the periphery of the playground for some time on their own and to take some deep breaths. We can remind them that they are no good to anyone else if they are so worked up that they can't talk in a calm tone. The child needs time to lower his/her heart rate and let his/her spiked emotions settle before trying to solve the problem directly. Sometimes, in their walks around the playground (admittedly this is sometimes more of a stomp than a walk), children will arrive at their own kind of peace, and conflict resolution becomes unnecessary. They may incorporate themselves back into to the game. Once they've calmed down and the cloud of anger has lifted, it's almost as though they suddenly have the necessary space and perspective to solve the problem independently.

Teach conflict resolution at home on the playground, teachers seek to empower children with enough skills and strategies so that they can eventually solve their disagreements without an adult present...because ultimately they'll need to this in secondary school and in their workplace! Encourage children to solve conflicts with others at home. Teach them how. Tell them to maintain eye contact and listen attentively to the other party. Encourage the child to come up with a plan for a speedy resolution to the issue. Give them phrases like "I feel," "One way we could solve this is," "Let's try," or "How about...?" Sometimes, a simple 'Rock, Paper, Scissors' or 'Eeeny, Miney, Mo' solution is all that's needed. Use words like "compromise" and "solution" regularly, and encourage the child to use these words at the playground, too.

Model what you want to see sometimes, teachers will participate in children's gameseven the non-sporty with poor hand-eye coordination and depth perception, will run around chasing the ball, having decided to try their hand (well, foot) at soccer or basketball. This uncharacteristic move is sometimes borne from frustration at the sheer number of conflicts the children bring to them.

One way to tackle the issue is to get a little more involved. So I had the children teach the teacher how to play (according to their rules) and, in the process, the teacher models respect for peers, empathy for those not as skilled as others, patience, and understanding. My presence helped diffuse the tension. The children love the adult interaction; and interestingly there are fewer disagreements. Another teacher (naturally athletic and a real football lover) plays with the children every most play breaks. He's quick and agile, a real hands-on coach, guiding the children away from conflict and to a place of positivity and encouragement for others. His presence is powerful for the children.

They enjoy playing with him because he serves as both a coach and a model of good sportsmanship. As a parent, we can get in there, too – at weekend soccer practice, in the backyard, or while playing a board game. Whatever we play, we need to be a good sport. Model what we want to see in our child/ren.

Foster inclusivity and respect psychologists tell us what some of our students at school feel but can't articulatethat conflict can make us feel that our position within a group is in jeopardy! Potential exclusion from a game or social group can be the most prescient, raw part of losing. It makes sense that the more a child feels threatened, the more stressed they will feel...and the stress is very real! When playing games at home, reassure your child that losing a point, a kick, a save, or a match doesn't mean that they are less liked or respected by their peers. Nor does it mean that they can't keep playing. If we tell children enough, eventually they'll believe it, and even share it with each other. Reassuring words can help even the most insecure and fragile of young egos.

Encourage resilience at home, on the playground, and in life, there's a very real fact of life that we all have to learn sooner or later; that, even when we do not have total control over what happens to us, we can control our reaction to what happens. We need to remind children not to give up on a game they are passionate about just because it feels hard right now. We need to encourage them to keep playing, that they can rise above the challenges with just a little bit of hard work, calm, determination, and focus. This goes for any kind of competitive game – from Monopoly to soccer or pass the parcel! The alternatives? To sit this one out, to find another game, to sulk and wallow in a sense of injustice, anger, or self-pity. These are real options, but they aren't great ones, and they don't offer a long term solution. The solution that breeds resilience and success is one where we encourage the child to get back into the game as quickly as possible. This is the solution to conflict in life, too, so they may as well begin to learn it when they're young!

CHILD PROTECTION CURRICULUM

At St Mary's Memorial school, we take student protection very seriously. We believe it is everybody's business to put children first, especially in relation to their safety. It is one of our most important aims that all students who attend St Mary's Memorial school feel safe, supported and protected. To meet their inherent potential, students must feel free to take risks and to learn and grow without fear, anxiety or concern for their own safety and well being.

Putting children first means prioritising the safety and wellbeing of children at all times.

All children need to feel safe and loved, have a chance to play and explore, have a say in decisions that affect them, and have access to essential things like food, shelter, education and healthcare.

It is the responsibility of everyone who works in a preschool and school setting under the Children's Protection Act 1993 to ensure that an effective abuse prevention program is implemented in schools and other education settings. Implicit in this is the need to explicitly teach a curriculum that addresses child protection for all children and young people; which is supported with professional learning for all educators responsible for its delivery.

Consequently, all schools across South Australia (which includes DECD, Catholic and Independent educational systems) are mandated to explicitly teach child protection strategies to all students using the '**Keeping Safe: Child Protection Curriculum**'. Teachers at St Mary's Memorial have been teaching from this program since 2009.....and do so every year.

The Keeping Safe: Child protection curriculum (KS:CPC) teaches children from a young age to -

- recognise abuse and tell a trusted adult about it;
- understand what is appropriate and inappropriate touching;
- understand ways of keeping themselves safe.

The curriculum has been developed by child protection experts and experienced educators from South Australian schools and preschools. It is a requirement under the 'child protection in schools, early childhood education and care service policy' that -

- all children and young people in preschools and schools will access the approved child protection curriculum each year; and
- the approved child protection curriculum will be taught by staff that have received training in its use.

The Keeping Safe: Child Protection Curriculum is divided into five components. Each component relates to age or year level groups:

Early Years: Ages 3-5
Early Years: Years R-2
Primary Years: Years 3-5
Middle Years: Years 6-9
Senior Years: Years 10-12

The curriculum also offers teachers support documents to help them appropriately deliver the information to students from a culturally or linguistically diverse background or those with a disability or additional need.

The curriculum content is based on two themes –

- We all have the right to be safe.
- We can help ourselves to be safe by talking to people we trust.

The themes are delivered to students through four focus areas that increase in complexity as they age –

The right to be safe - students learn about the various feelings they might have in different situations. They are explicitly taught about the external and internal warning signs that help them recognise a situation where they may be at risk of harm.

Relationships - students explore a range of relationships and how they can change. They are taught that some relationships are positive and can complement their personal identity and sense of self-worth, while others are negative and destructive to their wellbeing.

Recognising and reporting abuse - this is carefully covered in accordance to the students' developmental level. Younger children explore different kinds of touching, secrets, privacy and parts of the body, while older students also explore abuse issues, cyber safety, cyberbullying and problem solving.

Protective strategies - students learn about how adults are responsible for protecting all children and young people. They explore the different things/strategies they can do to keep themselves safe.

The South Australian Commission for Catholic Schools (SACCS) has developed and implemented a number of different policies and procedures that all Catholic Schools are mandated to strictly adhere. For example –

- Policy for the Care, Wellbeing and Protection of Children and Young People
- Procedures for Reporting Child Abuse and Neglect
- Managing Allegations of Sexual Misconduct in South Australian Education and Care Settings
- Protective Practices for Staff in their Interaction with Children and Young People
- Responding to Problem Sexual Behaviour Guidelines
- Suicide Prevention Guidelines
- CESA Screening and Recruitment Procedures
- Child Safe Environment - Principles of Good Practice
- Information Sharing: Guidelines Promoting Safety and Wellbeing – Ombudsman
- CESA – Information Sharing Guidelines

The policies are accessible from the following website - <http://www.cesa.catholic.edu.au/our-schools/safety-security/policies-publications>

Many of the guidelines have been developed in collaboration with DECDS and the Independent School senior advisors to ensure that all educators in South Australia are fully aware of their responsibilities no matter which educational system they work for.

MESSAGES TO THE OFFICE

At times, pick-up/collection arrangements for children change throughout the day. If you need to arrange for messages to be given to your child regarding where / when they will be collected, please ensure you phone the school office no later than 2:30pm. This will ensure that children at specialist lessons receive the message before the end of the school day.

Emails to the office/classroom teacher are not always received in time for the message to be relayed to students, and this may cause miscommunication.

Thank you for your cooperation and understanding regarding school routines.

Have a great week!
Thank you and God Bless!

Nat Izzo
Principal

nizzo@stmarmem.catholic.edu.au

WOULD YOU LIKE TO VOLUNTEER IN 2022?

To volunteer in 2022 at St Mary's Memorial School you will need to have a current Catholic Police Clearance. This can be applied for through the school office or alternatively, hold a current DHS (Department of Human Services) Working With Children's Clearance.

In addition to the appropriate Police Clearance, all volunteers will need to forward their COVID Vaccination Certificate (showing double vaccination) and complete the RRHAN (Responding to Risk of Harm, Abuse and Neglect for Volunteers) Course. Please go to the following link, login and complete the RRHAN training by clicking on Non Department for Education Staff.

<https://www.plink.sa.edu.au>

On completion of the training please either bring in a copy of your certificate and COVID Certificate or send them via email to info@stmarmem.catholic.edu.au

Should you have any queries or wish to become a Registered Volunteer at St Mary's Memorial School, please contact the School Office.



FROM THE APRIM

Australia's Harmony Day falls on March 21st as a way of celebrating the many cultures that make up our population – in fact, Australia is the most culturally diverse country in the world. It began in 1999 to coincide with the United Nations International Day for the Elimination of Discrimination. And while Monday is Harmony Day Australia celebrates Harmony Week. Australia's Governor-General, David Hurley says,

“Harmony Week is about celebrating one of our greatest strengths – our diversity. The sum of our different backgrounds, experiences and perspectives make anything possible, and it makes me optimistic about our future. ... the goodness that exists in our communities, towns and cities across the country. I called it a richness of spirit.”

At St Mary's Memorial School we stand in solidarity by wearing the most common attire that exist across the world, a white shirt and blue jeans. Enjoy the photos which follow and share in the spirit of Harmony Day we the staff and children in our community.

You may be interested to know that the word 'catholic' (lowercase 'c') means to be all-embracing; including a wide variety of things. In one of the earliest letters to the followers of Jesus Paul writes 'Live in harmony with one another' (Romans 12:16-18).

As members of a Catholic community we are called in a special way to live in harmony with all people we encounter.

Happy Harmony Day!

Blessings,
Tamara Smith
APRIM



SACRAMENTAL PROGRAMME

The sacramental program is conducted through the Glenelg Catholic Parish. This is because the parish is a dedicated community of faith and our main expression of faith is the Sunday Eucharist. Our purpose is to help our children grow in the faith of the Church.

The sacramental program begins in Term 4 with Reconciliation, continues in Term 2 with Confirmation and Term 3 with Holy Communion.

We want the children to be at least 7 years old when they begin the program.

If you would like any further information I would be happy to discuss if you wish.

Kind Regards,
Father John

GLENELG CATHOLIC PARISH

*Our Lady of Victories, 13-15 High St, Glenelg SA 5045
Our Lady of Grace, 36 Beadnall Tce, Glengowrie SA 5044*

Presbytery: 17 High Street, Glenelg
Office Hours: Mon, Wed-Fri 9am-2pm
Phone: 08 8294 1888
Email: glenelgcp@bigpond.com
Web: www.glenelgcp.com

MASSES

Due to COVID whole school celebrations are currently not permitted. Instead class (not year level) liturgies will be celebrated at school at times most convenient for the class.

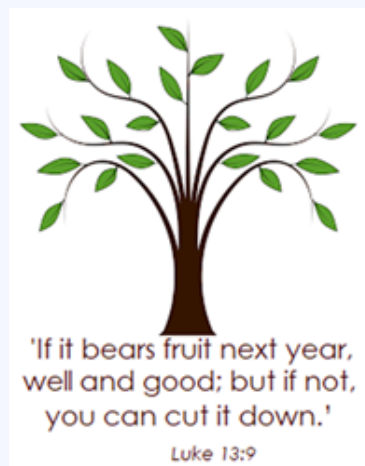
Unfortunately, we cannot have family or friends join our celebrations at this stage.

Changes to the calendar regarding Masses and their times will need to be made as COVID regulations and advice changes. We need to be flexible as adjustments are made to cater for these needs as well as the needs of our parish and our priests. The newsletter will publish the most current times. Apologies for any inconvenience.

Tamara Smith
APRIM | tsmith@stmarmem.catholic.edu.au



SUNDAY GOSPEL QUOTE



MASS & LITURGY CALENDAR

Here is an outline of some of the main celebrations on our school's Church calendar.

Week 8	Year 5 Liturgy
Week 9	Year 4 Liturgy
Week 10	Year 3 Liturgy
Week 11	Holy Week Presentation

HARMONY DAY PRAYER

Dear God,
You created all people in your image.
We thank you for the astonishing variety of races and cultures in Australia and in our community.
Enrich our lives by ever-widening circles of friendship, and show us your presence in those who differ most from us.
Grant that we may always promote the justice and acceptance that ensures lasting peace and racial harmony.
Grant that we may show equal respect to all persons of different cultures that we may come across.
And help us to remember and appreciate that we are one country, with many stories.
Amen.

SACPSSA SWIMMING CARNIVAL



On Tuesday March 22nd, 37 children travelled to Burnside swimming pool to compete in many races for the SACPSSA Swimming Carnival.

The day was cold and rainy, and it wasn't really the best day for being outdoors.

Every swimmer put in so much effort and they all did an excellent job! The day was long but it was a lot of fun and nerve racking, everyone was cheering and supporting each other in every race.

At the end of the day there were 6 relays, and everyone put in all their effort to win the relays because they were the last races for the carnival.

Darren Elliott began to read out the scores for all the schools. The suspense was unbearable, we patiently waited for the names of the schools to get called in order from last to first.

When it came down to third, we were all nervous because we were in the top three. When the second place got called out, we all started to cheer because we had won the girl's and boy's shields.

An amazing result which means that we are in Section 1 next year. We hope that a lot of children work hard on their swimming and trial next year for the team. Section 1 will be a big challenge and exciting for our school.

A big thank you to our parent helpers for the day and to all the parents who came to watch and support us.

Lily Hammack and Aidan Kroon
2022 Swim team Captains.



Well Done Olli !



Join us in congratulating Oliver Williams - Year 3S on winning the Under 10 Singles Tennis Tournament at Tea Tree Gully recently.

Olli competed in his first ever tournament, convincingly winning the final 6 - 2.

We are all very proud of you Olli and your outstanding achievements in tennis.

HAPPY BIRTHDAY



RG 27/3 Yuvann Sharma
RI 24/3 Heysen Dunlop
24/3 Oliver Stewart
1E 23/3 Sienna Mundy
3L 29/3 Prashant Deb
29/3 Amelia Martin
3S 24/3 Nicholas Polyichanin
6N 28/3 Brodie Snewin

MEDICATIONS

ALL MEDICATIONS **MUST** COME TO THE OFFICE.

Please bring your child's medication to the Front Office in the original container/packaging that has been prescribed by the Doctor. The medication needs to be clearly labeled and we ask that you check it is within the expiry date.



All medications require an updated and current Action Plan and/or Asthma Medical Form from your Doctor, or a Medication Request Form, which can be collected from Front Office.

MEDICATIONS MUST NOT BE LEFT IN SCHOOL BAGS, AS IT POSES A DANGER TO OTHER CHILDREN

PLEASE BRING ALL MEDICATIONS TO THE FRONT OFFICE

**LOST
PROPERTY**

We remind families to ensure uniforms, hats, drink bottles, lunch boxes, etc., are all clearly labelled with your child's full name.

If you do notice that your child is missing an item, we suggest you ask them to regularly check the lost property box, which is located outside the library.

ATTENDANCE

Due to the attendance app no longer working, we are asking parents to cc info@stmarmem.catholic.edu.au when emailing teachers about attendance. This email goes to the whole admin team (including Deb).

Sharon and Angela (Admin Staff) are responsible for changing the attendance codes on the data system. Therefore, the school requires attendance information as soon as possible in the mornings, before the absentee texts go out.

Teachers often do not have time, before school starts, to email the front office regarding absentee emails they have received, so it is important that the front office team receives this information also.

Thank you for supporting us in our endeavour to keep track of all student's attendance.

info@stmarmem.catholic.edu.au

UNIFORM SHOP - OPENING TIMES

TUESDAY 2:45 - 3:30pm
THURSDAY 2:45 - 3:30pm



Please contact Christine on:- 0424 776 381
Email: ccoombe@belgraviaports.com.au
(Please note new email address)

or

visit the St Mary's Memorial School [Online Uniform Shop](#):-

- Open 24/7
- AfterPay available
- Delivery information is on your online shop home page

ENROLMENTS ARE NOW OPEN FOR 2024



NOW OPEN
2024
ENROLMENTS
INCLUDING SIBLINGS

Please contact the office for an enrolment pack.

☎ 8294 4580
✉ info@stmarmem.catholic.edu.au

VIRTUAL URGENT CARE SERVICE

The right medical care, advice and referral for your child without having to visit the Emergency Department. Speak with emergency nurses and doctors over video link for advice, care and, if needed, referral.
wch.sa.gov.au/virtualurgentcare



Child and Adolescent Virtual URGENT Care Service

A visit to the Emergency Department can be daunting for children and their parents. Our Child and Adolescent Virtual Urgent Care Service allows children who are well enough to avoid hospital and receive expert advice virtually, no matter where they are.

wch.sa.gov.au

How it works:

- Scan the QR code to access the service.
- Similar to if you visited the Emergency Department in person, you'll first virtually speak with our administration team, followed by an emergency nurse who will provide an initial assessment of your child's condition, or refer you to another service.
- If needed, an emergency doctor will then assess your child and provide expert advice.

www.wch.sa.gov.au/virtualurgentcare

Scan below to access the service




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APPLY NOW FOR YEAR 7, 2024

SACRED HEART COLLEGE
2022 COLLEGE TOURS

CHAMPAGNAT CAMPUS

Thursday 3 March	4.15pm
Wednesday 30 March	9.15am
Tuesday 24 May	9.15am
Wednesday 29 June	9.15am
Tuesday 30 August	9.15am
Tuesday 25 October	9.15am



Champagnat Campus (Years 7 - 9)
28 Percy Ave, Mitchell Park SA 5043
enquiries@shc.sa.edu.au | www.shc.sa.edu.au | (08) 8350 2500

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Apply now for Year 7, 2024 and beyond

Visit cabra.catholic.edu.au/enrolment/overview for further information and for Principal's Tour dates.

Applications close 14 April 2022.

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SCHOOL HOLIDAYS ARE JUST AROUND THE CORNER

Thinking of something to do and how to save money.

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Everywhere you go check online to see if the venue you are at has an Entertainment voucher.

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Click on the link below and order your subscription and discounts now 😊😊😊😊

<https://www.entertainment.com.au/orderbooks/16y2085>

St Mary's Memorial School receives 20% off each subscription which we put towards our students needs, whether it be in the playground, music, technology, etc.

Not only will you be receiving valuable money saving discounts, you will also be assisting St Mary's Memorial School.

ST MARY'S MEMORIAL SCHOOL

VACATION CARE PROGRAM

Vacation Care program for the upcoming April School Holidays.

All bookings for Vacation Care days are to be made through the Kidsoft iPortal. A link to the portal is issued upon registration with OSHC.

If you have not registered with OSHC, please contact Vicki Messent on OSHC1@stmarmem.catholic.edu.au or vmessent@stmarmem.catholic.edu.au or call 0408 714 787.

Please note: The program may need to be modified if necessary due to COVID.

MONDAY APRIL 18TH EASTER MONDAY NO VACATION CARE	TUESDAY APRIL 19TH NATURE PLAY AT MARSHMALLOW PLAYGROUND **WEAR OLD CLOTHES** SAUSAGE SIZZLE/ DONUT LUNCH 	WEDNESDAY APRIL 20TH PINBALL AND ARCADE 	THURSDAY APRIL 21ST WOODHOUSE 3-6  INFLATABLE WORLD R-2 	FRIDAY APRIL 22ND A-MAZING RACE 3-6  MOVIE DAY R-2 TBC
MONDAY APRIL 25TH ANZAC DAY NO VACATION CARE	TUESDAY APRIL 26TH MOVIE DAY 3-6 TBC IMAGINATION KIDZ R-2 	WEDNESDAY APRIL 27TH MYSTERY PLAYGROUND CRAWL 	THURSDAY APRIL 28TH NATURE SA- CUBBY HOUSE BUILDING –BELAIR NATIONAL PARK 	FRIDAY APRIL 29TH WHEELS DAY 

TERM 1, 2022 SCHOOL PLANNER

	Monday	Tuesday	Wednesday	Thursday	Friday	Sat/Sun
Week 6 March	7	8	9	10	11	12/13
	ROAD SAFETY WEEK	8:45 Morning Prayer R-6 Road Safety Incursion Year 6 Class Liturgy - TBA	R-6 Road Safety Incursion Staff Meeting	R-6 Road Safety Incursion	R-6 Assembly 9.00 am –	Second Sunday of Lent
Week 7 March	14	15	16	17	18	19/20
	Public Holiday (Adelaide Cup) Sabbath Week	8:45 Morning Prayer	No Staff Meeting School Board Meeting 6:30 pm	St Patrick's Day	Bullying No Way Day No Assembly	St Joseph's Feast Day Third Sunday of Lent
Week 8 March	21	22	23	24	25	26/27
	Harmony Day	8:45 Morning Prayer Year 5 Class Liturgy - TBA R-6 Aboriginal Performance SACPSSA Swimming Carnival Year 3-6	Staff Meeting		Earth Hour Feast of the Annunciation No Assembly	Fourth Sunday of Lent
Week 9 March	28	29	30	31	1	2/3
		8:45 Morning Prayer Year 4 Class Liturgy - TBA	Staff Meetings		R-6 Assembly 9.00 am –	Fifth Sunday of Lent
Week 10 March/April	4	5	6	7	8	9/10
		8:45 Morning Prayer Year 3 Class Liturgy - TBA	Staff Meetings P&F Meeting 7:00		R-6 Assembly 9.00 am – R-6 Andrew Chinn Performance	Palm Sunday
Week 11 April	11	12	13	14	15	16/17
	Holy Week	8:45 Morning Prayer	Staff Meeting	HOLY THURSDAY STATIONS OF THE CROSS DRAMATISATION Term 1 Concludes	Good Friday	