Principal’s Report

Last week we had another wonderful community event with our Family Maths Evening. It was great to see many parents and their children exploring and engaging with different mathematics tasks and activities. As a result, we have added a mathematics focus to this newsletter.

I have reflected on the occasions over the last few weeks that the school has invited parents to enjoy the students’ learning and engage with their achievements. Within the first six weeks of the term we have had the following: a senior school concert, Grade 3/4 open afternoon, Grade 6 exhibition, literacy evening, mathematics evening, and a number of sporting events. Added to this, we have had a very successful Open Day for prospective parents, assemblies, lunchtime clubs, and many excursions and incursions for the children across different year levels. This all adds up to a very busy calendar and one that we all embrace. These events are a testament to the level of passion and commitment from the staff at the school. As teachers, we love that our role is always a dynamic one and that our responsibilities extend way beyond school hours. There is a lot of reward and satisfaction in seeing the level of achievement and engagement of students in their daily classroom learning and it is also wonderful when this can be shared with parents. I would like to take this opportunity to acknowledge the commitment and efforts of all of our school staff. As a professional body, we are constantly considering ways to enhance our partnership with parents, knowing that the most beneficial outcomes for children can be achieved through maintaining open communications and building quality relationships.

The same can be said for the commitment and willingness of many parents involved with the school. We have many parents who volunteer their time and skills in a variety ways across the school. At all times, we appreciate whatever time and voluntary efforts parents are able to contribute. There is no particular requirement from any parent who wishes to volunteer time in some way. If you would like to know more about this, please contact myself or come along to the next Community Committee meeting on Monday June 15 at 6:30pm in the Staff Room.

On this note, I would like to thank the many parents and children who attended our Working Bee on Sunday May 19. We achieved so much in the way of removing rubbish, dealing with the perpetual leaf fall, and clearing out the courtyard and utilities area of the school. It was great to see many new parents attending and, of course, our BBQ was a satisfying way to end the morning. We are hoping to commence some grounds projects in the near future and will be seeking interested parents to assist in some of this work.

I would also like to introduce Tamara Tse who is the mother of Luka and Ciara Tse Farrell. Tamara is managing the Commonwealth Bank school banking program that some of our families are engaged with. Ashley Michailaros has retired from this role after a number of years and I would like to thank her for her commitment to coordinating the school banking program. Thank you Ashley.

Student Safety

I would like to draw parents attention to the letter that was emailed on Thursday May 28. It is a reminder that the measures we are taking in the playground are all in the interest of student safety.
## Principal’s Report

### School Values
At School Council this week, I was able to share the outcome of our work on our school values. As you are aware, there has been a consultation process to review our school values for the next four years. Our school Engagement and Wellbeing Team have been leading this process. It has been an interesting journey as we worked through what values encapsulate the school. We were drawn to maintaining our three existing values of Respect, Creativity and Excellence, but adding a fourth value of ‘Community’. The Engagement and Wellbeing Team have introduced these to the staff who are considering what these values mean and how they are demonstrated across the school. This will be a process engaging staff, students and parents. At this preliminary stage, the staff have worked through the following understandings of what these values might mean for us:

<table>
<thead>
<tr>
<th>Value</th>
<th>General Understanding</th>
<th>Actions and Behaviours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect</td>
<td>Consideration for self, others and the world around us.</td>
<td>Consideration; courtesy; empathy; acknowledgement of other points of view; taking care of the environment; taking care of self – physically and emotionally; accepting diversity; developing understanding of other cultures and opinions.</td>
</tr>
<tr>
<td>Community</td>
<td>A sense of belonging and an understanding that all members matter to one another and to the well-being of the collective. There is a shared commitment and faith that we are here for the same moral purpose: to ensure that we provide the best education for our students. We understand that in order to achieve this, we collaborate as professionals, parents, students, and with our local and broader community. We understand that we can all contribute in ways that matter and influence and shape our school, all for the betterment of our children.</td>
<td>Every member matters; all connected by a common purpose; beyond the self but for the group; respecting contribution and various points of view; we learn together; we can achieve more when we collaborate and have a shared purpose; responsibilities beyond the immediate and beyond self.</td>
</tr>
<tr>
<td>Creativity</td>
<td>Creativity fosters a disposition of curiosity for learning. It provides a platform to acknowledge diversity, originality, risk taking and problem solving. It enables imagination and open mindedness to new ideas, options and diverse solutions. It provides a lens to look through the complexities of situations in interdisciplinary ways.</td>
<td>Divergent thinking; original ideas and encouragement of imagination; problem solving; open mindedness; responding to situations with new ideas and approaches; inventiveness and constructing; innovation; self-expression; enhances resilience.</td>
</tr>
<tr>
<td>Excellence</td>
<td>Is aspiring to personal best. It acknowledges growth and development of every child. It is optimistic and aspirational for the individual. As a school, everything we create for our students is aimed at being the highest quality: our resources, teaching practices, relationships, communications, physical buildings and grounds. There is a quest to intrinsically strive for improvement in order to support our students to achieve their potential.</td>
<td>Valuing and celebrating all students and their achievement; having a growth mind set; maintaining the focus on relevance, point of need and continuous improvement; maximising school resources to achieve the best outcomes for students; reflecting and reviewing school processes with a focus on constant improvement; persisting through challenges.</td>
</tr>
</tbody>
</table>

Finally, in the spirit of our Maths focused newsletter, I invite you to consider what our latest maths tool is used for (pictured right). You might like to ask your child how this tool is used and helping them in maths.

**Allana Bryant**
Principal
President’s Report
The 2015 Council has its feet well and truly under the desk now and we have a very enthusiastic team representing the interests of students, parents and staff.

Last month we reported on finalising the School Review and implementing the Strategic Plan. The Council’s work is to support the Principal and staff in executing that plan. Two other foci for this year are the Grounds Action Plan and enhancing school communications.

Each of the Committees (Policy, Finance, Community, Buildings & Grounds) has a full dance-card for the year ahead. There are good things coming!

Grounds Action Plan
At our meeting on Monday 25 May, 2015, the Grounds Action Plan Steering Committee presented the Concept Design of the Grounds Action Plan and the recommended stages to execute that plan. The Steering Committee took us through the consultation process and the feedback received through that process.

The Council adopted the Grounds Action Plan and, in particular, the Concept Design and the proposed implementation stages. The Steering Committee will instruct the Landscape Architects to prepare design drawings for the first three stages and to provide indicative costings:

- Stage 1: Relocated basketball court and new landscape area
- Stage 2: Nature play zone and junior playground
- Stage 3: Fairfield Road entry and peppercorn tree grove

The Council is very appreciative of the very hard and productive work done by the Steering Committee led by Nick Mann. They have approached the task diligently, enthusiastically and with urgency. That urgency is so that we might see tangible work completed this year.

The school community has demonstrated first class fundraising skills over the last 4-5 years and it is very exciting to see a clear vision for the use of those funds.

Communications
Clear and effective communication is a challenge for every organisation. It’s particularly difficult for organisations like schools because of the different types of stakeholders and the diversity of interest and hands-on participation within those groups.

In recent newsletters we have reported the school’s appointment of Carley Tonoli to focus on this area, and also on School Council’s appointment of Mitali Ross to help Carley achieve the school’s communication objectives. There’s some good work in the pipeline drawing on a range of tools to get better, broader, clearer messages to the school community and back again.

Amcor Development Project
The scale of the Amcor site redevelopment is a symptom of the changing demographic in our school catchment area. The increasing density of housing everywhere in the inner suburbs and the increased traffic are challenges that the school is working on to ensure that Fairfield Primary School is fit for the future. The Principal and the Council have formed a small working group to consider the impact of change on our school and how to provide resources to meet those changes. The School Master Plan and the Grounds Action Plan are two important pieces of that puzzle but there is more work to be done. We’ll keep the community informed of work in that space.

As ever, don’t hesitate to contact me through the school office: fairfield.ps@edumail.vic.gov.au

Alister Bayston
President, School Council
Sporting Round Up
Well done to the 50 students who competed in the Northcote District Cross Country Carnival on Tuesday at Bundoora Park. Cross Country running, always a favourite amongst the students, allows students to challenge themselves over a 2km or 3km course. All 50 students did exactly this and upon finishing each of them were red faced, puffed and had pushed themselves as hard as they could go. Sixteen students managed to finish their races in the top 10 and will have the opportunity to compete in the Division Cross Country Carnival which will be held on Wednesday June 10 at Bundoora Park from 10am till 12pm.

Français (French)
Fantastique! Our Prep-2 students have made wonderful achievements achieving during their first Semester. In the coming weeks all children will receive a certificate for their efforts. Madame Claire est très contente.

“We had to answer lots of questions like the names of colours in French.” – Ginger 1/2A

“To get our certificate we had to say the names of three colours and three body parts in French.” – Annabelle 1/2D

“When I got my certificate I felt really happy and excited.” – Hudson 1/2F

“I have been practising lots of things in French at home for my certificate” – Piero 1/2C

“To get my certificate I had to reply in French when someone asked how I was feeling.” – Toby 1/2E

“When I got my certificate I felt proud because people in my family know lots of languages and now I know how to speak French.” – Raajni 1/2B

“Ever since Claire told us about the certificates I have been practising my French every day.” – Eliza 1/2A

Le concert des années 3 et 4 (3/4 Musical)
In Grade 3 and 4, the French and the Music team have started to work on the musical that will be performed at the end of Term 3. Students have started to read and rehearse their French play called Boucles Violettes et les trois ours (Purple Locks And The Three Bears). One of the students' favourite lines from the character Boucles Violettes is "De la pizza? Hum, j'aime la pizza!" (Some pizza? Hum, I love pizza!) Students have been highly engaged in starting to act out the play in French and producing their own French raps of the play.

Années 5 et 6 (Year 5 and 6)
In year 5 and 6, students have been practising their conversational skills allowing them to introduce themselves, greet a peer, describe themselves physically, say their age, where they live, and talk about their friends. At home you may hear things like: "Mes amies sont Lucille et Isabelle" (my friends are Lucille and Isabelle). Students are also starting to be able to talk about their school in French.
Learning Matters

Understanding Mathematics Education Today

We recently held a wonderful Family Maths Evening where it was great to see children and their parents exploring their love and challenge with mathematics. To take you into another realm, you may be interested in the following excerpt about the changing relevance of mathematics in today’s world and for our children. The following excerpt comes from Teaching Primary Mathematics (4th Ed) by George Booker, Denise Bond, Len Sparrow and Paul Swan.

“Tomorrow’s citizens need a predisposition to look at the world through mathematical eyes, to see the benefits and risks of thinking quantitatively about commonplace issues, and to approach complex problems with confidence in the value of careful reasoning. Numeracy empowers people by giving them tools to think for themselves, to ask intelligent questions of experts, and to confront authority confidently.

We live in an increasingly complex society that requires more and more sophisticated uses of well-understood mathematical processes for individuals to make the most of opportunities that this society can provide them. While an ability to recognise numbers, add, subtract, multiply or divide fluently with them, and use them in measurement, statistics or probability underpins the mathematics used in everyday life or work, it is no longer sufficient in itself as the machines we work, communicate and play with can readily carry out these tasks. A capacity to assess the sense and importance of results that are made and presented succinctly is at least as critical. As more advanced capacities are required, an emphasis in teaching has shifted from simply learning skills to understanding the thinking on which a range of processes are built so that they might be adapted to new and novel applications.

As the mathematics needed by most people has broadened from the straightforward calculations and measurement of the past, the term numeracy has emerged to provide a more satisfactory description of the extended mathematical processes and understandings that are now required in everyday situations. At the same time, technological change, societal change, climate change and the impact of change on individuals is making the world a lot less certain. These changes demand people who make sense of the mathematics they use, the problem situations they meet and the results they determine, apply and interpret. This requires mathematically literate adults who can analyse the pronouncements of scientific, political and business leaders when they use arguments and data to promote their own ends, and who can also communicate their concerns in persuasive ways using quantitative data and reasoning.

If such a broad understanding and use of mathematical ideas is to be gained and extended across all years of schooling, it is essential that the various topics that have often been taught in isolation—number, algebra, geometry, measurement, statistics, probability and logic—are related to one another and that these links are both brought out in the initial teaching and called upon in using mathematics. As Ritchhart insightfully put it, ‘too often they are taught in discrete and separate ways when teachers attempt to cover the curriculum rather than uncover it’. Mathematics needs to be viewed more as a way of thinking than as a subject in which the products of someone’s thoughts are learned and used without reference to the problems which gave rise to them or the forms in which they evolved. In order to promote numeracy, it is necessary to engage students in authentic mathematical tasks, games and investigations that require thinking and understanding rather than the memorisation of facts, procedures and techniques.”


The bottom line is that we want all of our children to love and embrace maths as part of their every day lives!
Area Spotlight - Grade 5

Anglesea Grade 5 Camp
We stampeded out of the bus, dragging our bags behind us, everyone was obviously buzzing with relief as the long bus trip was over. The camp was nothing like I expected. We weaved around looking for our friends and exchanging conversation. Leaving our bags, we followed the rest of the group, our lunches with us. The main meeting room was filled with chattering groups of people and the soft munching of lunches. We were having the camp explained to us. It broke off as everyone searched their camp books. Victory! I got my two friends in my cabin!

Lucy B

Camp Search and Food
For Camp Search you had to find all the things on the list. The highlight was seeing the kangaroos. The food was great too! We had Spaghetti Bolognese with garlic bread and salad for dinner the first night, cereal for breakfast, burgers for lunch on the second day, chicken tandoori and rice for the second dinner and rolls for our last day’s lunch.

Tom P

Highlights
The highlights of camp were the Giant Swing, Beach Carnival, Gaga and Rock Climbing, and watching movies just before bed. I found that the food was really enjoyable and yummy.

Tehya

Beach Carnival
All of the Grade 5s were split into four teams and given colours. My team’s colour was green. We all then walked down to the beach for a carnival. It was a long walk, but we made it! When we got there, Rob explained that whichever team got the most points in the activities got their team name written on a trophy. The activities we did were Capture the Flag, Fill the Bucket, Dig a Hole, Comet Ball and Tug of War. Our team won heaps of points and beat the other teams in Tug of War. On the way back to camp, I held the team flag and was confident that we would win. In the end the black team won and we came second.

Maya

Rock Climbing
In Rock Climbing there were five walls and I went on three of them. There was also a rock climbing room where they even had rocks on the roof. At the end of the rock climbing lesson we played a game where we had twenty seconds to find four rocks to hang onto, and Rob our instructor said to take your left hand off or your right foot off. I came second because he said take both feet off and I fell and landed on the mat.

Lucy J

Giant Swing and GaGa
The giant swing is an 18 metre high swing. These are the steps to the giant swing: First, you sit in the harness; second, your group pulls you up by a rope; third, you pull the rope and you start swinging!!!!(Ps. You should try it.)

Seth

The next activity was the Giant Swing. I was nervous as we put our harnesses on. The first person went, they pulled the lever and the person there went flying off. After watching a few people go on it didn’t seem so bad, it seemed fun. The next person went and then it was my turn. They pulled me up, 1, 2, 3. I pulled the lever and I went flying off. It was really fun and then we went to Gaga we read the rules on the wall. Then we played, we hit the ball with one hand and the ball wasn’t allowed to hit above our knees.

Grace
Family Maths Evening @ FPS

Despite the wet and dreary weather, on the evening of Wednesday May 20 more than one hundred parents and students came to school to ‘do’ Maths.

The Family Maths Evening aimed to make visible to parents how we teach Maths at FPS and to help them understand what they can do to support their children with Maths at home. We used lots of games and activities to engage students’ interest, stimulate their thinking, provide them with opportunities to practise their skills and consolidate their understanding of concepts in a variety of ways. The activities and games chosen could easily be replicated at home with basic items like dice, playing cards, etc. On the night, there were three stations demonstrating how concepts were developed through the different year levels. Teachers and students were on hand to explain the learning intentions for each game and activity.

We would like to thank the parents, and especially the students, for their enthusiastic response to the Family Maths Evening—it was heart-warming to see everyone so engaged and enjoying the activities.

Below are some student reflections about the evening:

“I thought the Maths Night was a lot of fun. It was a chance to do maths stuff with my mum and there were lots of fun things to do, like play card games and measure teddy bears with match sticks” - Leah 3/4B

“I liked the Strike It Out – you try to make the other player lose but you end up losing” - Toby 3/4CD

“I enjoyed the calculator activity. It was fun yet challenging to make it work” - Josh 3/4F

“The calculator activity was challenging: if you do one step wrong you could mess it up” - Harry 3/4F

“When we played the Rocket game, my dad couldn’t even go past two turns!” - Marcus 3/4D

“I liked how you could bring your parents along to show them what we’ve been doing in the classroom” - Esther 3/4E

“It was a good experience. I hosted the game ‘Rocket’; I helped and taught others how to play the game. I also went to different rooms and there were many activities that showed parents what their children were learning” - Markus 3/4B

“I enjoyed the activity where we had to guess how many objects were in a bottle. It helped me with my problem solving” - Ciara 3/4B

“I liked Go Fish because the kids kept beating the adults” - Seamus 3/4CD

“I thought it was really good and fun. I would love to do it again. It was great to do maths activities with my parents and discover new maths games” - Jasmine 3/4B

“I liked the Three Bears house because it was really hard but I did it” - Mae 1/2C

“It was good because I liked the white board activities. They were really easy.” - Logan 1/2C

“I thought the activities were great especially the weighing one because I liked how you had to make it steady” - Amelie 1/2C

The games and activities notes will be coming to you soon via the area blogs and the school website.
**Community News**

**Family Maths Evening—Students’ Report**

On the May 20 at 6:00pm, the students and parents gathered in the Old Hall for the Maths Activity Evening. It was an opportunity for parents and their children to explore what we do in our daily maths lesson. There was a room for the Prep, Grade 1s and 2s, a room for the Grade 3s and 4s and a room for the grades 5s and 6s. We had a range of fun educational activities. In the Grade 5/6 room we had a Fermi question, in the 3/4’s room we had go fish, and the rocket game and in P-2, we had to roll a dice and add that many blocks to the tower. In the hall there were competitions, where you had to guess how many marbles or teddies were in the jar. We only mentioned our favourite activities but in each room there were about 10 activities that we could complete with our families. As a Grade 6 student it was fantastic to watch the enthusiastic younger students play activities.

*Flora Barker and Aries Reany*

**Camps, Sports and Excursions Fund**

Every Victorian child should have access to the world of learning opportunities that exist beyond the classroom. The Camps, Sports and Excursions Fund will ensure that no student will miss out on the opportunity to join their classmates for important, educational and fun activities. CSEF will be provided by the Victorian Government to assist eligible families to cover the costs of school trips, camps and sporting activities.

If you hold a valid means-tested concession card or are a temporary foster parent, you may be eligible for CSEF. The allowance will be paid to the school to use towards expenses relating to camps, excursions, or sporting activities for the benefit of your child.

The annual CSEF amount per student will be $125 for primary school students and $225 for secondary school students.

**How to Apply**

Download the CSEF application from the [school website](#) or visit the office to obtain a copy. Applications should be lodged at the school by June 26 2015.

[Click here](#) for more information about CSEF.

**Building Fund EOFY Reminder**

The end of the financial year provides an excellent opportunity to make a valuable contribution to your child’s school, while also making a saving on your tax. You can achieve this by making a tax deductible donation to the Fairfield Primary School Building Fund.

Fairfield Primary School Building Fund has been established to provide financial support for the continued development of our school environment to best support educational opportunities for our children. All parents are invited to make a tax deductible donation to this fund and all contributions will be used to enhance the facilities that we are able to provide. Your support would be greatly appreciated.

There are a number of ways in which you can make a donation. You can pay via cash or cheque at the school office, through direct deposit (internet banking), or by visiting the Bendigo Bank to make a deposit.

We ask that you download and complete [this form](#) and return it with your donation or following your deposit. When making deposits via the internet or at a branch we ask that you include your surname as a reference and also write the receipt number on the form. Should you require a tax deductible receipt to be made out to a business name please write this name on the form.

If you have any enquiries regarding the building fund or the process for making a donation please send an email to [fairfield.ps@edumail.vic.gov.au](mailto:fairfield.ps@edumail.vic.gov.au).
Community News

SchoolMate App
The Department of Education and Training has released an App which is designed to help you better understand the curriculum we use to teach your children every day.

The App, called SchoolMate, is available for free download now in the App Store for iPhones and iPads and in Google Play for Android phones and tablets.

SchoolMate gives you a general overview of the Victorian curriculum in each subject at each year level and:
- Provides you with an overview of what your children are learning in each subject at each year level according to the Victorian curriculum (AusVELS)
- Provides you with tips regarding activities and things you can do at home to help your children in each subject and year level
- Suggests apps, books, events and activities related to each subject area and year level.

Our school, like all other government schools in Victoria, uses AusVELS as the basis for the learning programs we run at school every day. Our teachers adapt the curriculum to meet the needs of our students and community, for example, designing learning programs around what your children are interested in, or around days or celebrations that are important to our community.

SchoolMate is designed to give you an overview of what children are expected to learn in Victorian government schools across every subject from Prep to Year 10.

We encourage you to download SchoolMate and to please talk with your teacher or Allana if you are interested to find out more about how our school teaches the curriculum.

FPS Great Book Swap
On Wednesday June 19 students will host a Great Book Swap with the aim of raising funds for the Indigenous Literacy Foundation (ILF) and promoting awareness of every Australian child’s right to an education.

How it works:
- Students bring to school and donate quality second-hand books in excellent condition.
- On a set date, the books are displayed for the children to browse.
- Children can then swap a gold coin in exchange for a book of their choice.

When and where can I drop off my donated books?

Book donations will be accepted between Monday May 25 (Week 7) and Friday June 19 (Week 10).

Please give your book donations to your classroom teacher.

Reminder—Swimming and Water Safety Program
Parents of students in Grades Prep-2 are reminded that enrolment forms and payments for the Term 3 Swimming and Water Safety Program, the Rainbow Program, need to be returned to the office prior to June 19.

This program is designed to assist children with swimming and water safety, regardless of ability and will complement any regular swimming lessons children may already be participating in. A booklet (titled The Rainbow Program) containing further information about program is available in the brochure display in the office foyer.
The Community Committee proudly presents:
Guess Who’s Coming to Dinner?

Are you interested in meeting new people in the school community?
Are you game for a bit of an adventure?
We are holding the inaugural
Guess who’s coming to dinner? Mystery Dinner Event
on Saturday 20 June 2015.

More details will follow, but initially we are looking for 10 hosts who are willing to offer their home as a venue for a dinner party. You must live within 10 minutes walking distance of the school and be able to accommodate 10 people (including yourself) for dinner.
All food will be provided.

If you are interested and would like to know more, contact Julie Anderson on 0419 635 486 or jfand1@gmail.com. If you’re happy to sign up right now, then click here.
**Program Update**

Hello from OSHClub!

We have had a great two weeks learning about Sustainability and the importance of Reusing, Reducing and Recycling! We have introduced some very sustainable practices at OSHClub that we hope to continue throughout the year. Hopefully the children will continue these practices at home and school as well. Thank you once again to all the families that brought in material for us to use in our activities!

This week is all about Superheroes and Villains! We’ve had a lot of interest from mainly the boys about this theme therefore thought we would have a whole week of fun activities! We began the week on a high with a successful Pupil Free Day, running a lot of Superhero and Villain activities for the kids to engage in. We also made lemon biscuits and lemon cake using lemons brought in by a parent – BIG thank you Zardraa!

Next week will be a SPACE themed week with lots of interesting activities planned to investigate our universe. Please feel free to pop in and provide some suggestions or feedback on our program.

Please drop by the room to say hello and to see the fun and exciting activities that are planned for this week.

Best Regards,

Ashlee and Meaghan  
OSHClub Program Coordinators

**Next Week’s Activities**

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<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
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<tbody>
<tr>
<td><strong>Before Care</strong></td>
<td>Keeping the balloon afloat</td>
<td>Make your own alien</td>
<td>Alien Space ship</td>
<td>Alien invasion</td>
<td>Space colouring in sheets</td>
</tr>
<tr>
<td><strong>Activities</strong></td>
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<tr>
<td><strong>After Care</strong></td>
<td>Moon Sand</td>
<td>Soccer</td>
<td>Moon Cakes</td>
<td>Moonwalkers relay</td>
<td>Solar System</td>
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<tr>
<td><strong>Activities</strong></td>
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**Parent Information**

OSHClub program phone: 0432 680 504  
Coordinator: Ashlee de Leon  
Assistants: Meaghan and Alexis  
OSHClub Head Office: 03 85649000  

All families must be enrolled to attend the program, remember this is Free!! Please create an account online at [www.oshclub.com.au](http://www.oshclub.com.au) all bookings and cancellations can also be managed via your online account. For on the day bookings please contact the Coordinator direct at the program.

www.oshclub.com.au
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Saturday 30 May</td>
<td>FPS Farmers Market—8:00am-1:00pm</td>
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<tr>
<td>Thursday 4 June</td>
<td>Grade 1/2B, 1/2C and 1/2D Excursion Darebin Parkland</td>
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<td>Friday 5 June</td>
<td>Prep Incursion - Life Education Van</td>
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<tr>
<td>Monday 8 June</td>
<td>Queen’s Birthday Public Holiday - No students at school</td>
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<tr>
<td>Tuesday 9 June</td>
<td>Grade 6 Excursion ACMI</td>
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<tr>
<td>Wednesday 10 June</td>
<td>Division Cross Country</td>
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<td>Thursday 11 June</td>
<td>Grade 1/2E, 1/2F and 1/2A Excursion Darebin Parkland</td>
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<tr>
<td>Friday 12 June</td>
<td>Grade 3/4 MCG &amp; Sports Museum</td>
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<td>Interschool Sport FPS vs Thornbury PS (Away)</td>
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<tr>
<td>Monday 15 June</td>
<td>Community Committee Meeting —6:30pm Staff Room</td>
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<td>Buildings &amp; Grounds Committee Meeting 7:00—3/4 class</td>
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<tr>
<td>Tuesday 16 June</td>
<td>Art4All Committee Meeting—7:30pm Art Room</td>
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<tr>
<td>Wednesday 17 June</td>
<td>Region Cross Country</td>
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<tr>
<td>Friday 19 June</td>
<td>FPS vs St Marys (Home)</td>
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<td>Saturday 20 June</td>
<td>Guess Who’s Coming to Dinner? Parents’ Function</td>
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<tr>
<td>Monday 22 June</td>
<td>School Council Meeting—6.30pm Staff Room</td>
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<tr>
<td>Tuesday 23 June</td>
<td>Grade 3/4 Excursion to Westgarth Cinema</td>
</tr>
<tr>
<td>Wednesday 24 June</td>
<td>Student reports sent home</td>
</tr>
<tr>
<td>Wednesday 24 June</td>
<td>Great Book Swap @ FPS</td>
</tr>
<tr>
<td>Friday 26 June</td>
<td>Whole School Assembly 9:00am</td>
</tr>
<tr>
<td></td>
<td>End of Term 2 – Early dismissal 2.30pm</td>
</tr>
<tr>
<td>Monday 13 July</td>
<td>Term 3 Commences</td>
</tr>
<tr>
<td>Monday 20 July</td>
<td>Grades2 P-2 Swimming &amp; Water Safety Program Commences</td>
</tr>
<tr>
<td>Monday 27 July</td>
<td>School Council Meeting—6:30pm Staff Room</td>
</tr>
<tr>
<td>Friday 7 August</td>
<td>House Athletics Carnival</td>
</tr>
</tbody>
</table>