

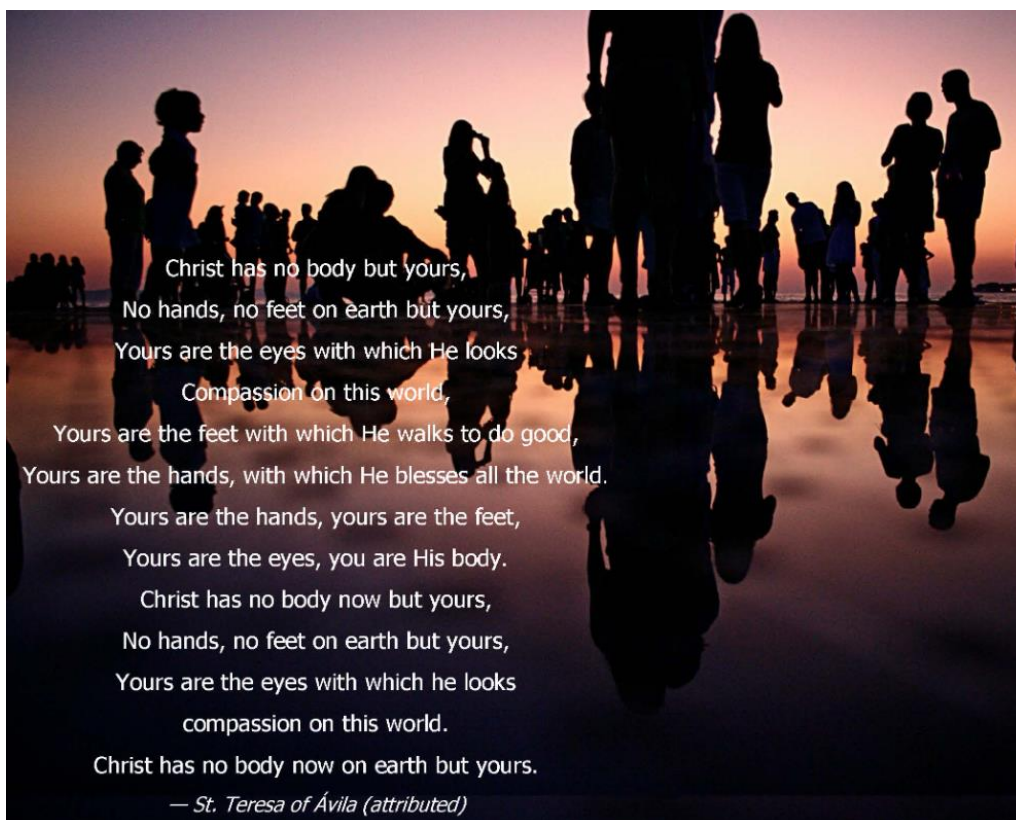


ST TERESA'S  
— SCHOOL —  
RAVENSHOE

**FRIDAY 23<sup>RD</sup> FEBRUARY, 2024.**

## Principal's Report Week 5 Term 1, 2024.

### Principal's Message



*Amen, God Bless*



In a world filled with personal and structural sin that allows injustice to grow, we are invited to refresh our souls and our imaginations to make space for the Spirit to work through us:

To reshape a dehumanising immigration system into one that centres human dignity. To renew trust in abundance versus scarcity so that all people's needs are met while safeguarding a fragile planet.

During the Lenten season, Psalm 23 reminds us of God's intent that we find times of refreshing: Beside restful waters, he leads me; he refreshes my soul. St. Ignatius of Loyola refers to these **times of refreshing** as consolations: a deep-seated sense of God's presence leading to spiritual growth. How are we being refreshed and consoled in our lives, in our Church, and in our work for justice?

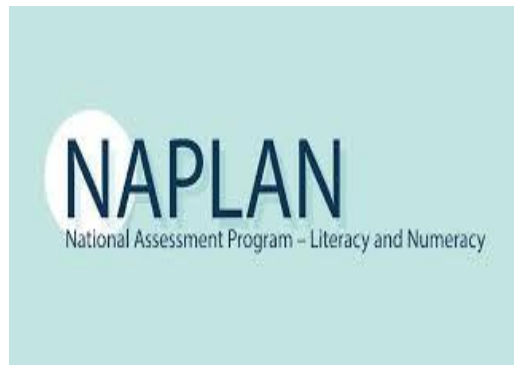
No statement, no words can speak to the immense suffering, devastation and horrendous humanitarian crisis intensifying each day in Gaza. The current tragedy awakens existential fear, acute grief and deep despair.

Many of us are struggling to communicate across incompatible narratives and stubborn identities.

When in the grip of trauma, it becomes extremely challenging to make space for a different perspective or take in facts that don't fit our narrative of choice. The sheer emotional pain can narrow our vision and harden our position.

**Pray for a resolution this Easter!**

## What's the News?



Governments, education authorities and schools use NAPLAN to determine whether young Australians meet essential literacy and numeracy goals. All students in Years 3, 5, 7 and 9 are expected to sit the NAPLAN tests held in March each year. NAPLAN gives a snapshot of how children perform in reading, writing, spelling, punctuation, grammar, and numeracy. It complements other effective classroom assessment and reporting practices.

## **Testing conducted 13 March – 25 March**

It's that time of year again when we start to prepare for NAPLAN at our school.

NAPLAN is a national literacy and numeracy assessment that students in Years 3, 5, 7 and 9 sit each year. It is the only national assessment all Australian students can undertake. Students sit assessments in writing, reading, conventions of language (spelling, grammar, and punctuation) and numeracy. The questions assess content linked to the Australian Curriculum: English and Mathematics.

The NAPLAN test window starts on Wednesday, 13 March, and finishes on Monday, 25 March 2024. Please see the attached schedule we have in place for the upcoming tests at our school and ensure your child attends school these days for the tests. However, if unavoidable, we have catch-up sessions available (The writing test catch-up window for year 3 is only open until Monday, 18 March).

Please also note that St Patrick's Day is on Friday, the 15th of March – we will have no testing due to the school's St Patrick's Day Fete we are having. Students are not expected to study for NAPLAN. You can support your child by reassuring them that NAPLAN is a part of the school program and reminding them to do their best. Both Miss Henderson (Grade 3/4 Classroom Teacher) and Mrs Katie Cole (Grade 5/6 Classroom Teacher) are ensuring students are familiarising themselves with the types of questions in the tests by providing practice tests so that students become more familiar with the kind of online environment NAPLAN has, whilst also providing appropriate support and guidance before the actual tests.

Please feel free to read the additional information we have attached to this letter about NAPLAN, and if you have any further queries, please do not hesitate to contact me.

Mrs Helen BARKER  
NAPLAN Test Administrator  
Phone: 07 40976 173



**Students enjoying NRL –  
with Simply The Best  
Lessons.**

**St Teresa's test timetable is below:**

<b>Week 1</b>	Year 3	Year 5
Monday 11 March, Tuesday 12 March,	Preparation only — NO tests permitted	Preparation only — NO tests permitted
Wednesday, 13 March, Day 1	Writing (paper) Reading (Reading only after writing)	Writing (paper) Reading (Reading only after writing)
Thursday, 14 March, Day 2	Reading → Conventions of language → Numeracy  (Catch-up tests all domains)	Reading → Conventions of language → Numeracy  (Catch-up tests all domains)
Friday, 15 March, Day 3	No Testing – School Fete	No Testing – School Fete
<b>Week 2</b>		
Monday, 18 March, Day 4	Catch-up Reading → Conventions of language → Numeracy tests (Catch-up tests all domains)	Reading → Conventions of language → Numeracy  (Catch-up tests all domains)
Tuesday, 19 March, Day 5	Follow test sequence: Reading → Conventions of language → Numeracy (Catch-up tests all domains)  (Except Year 3 writing)	Follow test sequence: Reading → Conventions of language → Numeracy (Catch-up tests all domains)  (Except Year 3 writing)
Wednesday, 20 March, Day 6		
Thursday, 21 March, Day 7		
Friday, 22 March, Day 8		
<b>Week 3</b>		
Monday, 25 March, Day 9		
Tuesday – Good Friday, 29 March testing window closed	This security period may ONLY be used for testing with written permission from the QCAA.	This security period may ONLY be used for testing with written permission from the QCAA.

# Casual School Learning Officer - St Teresa's School, Ravenshoe

St Teresa's School, Ravenshoe, is seeking applications for School Learning Officers to join their **casual pool** to provide relief learning support.

## School Learning Officer

**Position:** School Learning Officer

**Employment Type:** **Casual - on-call, as required**

**Hourly Rate:** SOF Level 2, \$38.24 - \$39.08 gross casual rate

*This is an active ad with no official end date. Applicants will be interviewed upon receipt of application, if suitable.*

## About the Role

St Teresa's School, Ravenshoe, accepts applications for casual School Learning Officers.

Typical duties performed may include, but are not limited to:

- Assist with evaluating and assessing the learning needs of students while under the direction and / or supervision of the classroom teacher.
- Attend meetings by invitation, involving parents, teachers and / or specialists where appropriate to discuss student progress and needs
- Work with students according to the directions / lesson plans given by the class teacher
- Provide physical assistance to students where necessary and appropriate.
- Participate in planning days with team teachers to discuss student needs
- Provide support to students with social / emotional needs in the form of supervising a student when time-out from the classroom for a short period is needed; developing a close rapport with students to be a contact person if needed.
- Adhere to individual classroom rules, expectations, incentive schemes and behaviour management plans as informed by the classroom teacher.
- Assist with in-class support programmes as directed by the classroom teacher
- Report regularly to the classroom teacher on student progress
- Maintain confidentiality with regard to student information and discuss same in an appropriate setting with relevant school personnel only.
- Participate in daytime school carnivals as directed by an academic staff member.
- Maintain confidentiality regarding student information and redirect all parental enquiries concerning student progress to the classroom teacher.
- Assist with group work in Literacy block time if appropriate for the year level and as directed by the classroom teacher.
- Keep personal records of student work sessions
- Assist teaching staff in the supervision of students with all concerns / problems referred to teaching staff for resolution as required.

*For further information about the roles and responsibilities, please refer to the Position Description.*


## Work Requirements

- Hold a Working with Children Blue Card (Paid)
- Be fully supportive of the ethos of Catholic Education

## What we offer

- Annual Leave with 17.5% leave loading
- Access to salary packaging options to maximise your salary

- Access to long service leave after 7 years of continuous service (portability of Long Service Leave may also be applicable)
- 14 Weeks' paid parental leave
- Access to Employee Assistance Program

For further information about the role, please download the **Position Description**  [230317 School Learning Officer PosD L2.pdf](#)

*Intending applicants must be fully committed to creating and maintaining a child safe organisation.*

*Catholic Education is an equal opportunity employer.*

## To Apply

Select 'Apply Now' to submit your application. For current employees, apply via the 'Employee Login' tab on the homepage of the [Careers website](#).

## Enquiries:

Mike Aitken  
Principal  
St Teresa's School, Ravenshoe  
Email: [principal.ravenshoe@cns.catholic.edu.au](mailto:principal.ravenshoe@cns.catholic.edu.au)  
Phone: (07) 4095 90

## Fun Friday List 2024

Week	Date	Theme	Donation
Week 2	2 <sup>nd</sup> Feb	All things Aussie	Gold Coin
Week 3	9 <sup>th</sup> Feb	Pyjama day	Bag of lollies or gold coin
Week 4	16 <sup>th</sup> Feb	Silly sock's & Hilarious Hair	Block of chocolate or share pack of chocolates or gold coin
Week 5	23 <sup>rd</sup> Feb	Hawaiian day	Fill a jar or bottle or gold coin
Week 6	1 <sup>st</sup> March	Super Hero	Cake mix or gold coin
Week 7	8 <sup>th</sup> March	Western/Emergency worker day	Gold coin
Week 8	15 <sup>th</sup> March	St Patrick's Day	Baked goods for cake stall

## LEARNING OPPORTUNITIES

### The Principal's Book Pick



#### In the Realm of Hungry Ghosts: Close Encounters with Addiction

From street-dwelling drug addicts to high-functioning workaholics, the continuum of addiction cuts a wide and painful swath through our culture.

In the Realm of Hungry Ghosts: Close Encounters with Addiction takes a panoramic yet highly intimate look at this widespread and perplexing human ailment.

Countering prevailing notions of addiction as either a genetic disease or an individual moral failure, Dr. Gabor Maté presents an eloquent case that addiction – all addiction – is in fact a case of human development gone askew.

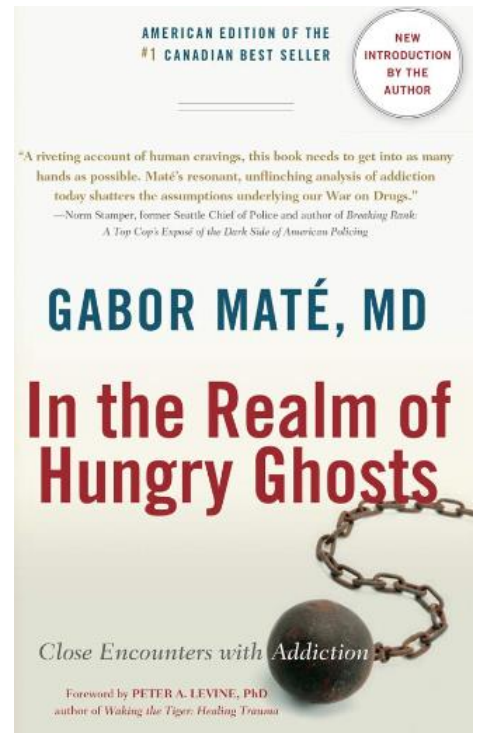
Dr. Maté, who for twelve years practiced medicine in Vancouver's notorious Downtown Eastside – North America's most concentrated area of drug use, begins by telling the stories of his patients, who, in their destitution and uniformly tragic histories, represent one extreme of the addictive spectrum. With his trademark compassion and unflinching narrative eye, he brings to life their ill-fated and mostly misunderstood struggle for relief or escape, through substance use, from the pain that has tormented them since childhood. He also shows how the behavioural addictions of society's more fortunate members – including himself – differ only in degree of severity from the drug habits of his Downtown Eastside patients, and how in reality there is only one addiction process, its core objective being the self-soothing of deep-seated fears and discomforts.

#### Read More

**Turning to the neurobiological roots of addiction, Dr. Maté presents an astonishing array of scientific evidence showing conclusively that:**

1. Addictive tendencies arise in the parts of our brains governing some of our most basic and life-sustaining needs and functions: incentive and motivation, physical and emotional pain relief, the regulation of stress, and the capacity to feel and receive love;
2. These brain circuits develop, or don't develop, largely under the influence of the nurturing environment in early life, and that therefore addiction represents a failure of these crucial systems to mature in the way nature intended; and
3. The human brain continues to develop new circuitry throughout the lifespan, including well into adulthood, giving new hope for people mired in addictive patterns. Dr. Maté then examines the current mainstream.

[The Realm of Hungry Ghosts](#)



Every Child  
Every Classroom  
Everyday

## St Teresa's Life of the School Calendar – Term 1, 2024

Month	Wk.	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Jan	1	21	22 Student Free Mandatory completion date	23 School Commences Prep cohort 1	24 School Commences Prep cohort 2 Staff Meeting	25 Whole School Commences	26 Australia Day	27
Jan / Feb	2	28 Letter of introduction home to all parents.	29 Staff Briefing – 8:10	30 Assembly  <b>P&amp;F AGM</b>	31 Brave Heart  Staff Meeting (First Aid refresher)	1	2 <b>Fete – Free Dress</b>	3
Feb	3 Planning upload	4	5 Staff Briefing – 8:10	6 Assembly	7 Staff Meeting	8 <b>NRL Class Release</b>	9 <b>Opening School Mass Student Leader Badges 11.50am Fete – Free Dress</b>	10
Feb	4	11 <b>Parent/teacher/ student meetings or phone calls this week, if required</b>	12 Staff Briefing – 8:10	13 Assembly  <b>Shrove Tuesday</b>	14 Staff Meeting  <b>Ash Wednesday Mass 11.50 am</b>	15 <b>NRL Class Release</b>	16 <b>Fete – Free Dress</b>	17
Feb	5 First Sunday of Lent	18 <b>Deb away – 18.03.24 NRL Class Release</b>	19 Staff Briefing – 8:10	20 DSE visit.  NRL visit – 2.00 – 3.00 pm years 3-6  No Assembly  NAPLAN practice	21 Non-contact Justine  Identity & Outreach visit  School Officer PD Day  Staff Meeting	22 Rhyme time.  P&F meeting 3.30 pm	23 <b>State Census</b> Non-contact Julie <b>Fete – Free Dress</b>	24 <b>The Labyrinth</b>
Feb / Mar	6 Second Sunday of Lent	25 <b>NRL Class Release</b>	26 Staff Briefing – 8:10	27 Assembly MTSS-E meeting 3.30 pm	28 <b>Principal's Debrief - Cairns</b> Staff Meeting	29 <b>Senior Leadership Conference</b>  PLP's	1 <b>Fete – Free Dress</b>	2
Mar	7 Third Sunday of Lent	3 <b>Cross Country Practise NRL Class Release</b>	4 Staff Briefing – 8:10	5 Assembly <b>Fire Drill 1 pm</b>	6 Staff Meeting	7	8 <b>Fete – Free Dress</b>	9
Mar	8 Forth Sunday of Lent	10 <b>Cross Country Practise</b>  Planning upload  NRL Class Release	11 Staff Briefing – 8:10	12 Assembly <b>Lockdown Drill 1 pm</b>	13 <b>NAPLAN open Staff Meeting</b>  Staff Meeting	14	15 <b>Saint Patrick's Day Prayer Assembly Saint Patrick's Day Fete - Green Day</b>	16
Mar	9 Fifth Sunday of Lent	17 <b>Cross Country Practise</b>  Deb return – 18.03.24  NRL Class Release	18 Staff Briefing - 8:10  <b>Open Classrooms p/t/s interviews</b>	19 Assembly  <b>Open Classrooms p/t/s interviews</b>	20 Lenten Prayer  No Staff Meeting  <b>Open Classrooms p/t/s interviews Staff Meeting</b>	21 <b>Open Classrooms p/t/s interviews</b>	22 <b>Open Classrooms p/t/s interviews</b>	23
Mar	10 Holy Week	24 Palm Sunday	25 NAPLAN closes.  Staff briefing – 8.10	26 Cross Country NO TUCKSHOP	27 Staff Meeting  Cross Country Presentation 2pm	28 Last Day of Term Liturgy 2pm Sausage Sizzle  Rhyme time	29 Good Friday	30
<b>Mike on leave in week 10 to week 6 term 2</b>								



# OUR VISION

To offer every student in every school a world class education enriched by their lived encounter with the Catholic faith.

## OUR FOCUS ON STUDENTS

Our focus is to provide quality education for our students and enrich their human qualities consistent with the key points of difference of a Catholic school. As our students progress and complete their education they will be:

- Discerning young people, formed in the values of a Catholic faith community.
- Effective and respectful communicators.
- Creative and critical thinkers who solve problems and make responsible decisions with an informed moral conscience for the common good.
- Self-directed, responsible, lifelong learners.
- Collaborative contributors who find meaning, dignity and purpose in work and life and who respect the rights of all and who contribute to the common good.

## OUR GUIDING PRINCIPLES

Our Strategic Directions 2021-2025 invites each one of us to be informed by, act with, and be committed to the following core principles:

- Be people of Mission and Witness inspired by what is best for all students in our schools.
- Move forward together – strengthening relationships between families, staff, school and system leaders, Clergy and the Diocese.
- Be accountable for student learning through a commitment to continuous improvement.
- Be courageous – encountering possibilities and engaging in dialogue to achieve excellence in all we do.
- Embrace and enhance individual gifts, talents, wisdom and capabilities.
- Accept co-responsibility for stewardship, accountability and system sustainability.
- Provide voice and agency for all.

# Strategic Directions 2021-2025

### Encounter – Catholic Identity

The formation of staff and students through a Catholic lens and furthering our understanding of First Nations cultures and ways of knowing, being and doing.

### First Nations Perspectives

Understand the cultures of the First Nations peoples and provide learning environments which are culturally safe and embrace culturally responsive and high impact pedagogies, with a strong emphasis on engagement, wellbeing and success.

### Engagement – Wellbeing & Learning

Consistent planning and teaching that is responsive to students and the context in which they live and learn.

### Capability

Recruitment, retention, development and professional learning to build an inspiring, engaged and highly effective professional staff.

## Our 10 Priorities



### 2. Religious Education

Every student benefits from an engaging, contemporary and personally relevant religious education curriculum.

### 1. Encounter

Our Catholic Education community experiences a Catholic Faith formation that deepens our understanding of the Church's mission and which invites an encounter with the person of Jesus.

### 3. Learning and Teaching documentation

The Catholic Education Community co-creates consistent system Learning and Teaching documentation.

### 4. First Nations

First Nations communities and families are honoured, their cultures and beliefs respected, and our schools committed to Closing the Gap imperatives for every First Nations student.

### 5. Extension

Every student accesses opportunities that extend their learning and personal horizons.

### 8. Significant learning needs

Every student with significant learning needs (eg disability, EAL/D) receives adjustments and interventions to enable equitable access and participation in learning.

### 7. Learning pathways

Every student's learning pathway is enabled by adjustments to learning experiences, targets, interventions and initiatives, and monitors improvement over time.

### 6. Workforce

Every student benefits from inspiring, engaging, and highly professional teachers, school and CES leaders and support and professional staff.

### 9. Transitions

Every student experiences a seamless and positive transition through and across schools.

### 10. Rural and remote

Every student from rural and remote communities benefits from targeted support for their schools.

Zoom



**Catholic Education**  
Diocese of Cairns  
*Learning with Faith and Vision*



# SCHOOL ANNUAL IMPROVEMENT PLAN – SAIP 2024

<b>SCHOOL</b>	<b>St Teresa's Catholic Primary School - Ravenshoe</b>
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<b>YEAR</b>	<b>2024</b>
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**The Vision** - *To offer every student in every school a world class education enriched by their lived encounter with the Catholic faith.*

**Our Focus for Students** - Our focus is to provide quality education for our students and enrich their human qualities consistent with the key points of difference of a Catholic school.

As our student's progress and complete their education they will be:

- *Discerning young people, formed in the values of a Catholic faith community.*
- *Effective and respectful communicators.*
- *Creative and critical thinkers who solve problems and make responsible decisions with an informed moral conscience for the common good.*
- *Self-directed, responsible, lifelong learners.*

*Collaborative contributors who find meaning, dignity and purpose in work and life and who respect the rights of all and who contribute to the common good.*

**Our Guiding Principles** - Our Strategic Directions 2021–2025 invites each one of us to be informed by, act with, and be committed to the following core principles:

- *Be people of Mission and Witness inspired by what is best for all students in our schools.*
- *Move forward together – strengthening relationships between families, staff, school and system leaders, Clergy and the Diocese.*
- *Be accountable for student learning through a commitment to continuous improvement.*
- *Be courageous – encountering possibilities and engaging in dialogue to achieve excellence in all we do.*
- *Embrace and enhance individual gifts, talents, wisdom and capabilities.*
- *Accept co-responsibility for stewardship, accountability and system sustainability.*
- *Provide voice and agency for all.*

IMPROVEMENT PRIORITY	SEF DIMENSION	SMART GOAL/S	STRATEGIES	IMPROVEMENT INDICATORS	WHO/WHEN
<p data-bbox="109 233 427 323"><b>Encounter</b> – <b>Catholic Identity</b></p> <p data-bbox="109 360 439 501"><i>The formation of staff and students through a Catholic lens and furthering our understanding of First Nations cultures and ways of knowing, being and doing.</i></p> <p data-bbox="109 544 416 595"><b>Strategic Directions 2021-2025 Priority</b></p> <p data-bbox="109 608 241 628"><b>#1 Encounter</b> Our Catholic Education community experiences a Catholic Faith formation that deepens our understanding of the Church’s mission and which invites an encounter with the person of Jesus.</p> <p data-bbox="109 874 362 1011"><b>#2 Religious Education</b> <b>#3 Learning and Teaching Documentation</b> <b>#4 First Nations</b> <b>#10 Rural and Remote</b></p> <p data-bbox="109 1059 362 1118"><i>2023 Points of celebration (strength areas)</i></p> <p data-bbox="109 1129 412 1181">Introduction of School Officers PD – one day per term.</p> <p data-bbox="109 1192 439 1528"><b>Survey results</b> – parents feel invited into the school and feel welcome to participate in celebrations (secular {Grandparents day} and religious {lent- feast day- advent}). Making connections over the whole Lent-Easter period – Advent- 4 weeks . St Patrick’s Day fate- learning on already established connections and using these to open to words</p>	<p data-bbox="465 261 663 282"><b>Religious Education</b></p> <p data-bbox="465 295 689 467">Every student benefits from an engaging, contemporary, and personally relevant religious education curriculum.</p> <p data-bbox="465 534 719 847">Faith formation, prayer and worship opportunities are created to meet the increasingly diverse cultural and religious needs of staff, students and families to foster their capacity to grow in their knowledge of and relationship with God.</p> <p data-bbox="465 914 719 1262">The school community gives priority to offering opportunities for social action and justice outreach for students, staff and families enabling greater confidence in 'knowing and identifying with the living Spirit of Christ' inspired by Catholic Social Teaching;</p>	<p data-bbox="748 185 1097 523">By the end of 2024, all teachers will have engaged with the understanding of pedagogical practices that enhance the delivery of the Religious Education Curriculum learning experiences that were shaped in 2024, by using strategies that include Bibliodrama, Recontextualization and the Hermeneutical Communicative Model.</p> <p data-bbox="748 564 1104 764">By the end of 2024, the Mercy Charism will be embedded and known by the school community through learning and teaching opportunities for staff and students, and literature on the school website for the wider community.</p> <p data-bbox="748 799 1095 979">By the end of 2024, teachers will have developed a deeper understanding of the explicit teaching of prayer in the classroom evidenced through teacher and student engagement.</p> <p data-bbox="748 1021 1097 1192">100% of teachers maintain an appropriate level of professional learning required for accreditation to teach in a Catholic School or to teach Religion and seek to regularly engage in formation opportunities.</p> <p data-bbox="748 1227 1104 1339">Throughout 2024, some families will have embraced the opportunity to participate in school and parish opportunities.</p> <p data-bbox="748 1374 1081 1514">Throughout 2024, some students, with the support of their families and the parish, will receive the sacrament of Baptism, Eucharist, Confirmation and Reconciliation.</p>	<p data-bbox="1131 185 1480 304">Using strategies that include Bibliodrama, Recontextualization and Hermeneutical Communicative Models.</p> <p data-bbox="1131 344 1494 461">Review the cycle in multiage schools. Formation of staff- knowing what they are teaching and WHY they are teaching it.</p> <p data-bbox="1131 501 1485 651">By continuing to devise ways that are specific to the aspects of the Charism and the works of Catherine McAuley referred to and embedded in the Religious Life of the School.</p> <p data-bbox="1131 691 1485 807"><b><i>Ensuring that the school’s newly developed website informs users of the school’s connection with the Mercy Charism.</i></b></p> <p data-bbox="1182 847 1447 903"><b>Professional Development Focus –</b></p> <p data-bbox="1155 911 1471 935"><b><u>Christian Meditation Formation</u></b></p> <p data-bbox="1131 943 1211 963"><b>Term 1:</b></p> <ul data-bbox="1182 991 1494 1155" style="list-style-type: none"> <li>• <b>O Week:</b> Full day – January 19 Teacher Retreat Day at Siloam: Christian Meditation Formation Day</li> <li>• <b>Week 3: Staff Meeting #2</b></li> </ul> <p data-bbox="1131 1174 1494 1262">Practical planning for introduction of Christian Meditation to Year Level Groups.</p> <ul data-bbox="1182 1286 1494 1557" style="list-style-type: none"> <li>• <b>Week 4:</b> Beginning Feb 12 Introduce meditation / Christian meditation to students</li> <li>• <b>Week 5:</b> beginning Feb 19: Christian Meditation as ‘prayer of the heart’</li> <li>• <b>Week 6:</b> beginning Feb 26</li> </ul>	<p data-bbox="1523 237 1850 328">Evidence of Catholic perspectives across school policies, processes, guidelines and structures.</p> <p data-bbox="1523 352 1850 408">Evidence of Catholic perspectives across the curriculum.</p> <p data-bbox="1523 632 1868 719">Inclusion of the Charism and the works of Catherine McAuley on the school website.</p> <p data-bbox="1523 839 1827 895">School based spiritual and faith formation plans.</p> <p data-bbox="1523 1453 1868 1541">Communication and parent involvement in prayer and liturgical experiences.</p>	<p data-bbox="1897 209 2114 352">APRE Staff Parish Identity and Outreach Team</p>

<p>of the Gospel through recontextualization.</p> <p><i>Points of challenge (areas for growth)</i></p> <p>Identifying as Aboriginal or Torres Strait Islander- seems to lack identity. Difficulty tapping into community in this space. NAIDOC day liturgy not attended by parents (who were invited) as opposed to other liturgies that are attended.</p> <p>While students take part in prayer they may struggle with making connections to their everyday. Hope that the meditation focus in 2024 might offer some connections.</p> <p>Parents are challenges with being in the church (led by Priest).</p>			<ul style="list-style-type: none"> <li>• <b>Week 7:</b> beginning March 4 Continue meditation</li> <li>• <b>Week 8:</b> beginning March 11 Continue meditation</li> <li>• <b>Week 9:</b> beginning March 18 Review the experience of introducing Christian Meditation for both teachers and students.</li> </ul> <p><b>Term 2 Staff Meeting:</b> Pedagogical Experience – HCM (Teach Religion) 5/6 Scripture – to use to enhance Scripture, Dialogue and Literacy. <b>Continuation of Week 5 visits by the team- working with school officers – working with teachers on units.</b></p> <p><b>Term 3 Staff Meeting:</b> Pedagogical Experience - Recontextualization P/1/2 Scripture Focus (Teach Religion) – to use to enhance Scripture, Dialogue and Literacy. <b>Continuation of Week 5 visits by the team- working with school officers – working with teachers on units.</b></p> <p><b>Term 4 Staff Meeting:</b> (Teach in Catholic School) Recontextualization 3/4 Scripture Focus (Teach Religion). <b>Continuation of Week 5 visits by the team- working with school officers – working with teachers on units.</b></p> <p><b>Community:</b> To continue to engage the community in the religious life of the school and to encourage them to be a part of prayer and liturgical experiences with their children.</p> <p>Opportunities to celebrate the community as opposed to the events e.g with the formation of the prayer garden how will the celebrations capture the Catholic Identity as opposed to just the space.</p>	<p>Student and family participation in liturgies and masses with the parish.</p> <p>Students participate and receive the sacrament.</p>	
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			<p><b>Parish Relationship:</b> To continue to build the relationship between the parish and school.</p> <p><b>Sacramental Program:</b> To support the parish and the families within the school who are requesting preparation for the sacraments.</p>		
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## **IMPROVEMENT PRIORITY**

### **Encounter – Catholic Identity**

*The formation of staff and students through a Catholic lens and furthering our **understanding of First Nations cultures and ways of knowing, being and doing.***

**Strategic Directions 2021-2025 Priority**

**#1 Encounter**

Our Catholic Education community experiences a Catholic Faith formation that deepens our understanding of the Church’s mission and which invites an encounter with the person of Jesus.

**#2 Religious Education**

**#3 Learning and Teaching Documentation**

**#4 First Nations**

**#10 Rural and Remote**

<p><b>Let’s Talk Institutional Integrity:</b> Key Findings: Increasing prejudice</p>	<p><b>Let’s Talk Race Relations:</b> prejudice, all talk no action, bias, we are a judgemental society in all aspects.</p>	<p><b>Let’s Talk Historical Acceptance</b></p>	<p><b>Let’s Talk Equality and Equity</b></p>	<p><b>Let’s talk Unity</b> Celebrating Supporting Valuing Enhancing Promoting Engaging</p>
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<p><b><u>Where to next? :</u></b></p> <ul style="list-style-type: none"> <li>• All voices of the community coming together to provide solutions for experiences of racial prejudice</li> <li>• More resources and education on First Nations histories and cultures to embed in the curriculum</li> <li>• Acknowledgement of Country everyday</li> <li>• Scope and Sequence of p-6 subjects where it is to be embedded</li> <li>• Rectify past wrongs, more conversations around truth telling</li> </ul>	<p><b><u>Where to next? :</u></b></p> <ul style="list-style-type: none"> <li>• Indigenous Liaison officer</li> <li>• Supporting those who want to promote positive race relations</li> <li>• More involvement with community members</li> <li>• Acceptance of/ from community</li> <li>• Whole school Reconciliation liturgy</li> <li>• Prioritising NAIDOC day</li> <li>• Planned in advance with consultation with others</li> </ul>	<p><b><u>Where to next?</u></b></p> <ul style="list-style-type: none"> <li>• Provide more opportunities for First Nations people and/or traditional owners to be invited to the school community to share their culture and stories.</li> <li>• Truth telling- providing the untold side of history/ first Nation recounts</li> <li>• Learning protocols, respectful practices, meeting places</li> <li>• Found embedded in ACARA and conceptual frameworks thus giving First Nations people a voice of what happened.</li> </ul>	<p><b><u>Where to next?</u></b></p> <ul style="list-style-type: none"> <li>• Comparing Catholic Church and aim of reconciliation to find mutual understandings and differences we need to address</li> <li>• Indigenous Liaison officer</li> <li>• Their side of the story is told within the Australian curriculum.</li> </ul>	
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<b>IMPROVEMENT PRIORITY</b>	<b>SEF DIMENSION</b>	<b>SMART GOAL/S</b>	<b>STRATEGIES</b>	<b>IMPROVEMENT INDICATORS</b>	<b>WHO/WHEN</b>
<p data-bbox="109 229 427 421"> <b>Engagement</b>  <b>– Wellbeing &amp; Learning</b>  <b>(Curriculum focus)</b> </p> <p data-bbox="109 483 439 608"> <i>Consistent planning and teaching that is responsive to students and the context in which they live and learn.</i> </p> <p data-bbox="109 655 416 703"> <b>Strategic Directions 2021-2025 Priority</b> </p> <p data-bbox="109 715 376 762"> <b># 3. Learning and Teaching documentation</b> </p> <p data-bbox="109 774 439 882">           The Catholic Education Community co-creates consistent system Learning and Teaching documentation.         </p> <p data-bbox="109 922 271 943"> <b># 4 First Nations</b> </p> <p data-bbox="109 954 241 975"> <b># 5 Extension</b> </p> <p data-bbox="109 986 248 1007"> <b># 6 Workforce</b> </p> <p data-bbox="109 1018 331 1038"> <b># 7 Learning pathways</b> </p> <p data-bbox="109 1050 398 1070"> <b># 8 Significant learning needs</b> </p> <p data-bbox="109 1082 331 1102"> <b># 10 Rural and remote</b> </p>	<p data-bbox="465 248 719 539">           Reporting processes are aligned with the curriculum and designed to provide parents, families and students themselves with information about the achievement of curriculum intentions and progress over time; and,         </p>	<p data-bbox="750 185 1099 504">           By the end of 2024, the school will develop and implement a v9 Maths Scope and Sequence plan that is an explicit, coherent, sequenced plan for curriculum delivery across all year levels in a Multi Age context at St Teresa's School. Mathematics Assessment tasks and criteria sheets for each term will be embedded into the Scope and Sequence plan.         </p> <p data-bbox="750 568 1066 676">           Staff will be able to articulate an agreed practice in Maths by answering the 5 questions from Clarity.         </p> <p data-bbox="750 687 875 708">           5 Questions:         </p> <ol data-bbox="797 727 1099 1174" style="list-style-type: none"> <li>1. What are you teaching? Why?</li> <li>2. How are you teaching? What is your pedagogy for this task?</li> <li>3. How do you know you are being effective?</li> <li>4. How can you improve?</li> <li>5. Where would you go for help?</li> </ol>	<p data-bbox="1133 185 1482 325">           Professional Learning Team meetings twice per term to develop the St Teresa's Scope and Sequence in Mathematics based on v9 of the Australian Curriculum.         </p> <p data-bbox="1133 360 1469 501">           Professional Learning in v9 Mathematics.            Term 1            0 Week – Big Ideas            Week 6 – Mathematical Processes         </p> <p data-bbox="1133 536 1469 644">           Term 2            Week - How to plan a unit of work            Week - Creating a balanced assessment portfolio         </p> <p data-bbox="1133 679 1447 884">           Explicit modelling of evidence-informed pedagogical practices. Each term -            - class teachers to visit other CES schools to observe and discuss Maths pedagogy with other teachers.         </p> <p data-bbox="1133 919 1469 1027">           Learning walks into classrooms to ensure that the pedagogy of v9 Mathematics is being consistently implemented.         </p> <p data-bbox="1133 1094 1482 1267">           Implementing informed pedagogical practice and teaching content from v9 Mathematics in the strand of Number and testing Number using Essential Assessment pre- test; Mid-test and post-test.         </p>	<p data-bbox="1525 225 1872 429">           A published Scope and Sequence in Mathematics using the v9 Australian Curriculum for Multi Age classes on the Learning and Teaching Site. Assessment tasks and criteria sheets are embedded into the plan.         </p> <p data-bbox="1525 464 1850 604">           Teachers will be able to articulate how they are planning v9 of the Australian Curriculum in Mathematics after attending professional learning.         </p> <p data-bbox="1525 671 1872 1019">           When conducting learning walks and talks school leadership will hear from students and staff when asking 5 Clarity questions and affirm how the learning and teaching of Maths at St Teresa's is aligning with the v9 curriculum. Observation of differentiated teaching strategies and planning to ensure every student is engaged, challenged appropriately and learning successfully.         </p> <p data-bbox="1525 1086 1872 1278">           Individual student evidence of 6 months growth per Semester in the Mathematics strand of Number will be collected using Essential Assessment Data and will be displayed on the school Maths Data wall.         </p>	<p data-bbox="1899 209 2130 413">           Class Teachers            LLT            CES consultants            PLTs twice per term            Class teacher visits to other CES schools once per term.         </p>

		<p>Students will show individual growth in the v9 Mathematics Strand of Number by 6 months per Semester.</p>			
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<b>IMPROVEMENT PRIORITY</b>	<b>SEF DIMENSION</b>	<b>SMART GOAL/S</b>	<b>STRATEGIES</b>	<b>IMPROVEMENT INDICATORS</b>	<b>WHO/WHEN</b>
<p data-bbox="109 229 427 517"> <b>Engagement</b>  <b>– Wellbeing &amp; Learning</b>  <b>(Diversity – Inclusive practices, behaviour)</b> </p> <p data-bbox="109 580 439 703"> <i>Consistent planning and teaching that is responsive to students and the context in which they live and learn.</i> </p> <p data-bbox="109 719 416 772"> <b>Strategic Directions 2021-2025 Priority</b> </p> <p data-bbox="109 783 439 986"> <b>#8 Significant Learning Needs</b>            Every student with significant learning needs (e.g., disability, EAL/D) receive adjustments and interventions to enable equitable access and participation in learning.         </p> <p data-bbox="109 1023 360 1251"> <b>#3 Learning and Teaching Documentation</b>  <b>#4 First Nations</b>  <b>#5 Extension</b>  <b>#6 Workforce</b>  <b>#7 Learning Pathways</b>  <b>#9 Transitions</b>  <b>#10 Rural and Remote</b> </p>	<p data-bbox="461 229 712 580">           The staff of the school demonstrate an understanding of the importance of positive and caring relationships to successful learning and work to build mutually respectful relationships (based on gospel values) across the school community.         </p> <p data-bbox="461 596 719 948">           The school has clear strategies to promote appropriate behaviour - including agreed responses and consequences for inappropriate student behaviour - and the school provides sufficient support for teachers to implement these policies.         </p>	<p data-bbox="745 181 1095 336">           80% of staff share a common set of beliefs that are an integral part of their understanding of student learning, motivations and psychology.         </p> <p data-bbox="745 373 1099 432">           80% of staff share the belief that all students are capable of learning?         </p> <p data-bbox="745 469 1099 660">           100% of staff, in response to tracking and monitoring individual learning and wellbeing, make reasonable adjustments to student interactions, teaching and learning.         </p> <p data-bbox="745 681 1090 904">           100% of staff identify and address the educational needs of individual students? Adjustments are tailored, early and sustained interventions in place for students with educational needs.         </p>	<p data-bbox="1128 150 1491 272"> <b>Identify an 'Internal Coach'</b> (who will lead the work of the team) and a <b>'Data Manager'</b> (who will lead the collation and analysis of data).         </p> <p data-bbox="1128 309 1491 362">           Attend 2 full face-to-face days of PD.         </p> <p data-bbox="1128 373 1491 453"> <b>TBA:</b>            CNS04162:001 MTSS Cohort 3 Tier 1 Day 1         </p> <p data-bbox="1128 458 1491 537"> <b>TBA:</b>            CNS04163:001 - MTSS Cohort 3 Tier 1 Day 2         </p> <p data-bbox="1128 574 1491 687"> <b>Scheduled team meetings</b> - Usually 45 mins per fortnight. If fortnightly is not achievable, then it is recommended at least 3 per term.         </p> <p data-bbox="1128 724 1491 952"> <b>Scheduled staff meetings</b> - A minimum of 1 staff meeting per term is required to provide updates and gather input from your staff to progress MTSS-E. The CES Consultants Student Engagement (your external coaches) can support your team to plan for these.         </p> <p data-bbox="1128 989 1491 1102">           In addition to the training, the Consultants Student Engagement will be available to support you on this journey.         </p>	<p data-bbox="1520 261 1816 448">           Academic and pastoral tracking including learning progress and achievement, attendance, and behaviour and appropriate support and intervention.         </p> <p data-bbox="1520 469 1850 560">           Data is analyzed, understood and used by teachers to improve educational outcomes?         </p> <p data-bbox="1520 580 1877 740">           Support for engagement, progress, achievement and wellbeing is provided for groups of students who may have particular learning needs including:         </p> <p data-bbox="1520 761 1877 820"> <i>Aboriginal and Torres Strait Islander Students Gifted and talented.</i> </p> <p data-bbox="1520 841 1767 868"> <i>Students with a disability</i> </p> <p data-bbox="1520 888 1883 948"> <i>Students with English as a Additional Language or Dialect</i> </p> <p data-bbox="1520 968 1812 1027"> <i>Students in Out of Home Care Refugee Students?</i> </p> <p data-bbox="1520 1048 1861 1128">           Professional learning and training are in place throughout the school year.         </p> <p data-bbox="1520 1149 1845 1198">           The school provides safe and inclusive learning environments.         </p> <p data-bbox="1520 1219 1816 1272">           The school has developed Strategic Improvement Plans         </p> <p data-bbox="1520 1292 1839 1342">           Necessary core documentation exists and is utilized.         </p>	<p data-bbox="1895 197 2047 336">           PoL – Diversity            Principal            All staff            In 2024            CES Staff         </p>

<b>IMPROVEMENT PRIORITY</b>	<b>SEF DIMENSION</b>	<b>SMART GOAL/S</b>	<b>STRATEGIES</b>	<b>IMPROVEMENT INDICATORS</b>	<b>WHO/WHEN</b>
<p data-bbox="107 272 277 312"><b>Capability</b></p> <p data-bbox="107 368 427 560"><i>Recruitment, retention, development, and professional learning to build an inspiring, engaged and highly effective professional staff.</i></p> <p data-bbox="107 600 416 683"><b>Strategic Directions 2021-2025 Priority # 6.</b></p> <p data-bbox="107 691 439 847">Every student benefit from inspiring, engaging, and highly professional teachers, school and CES leaders and support and professional staff.</p>	<p data-bbox="465 193 757 807">The Catholic school aspires to be an authentic Christian community and has found ways to build a schoolwide, professional team of highly able and religiously literate teachers, including teachers who take an active leadership role beyond the learning space. Strong procedures are in place to encourage a schoolwide, shared responsibility for student learning and success. The school explicitly develops a culture of continuous professional improvement and spiritual formation that includes on the job learning, collegial feedback, mentoring and coaching arrangements.</p>	<p data-bbox="795 213 1081 384">100 % of staff member have completed, enacted and reviewed a PGIAP prior to the conclusion of 2023. (Continuous professional improvement)</p> <p data-bbox="795 424 1088 711">Each teacher and non-teacher meet with the principal to discuss PGIAP progress on a term basis. 100% of PGIAP are to contains elements of spiritual formation, on the job learning, collegial feedback. Mentoring, coaching arrangements.</p> <p data-bbox="795 743 1099 1206">In 2023 co-create and implement a whole of school Professional Learning Plan with a clear alignment to the school’s explicit improvement agenda and staff PGIAP expectations. Elements of deep understandings of how students learn, effective interventions, improve on their current teaching practices. The purpose should be committed to continuous improvement immersed in the Australian Professional Standards for Teachers.</p>	<p data-bbox="1131 185 1442 472">The leadership team has strategies in place to assist teachers to continue to develop and share deep understandings of how students learn subjects/content, including prerequisite skills and knowledge, common student misunderstandings and errors, learning difficulties and effective interventions.</p> <p data-bbox="1131 504 1435 743">Teachers in the school are experts in the fields in which they teach, have high levels of confidence in teaching in those fields and are eager to expand their subject knowledge to learn how to improve on their current teaching practices.</p> <p data-bbox="1131 775 1435 1062">The school expects all teachers to be highly committed to the continuous improvement of their own teaching and to be focused on the development of knowledge and skills required to improve student learning based on the Australian Professional Standards for Teachers.</p> <p data-bbox="1131 1094 1442 1238">Professional development is provided to build staff skills in curriculum planning, development and knowledge of Catholic tradition.</p>	<ul data-bbox="1473 264 1783 1294" style="list-style-type: none"> <li>• Demonstration of high yield strategies: data walls, review and response processes, and learning walks and talks</li> <li>• PGIAPs</li> <li>• Examples of observations</li> <li>• Outcomes and actions taken since professional development attendance</li> <li>• Peer-to-peer lesson observation reports</li> <li>• Teacher Accreditation to Teach Religion, Teacher Accreditation to Teach in a Catholic School</li> <li>• Staff induction resources</li> <li>• Initiatives/resources for early career teachers</li> <li>• Pedagogical framework</li> <li>• Visible evidence in data walls, learning walks and talks, review and response documentation</li> <li>• Feedback from lesson observations</li> <li>• Posters and signage consistent with the authoritative whole-of-school pedagogy</li> <li>• Evidence of collaborative teaching practice</li> <li>• Educational adjustments</li> <li>• Processes and plans that ensure Accreditation to Teach Religion are prioritised and monitored</li> <li>• Evidenced based SEL program</li> </ul>	<p data-bbox="1816 213 2085 352">Teachers PoL – Diversity PoL- Learning and Teaching APRE Principal</p>

Spelling Mastery	<p><b>Learning and Teaching documentation</b></p> <p>The Catholic Education Community co-creates consistent system Learning and Teaching documentation.</p> <p>EPP Analysis and Discussion of Data</p>		<ul style="list-style-type: none"> <li>Revisit procedures around the delivery of Spelling Mastery (Years 2-6) to ensure consistency of approach.</li> </ul>	Spelling Mastery tests and end of year test	Years 1-6
Phonics Instruction (P-2)	<p><b>Learning and Teaching documentation</b></p> <p>The Catholic Education Community co-creates consistent system Learning and Teaching documentation.</p> <p>SCD EPP</p>		<ul style="list-style-type: none"> <li>Implement Phonics Scope and Sequence P-2</li> <li>Professional Learning for P-2 teachers to build capacity (Jo-Anne Dooner Training 24/7 modules)</li> </ul>	PM Benchmark Year 1 Phonics Check	P-2 Teachers
Essential Assessments	<p><b>Learning and Teaching documentation</b></p> <p>The Catholic Education Community co-creates consistent system Learning and Teaching documentation.</p>				
NCCD Action Plan	<p><b>Significant learning needs</b></p> <p>Every student with significant learning needs (e.g. disability, EAL/D) receives adjustments and interventions to enable equitable access and participation in learning.</p>		<p>All staff will be facilitated to complete DSE online training in Week 1 mandatory training day.</p> <ul style="list-style-type: none"> <li>What is the application in our school?</li> </ul> <p>Regular meetings with staff and school learning officers to share critical information and adjustments that support SWD.</p> <ul style="list-style-type: none"> <li>What strategies/adjustments does the student require?</li> <li>What critical information do we need to know to be able to support the student?</li> </ul> <p>Leadership to share and unpack key documents with teaching staff.</p> <ul style="list-style-type: none"> <li>Early Identification and Intervention Referral Pathways at SJA</li> <li>Diverse Learners Team Guidelines at SJA</li> </ul>		

			What does this look like?		
Clarity	<b>Workforce</b> Every student benefit from inspiring, engaging, and highly professional teachers, school and CES leaders and support and professional staff.		<ul style="list-style-type: none"> <li>Leadership team to attend 5 days of professional learning with Lyn Sharratt.</li> <li>Focus on 14 parameters and assessment.</li> </ul>		
Mandatory Training	<b>Workforce</b> Every student benefit from inspiring, engaging, and highly professional teachers, school and CES leaders and support and professional staff.		<ul style="list-style-type: none"> <li>Provide all staff time to complete the training on the student free day.</li> </ul>		
Relationships Education	<b>Significant learning needs</b> Every student with significant learning needs (e.g., disability, EAL/D) receives adjustments and interventions to enable equitable access and participation in learning.	Implement Relationships Education Curriculum	<ul style="list-style-type: none"> <li>Build the capacity of teachers in the delivery of Relationship Education               <ul style="list-style-type: none"> <li>P-4: Daniel Morecombe Curriculum (focus on protective behaviours)</li> <li>Yr 5-6: Real Talk Education (Puberty; Safe Use of Media &amp; Technology. Identity and Friendships)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Whole Staff introduction to Relationships Education by Caitlin Humphrys</li> <li>PD for targeted teachers:               <ul style="list-style-type: none"> <li>P-4</li> <li>Years 5-6</li> </ul> </li> </ul>	
Pre-Prep Program	<b>Transitions</b> Every student experience a seamless and positive transition through and across schools.				

**SCHOOL BASED PLANS TO SUPPORT SAIP IMPLEMENTATION (may include)**

<input type="checkbox"/> Strategic Plan	<input type="checkbox"/> Implementation Plan/s	<input type="checkbox"/> Data Plan	<input type="checkbox"/> Curriculum Delivery Plan
<input type="checkbox"/> Operational Plan	<input type="checkbox"/> Master Plan	<input type="checkbox"/> Formation Plan	<input type="checkbox"/> Pedagogical Practices Document
<input type="checkbox"/> Professional Learning Plan	<input type="checkbox"/> Planned approach to Literacy and Numeracy		<input type="checkbox"/> NCCD Action Plan

<b>IMPROVEMENT PRIORITY</b>	<b>SEF DIMENSION</b>	<b>SMART GOAL/S</b>	<b>STRATEGIES</b>	<b>IMPROVEMENT INDICATORS</b>	<b>WHO/WHEN</b>
<p data-bbox="107 292 432 531"><b>Engagement</b> – <b>Wellbeing &amp; Learning</b> <b>(Diversity – Inclusive practices)</b></p> <p data-bbox="107 592 439 718"><i>Consistent planning and teaching that is responsive to students and the context in which they live and learn.</i></p> <p data-bbox="107 770 416 823"><b>Strategic Directions 2021-2025 Priority</b></p> <p data-bbox="107 834 439 1037"><b>#8 Significant Learning Needs</b> Every student with significant learning needs (e.g., disability, EAL/D) receive adjustments and interventions to enable equitable access and participation in learning.</p> <p data-bbox="107 1070 362 1300"> <b>#3 Learning and Teaching Documentation</b>  <b>#4 First Nations</b>  <b>#5 Extension</b>  <b>#6 Workforce</b>  <b>#7 Learning Pathways</b>  <b>#9 Transitions</b>  <b>#10 Rural and Remote</b> </p>	<p data-bbox="465 311 712 630">In order to lead students to have life in its fullness, the school places a high priority on ensuring that, in their day-to-day teaching, classroom teachers identify and address the learning needs of individual students, including high-achieving students.</p> <p data-bbox="465 663 721 890">Teachers are encouraged and supported to monitor closely the progress of individuals, identify learning difficulties and tailor classroom activities to levels of readiness and need.</p>	<p data-bbox="748 320 1061 395">All staff members will know the learning and wellbeing needs of every student.</p>	<p data-bbox="1131 304 1491 475">LoD will meet with SOs and CTs twice per term to discuss student Personal Learning Plan goals and to monitor and review the intervention plans which assist students in achieving their personal goals.</p> <p data-bbox="1131 600 1491 1034">Professional learning opportunities are provided for all staff to enhance skills and strategies which will support NCCD requirements, curriculum adjustments, catering for high potential learners, and learning support in general. 2024 TERM 1 O Week Diversity planning day to revisit Tier 1 Tier 2 and Tier 3 planning requirements. WEEK 4 In school NCCD moderation</p>	<p data-bbox="1523 311 1872 416">Evidence of differentiated planning, tracking and monitoring of student progress, and reviewing as needed, individual learning plans.</p> <p data-bbox="1523 448 1863 523">Pre and Post intervention Data will be collected and documented as evidence of student growth.</p>	<p data-bbox="1899 272 2047 443">PoL Diversity School Officers Class Teachers CES Diversity Consultants Principal</p>



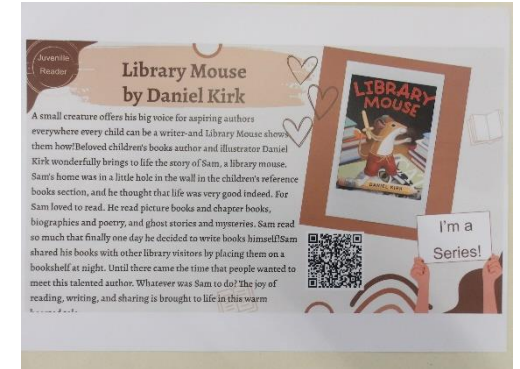
## LIBRARY NEWS

Hello Everyone,

The first issue of Book Club has been ordered and delivered, thank you for your orders. A percentage of sales gets given to the school to use for the purchase of new books for our library.

Also, this month has been Library Lovers Month and the students have been telling us why they love their library. Check out Library Mouse and these magazines on Sora.

Keep a look out for our new books, coming soon.





Have a great Weekend!

Warm regards,

Morgan Reynolds