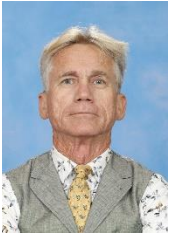




ST TERESA'S
— SCHOOL —
RAVENSHOE

FRIDAY 8TH MARCH, 2024.

Principal's Report Week 7 Term 1, 2024.



Principal's Message

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 Knowledge, Love and Truth within 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 Vision:

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

With a commitment to the above statements, we are thrilled to share some exciting news regarding our school community.

As a result of our growing enrolments and the increasing complexities in our student's learning needs, we have been authorised to employ a new staff member. With great pleasure, I announce the appointment of Mrs. Wendell Majer, who will commence her role at our school on Monday, March 11, 2024.

Many members of our school community may already be familiar with Wendell, a long-time resident who has taught extensively throughout the Ravenshoe and Tablelands District over many years. Her experience and dedication to education make her a valuable addition to our team.

We kindly ask that you join us in extending a warm welcome to Wendell as she becomes part of our school community. Our staff is eager to benefit from her vast experience, and we are confident that she will significantly contribute to our student's academic and personal development.

Through consultation, dialogue, and careful examination of student data, we will work collaboratively to determine how Mrs. Wendell Majer can further enhance student engagement and support within our school. We are committed to ensuring every child receives the individualised attention and resources needed to succeed.

As always, we value your input and support in our efforts to provide the best possible education for your children. If you have any questions or would like to learn more about how Mrs. Wendell Majer will be involved in our school community, please do not hesitate to contact us.

Thank you for your continued partnership as we embark on this exciting new chapter together.

Introduction of Multi-Tiered Systems of Support (MTSS-E) at St Teresa's Catholic School

Dear Parents/Guardians,

I hope this message finds you well. We are excited to share some significant developments regarding our school's ongoing commitment to enhancing student support and success.

As part of our School Annual Improvement Plan (SAIP) for 2024 and beyond, we are introducing the Multi-Tiered Systems of Support for Education (MTSS-E) framework. MTSS-E is a proactive approach to addressing all students' diverse academic and behavioural needs by providing layered levels of support.

We will commence implementing MTSS-E at a Tier 1 level throughout 2024. This initial phase will involve laying the groundwork and introducing foundational elements of the system across various aspects of our school community.

Over the next two years, until the conclusion of the 2026 school year, we will delve deeper into the MTSS-E framework, gradually expanding its scope and integrating it more comprehensively into our school's practices. This phased approach allows us to ensure that every aspect of the system is carefully tailored to meet the unique needs of our students and aligns with our school's mission and values.

Introducing MTSS-E will benefit our students by providing targeted interventions and support mechanisms that foster their academic, social, and emotional growth. By embracing this framework, we reaffirm our commitment to nurturing a supportive and inclusive learning environment where every student can thrive.

As we embark on this journey, we encourage you to stay informed and engaged with the developments related to MTSS-E at St Teresa's Catholic School. We value your partnership and input as we work together to create the best possible educational experience for our students.

Please do not hesitate to contact us if you have any questions or require further information about MTSS-E or any other aspect of our school's initiatives.

Please refer to the additional information below.

Thank you for your continued support and collaboration.

Multi-Tiered Systems of Support (MTSS)

Overview

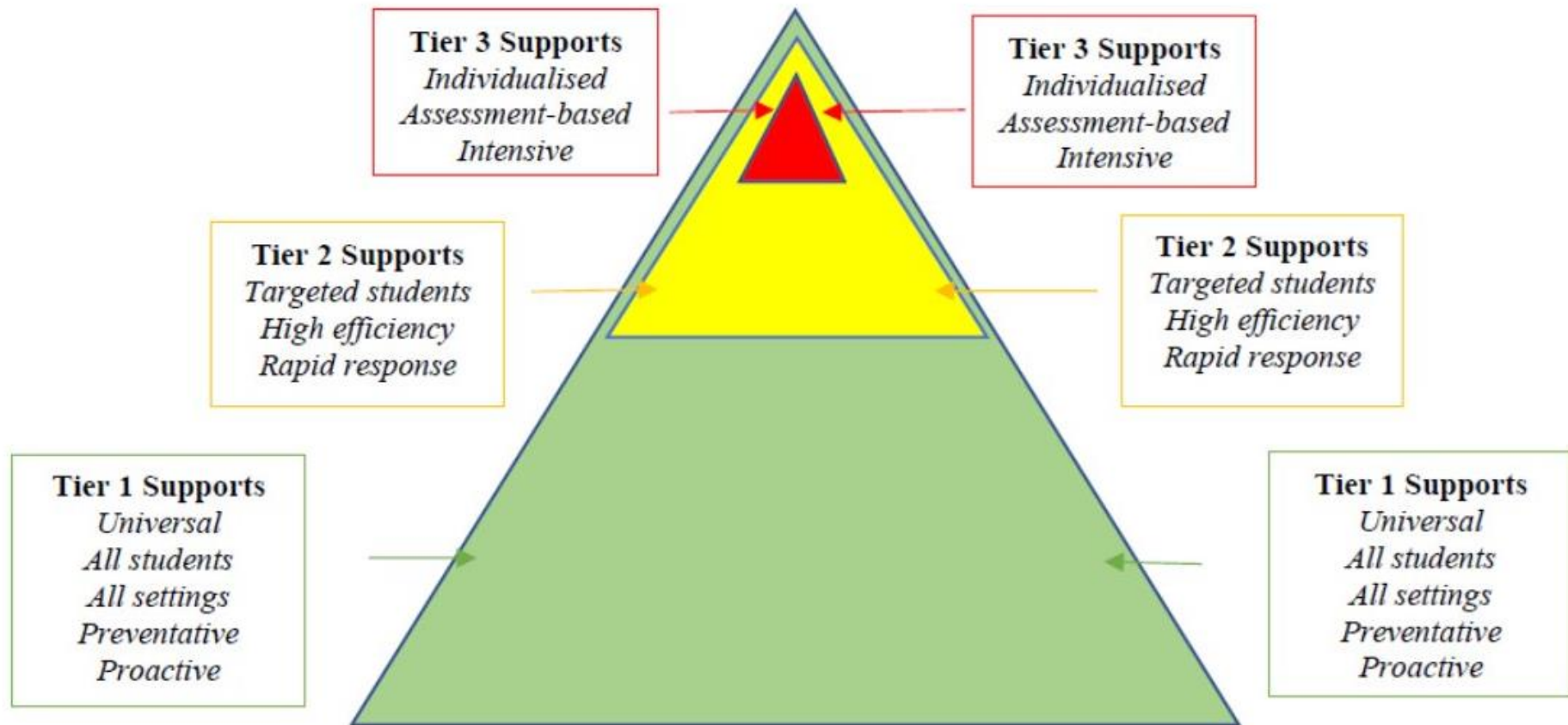
Multi-Tiered Systems of Support (MTSS) is a comprehensive framework used to provide academic and behavioural support to all students based on their individual needs. The approach utilises data-informed decision-making to identify students who may require additional support, and then provide the support at varying levels of frequency and intensity, depending on each student's needs.

MTSS comprises three tiers. Tier 1 involves universal, high-quality instruction for all students. Tier 2 is targeted support (in addition to Tier 1) which includes small-group interventions. Tier 3 is personalised supports for students who require further support, despite Tier 1 and Tier 2. Tier 3 are more intensive and personalised interventions.

In Catholic Education Diocese of Cairns, MTSS aligns with the principle of caring for and meeting the unique needs of every child. It's a practical implementation of the church's teachings about the inherent dignity and value of each individual. Through the MTSS approach, Catholic schools and Colleges can ensure that all students, including those who need further support academically or behaviourally, receive the necessary support and resources to succeed. This aids in promoting a truly inclusive learning environment, where all students can reach their full potential and no student is left behind.

Academic Systems

Behavioural Systems



Whitefield et al. (

IMPROVEMENT PRIORITY	SEF DIMENSION	SMART GOAL/S	STRATEGIES	IMPROVEMENT INDICATORS	WHO/WHEN
<p data-bbox="107 229 430 555"> Engagement – Wellbeing & Learning (Diversity – Inclusive practices, behaviour) </p> <p data-bbox="107 587 439 708"> <i>Consistent planning and teaching that is responsive to students and the context in which they live and learn.</i> </p> <p data-bbox="107 727 416 783"> Strategic Directions 2021-2025 Priority </p> <p data-bbox="107 810 405 834"> #8 Significant Learning Needs </p> <p data-bbox="107 863 439 1034"> 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 1062 365 1118"> #3 Learning and Teaching Documentation </p> <p data-bbox="107 1147 271 1171"> #4 First Nations </p> <p data-bbox="107 1200 241 1224"> #5 Extension </p> <p data-bbox="107 1252 248 1276"> #6 Workforce </p> <p data-bbox="107 1305 331 1329"> #7 Learning Pathways </p> <p data-bbox="107 1358 255 1382"> #9 Transitions </p> <p data-bbox="107 1410 333 1434"> #10 Rural and Remote </p>	<p data-bbox="465 229 723 579"> 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="465 608 723 954"> 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="745 229 1108 379"> 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="745 459 1108 515"> 80% of staff share the belief that all students are capable of learning? </p> <p data-bbox="745 595 1108 786"> 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="745 815 1108 1034"> 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="1131 177 1494 296"> Identify an 'Internal Coach' (who will lead the work of the team) and a 'Data Manager' (who will lead the collation and analysis of data). </p> <p data-bbox="1131 325 1456 381"> Attend 2 full face-to-face days of PD. </p> <p data-bbox="1131 410 1429 493"> TBA: CNS04162:001 MTSS Cohort 3 Tier 1 Day 1 </p> <p data-bbox="1131 499 1440 582"> TBA: CNS04163:001 - MTSS Cohort 3 Tier 1 Day 2 </p> <p data-bbox="1131 617 1480 737"> Scheduled team meetings - Usually 45 mins per fortnight. If fortnightly is not achievable, then it is recommended at least 3 per term. </p> <p data-bbox="1131 764 1485 1007"> Scheduled staff meetings - 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="1131 1035 1469 1155"> In addition to the training, the Consultants Student Engagement will be available to support you on this journey. </p>	<p data-bbox="1520 296 1823 488"> Academic and pastoral tracking including learning progress and achievement, attendance, and behaviour and appropriate support and intervention. </p> <p data-bbox="1520 517 1850 600"> Data is analyzed, understood and used by teachers to improve educational outcomes? </p> <p data-bbox="1520 635 1883 791"> 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 820 1877 877"> <i>Aboriginal and Torres Strait Islander Students Gifted and talented.</i> </p> <p data-bbox="1520 906 1769 930"> <i>Students with a disability</i> </p> <p data-bbox="1520 959 1883 1016"> <i>Students with English as a Additional Language or Dialect</i> </p> <p data-bbox="1520 1045 1814 1102"> <i>Students in Out of Home Care Refugee Students?</i> </p> <p data-bbox="1520 1131 1865 1214"> Professional learning and training are in place throughout the school year. </p> <p data-bbox="1520 1243 1848 1300"> The school provides safe and inclusive learning environments. </p> <p data-bbox="1520 1329 1816 1386"> The school has developed Strategic Improvement Plans </p> <p data-bbox="1520 1415 1839 1457"> Necessary core documentation exists and is utilized. </p>	<p data-bbox="1897 248 2047 272"> PoL – Diversity </p> <p data-bbox="1897 301 1986 325"> Principal </p> <p data-bbox="1897 354 1977 378"> All staff </p> <p data-bbox="1897 406 1977 430"> In 2024 </p> <p data-bbox="1897 459 1991 483"> CES Staff </p>

What's the News?



Saint Patrick's Day Fete

15 MARCH 2024

Help is needed to set up on Thursday, 14 March, and all day on Friday, 15 March

Please get in touch with the school or Anna on 0497 609884.

Cross Country Tuesday 26th March.



(We encourage all families to come along and cheer for their children)

9 am Start for 5, 6 & 7-year-old children (Prep, Year 1 & Year. 2) on the back school oval – with Miss Eleanor Mabin, Mrs Sylvia Juhas, Miss Renae, Miss Jasmin and Rosie. 5-year-olds will run one lap, 6-year-olds will run two laps, and 7-year-olds will run three laps around the school oval.

8.45 am – Children aged, 8, 9, 10, 11 and 12 will walk down to Rugby League Fields in Ascham Street with Miss Kristie Henderson, Mrs Katie Cole, and Karina. (Carole will drive with water bottles etc)

Practice will start in Week 7 which is Monday 4th March. The whole school will assemble on the back oval at 1.55 pm after the break and do laps around the oval for about 10 minutes, weather permitting.

Each student at school is in either Cedar (Yellow) or Oak (Green). Teachers will tell the students which house they are in.

On the day of the Cross-Country, students can wear a coloured shirt (Yellow or Green) to represent their House. Students will score points for their team as well. Please, no coloured hair spray for this event. They may wear coloured ribbons and colourful joggers.

A cross-country shield will be presented to the winning team! On Wednesday 27th March at 2.00pm.

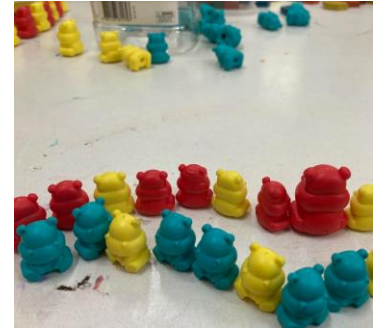
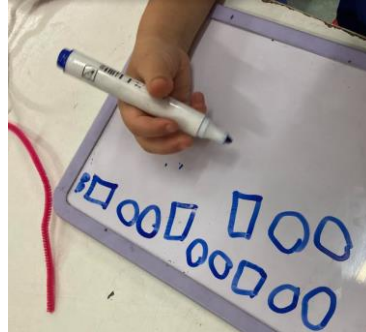
PREP - Patterns in Maths

This week, we have been focusing on patterns in maths. We have been finding them, making them and continuing them. During the Hands-on Maths lessons, the children enjoy various items to make their patterns. You can help your child with this mathematical concept by finding and making patterns in the home and the real world.

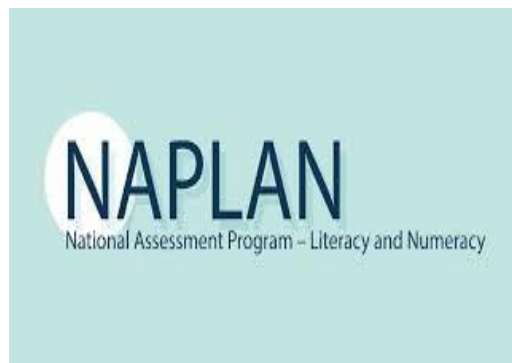
Please enjoy the photos attached.

Kind regards

Sylvia



NAPLAN



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

St Teresa’s test timetable is below:

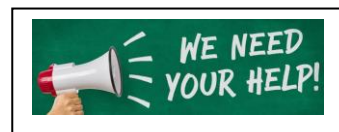
Week 1	Year3	Year 5
Monday 11 March, Tuesday 12 March,	Preparation only — NO tests permitted	Preparation only — NO tests permitted
Wednesday, 13 March, Day 1		
Thursday, 14 March, Day 2	Writing (paper) Reading (Reading only after writing)	Writing (paper) Reading (Reading only after writing)
Friday, 15 March, Day 3	Reading → Conventions of language → Numeracy (Catch-up tests all domains)	Reading → Conventions of language → Numeracy (Catch-up tests all domains)
Week 2		
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		
Week 3		
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.

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

Important Tuckshop information.



TERM 2, 2024



We need help to make the tuckshop work. Between 9 and 11 a.m. on Tuesdays, contact the school or speak directly with Anna Bevan to register your support and assistance.

LEARNING OPPORTUNITIES

The Principal's Book Pick



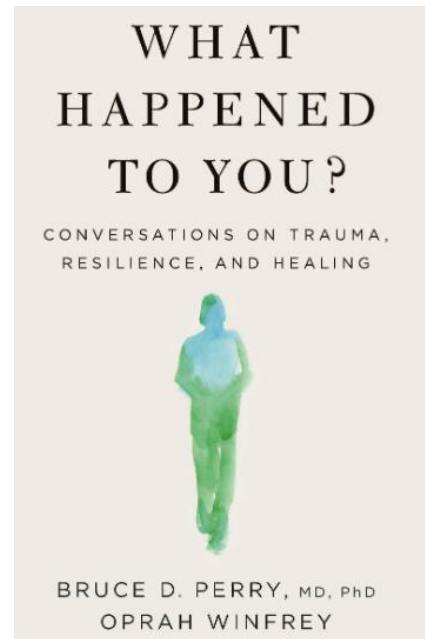
"What Happened to You?" is a poignant collaboration between renowned psychiatrist Bruce Perry and media mogul Oprah Winfrey that delves deep into the complexities of trauma and healing. This transformative book challenges the conventional narrative surrounding trauma by shifting the focus from "What's wrong with you?" to "What happened to you?"

Perry and Winfrey seamlessly blend scientific insights with personal anecdotes, creating a narrative that is both enlightening and empathetic. Through the lens of neuroscience and psychology, they explore how early experiences shape the brain and influence behaviour, offering invaluable lessons on resilience and recovery.

One of the book's most compelling aspects is its emphasis on the power of empathy and connection in healing. By sharing stories of individuals who have overcome adversity, Perry and Winfrey highlight the importance of understanding, compassion, and support in the healing process.

Moreover, "What Happened to You?" calls for individuals, communities, and institutions to adopt a trauma-informed approach to caregiving, education, and social justice. It challenges readers to reevaluate their perceptions of trauma and foster environments promoting healing and growth.

In summary, "What Happened to You?" is a groundbreaking exploration of trauma that offers hope, understanding, and practical guidance to survivors and those seeking support. It's a must-read for anyone interested in understanding the human experience and unlocking the potential for healing and transformation.



MD Luth

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

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.

10. Rural and remote

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

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.

Zoom



Catholic Education
Diocese of Cairns
Learning with Faith and Vision



LIBRARY NEWS

Good Afternoon Everyone,

Today I went through Readers Cup with our year 5/6's so we can start the process of forming a team for our school to participate in this years Readers Cup. Good luck to everyone. Notes will come home to those who are interested in trying out. Once permission is given, Mrs Cole and I will start the selection process to pick our final four students who will represent St. Teresa's School next term. Issue 2 of Book Club was ordered today, thank you again. I hope you all have a wonderful weekend.

Raina Telgemeier
Born: 28th May 1977
San Francisco, California, USA

Read a novel or do it better? The author of the award-winning graphic novels *Smile* and *Sisters* has a new book, *Guts*, which is a hilarious and heartwarming story about a girl who is afraid of germs and gross-out humor.

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Some Books By:
Raina Telgemeier

Smile Sisters Guts



Readers Cup 2023

Hints for Student Readers

- When you get the set of books for your team, take a team meeting and decide who will read which books first.
- Make a sheet that lists the team members and the name of the books and who they will be reading. You could put a star to indicate that you are reading it. One team member will read to the rest of the team. You could do this with a spreadsheet or table on the computer, eg.

Name	Team	Book	Start
Maria Andino	1	1	1
Ng Long	1	1	1
Zoe Kooen	1	1	1

This way you will know that all the books have been read by at least one person in your team.

- Read team members to discuss the books, enter a row of who has read the same title.
- As you read the books make up questions to ask each other. Remember the spirit of the cup is for you to organize your own team. There should be no coaching by adults.
- Questions should have answers that are straight from the text not a yes/no answer.

The organizers would like to take photographs of school teams on the day for CBCA records and possible future promotion. Thanks for allowing the event to promote the value of children's literature to the community through supporting interest groups. Because of the great success of this project, we are now entering this as an annual event.

FNQ (Cairns) Readers Cup Yr 5/6 event 2024

Where: FNQ (Cairns) Regional Yr 5/6 Readers Cup 2024 at Lonsdale Sports Centre, Northport

The organizers would like to take photographs of school teams on the day for CBCA records and possible future promotion. Thanks for allowing the event to promote the value of children's literature to the community through supporting interest groups. Because of the great success of this project, we are now entering this as an annual event.

FNQ (Cairns) Readers Cup Yr 5/6 event 2024

Date: Thursday 6 June 2024
Time: Quiz to start at 10am

Photo Booth will be before quiz, 6:00 Lunch or eat-out as celebration after presentation (approx. 12.30pm).

Where: Edge Hill State School Hall
Contact: Regional Co-ordinator - Annette Ryan aryan80@esj.edu.au
Ph: 4041233 Whitted St
- Liz Jorgensen
lizj@coachmums@gmail.com
Ph: 0418 308 115

Where: Edge Hill State School Hall
Contact: Regional Co-ordinator - Annette Ryan aryan80@esj.edu.au
Ph: 4041233 Whitted St
- Liz Jorgensen
lizj@coachmums@gmail.com
Ph: 0418 308 115

Readers Cup is an initiative of the Children's Book Council of Australia

CBCA
CHILDREN'S BOOK COUNCIL OF AUSTRALIA

What is the Readers Cup?

Background
As part of our 50th Celebrations in 2024, CBCA (Qld) organised a State-wide Readers Cup for students in Years 4-6, to highlight our vision 'to foster children's enjoyment of literature and promote the value of children's literature to the community through supporting interest groups'. Because of the great success of this project, we are now entering this as an annual event.

What do students need to do?

All team members will be required to read the 5 titles set for their division. Students may be told the titles and start reading on REVEAL DAY - Monday in the last week of Term 1 2024 - 25 March. The teams will meet in sem 2 to discuss the books and quiz each other. Teachers/Teacher-librarians are available to support teams by providing the books and a space to meet.

How does it work?

Teams of four students from Years 5/6, 7/8 and 8/10 compete in Regional finals by reading a set of five or six titles set by that region. The teams meet at a Regional Competition and as a result they answer questions on each of the books. The winning teams are invited to the state finals in Brisbane to represent their region.

Why do it?

Readers Cup competitions challenge students to read widely, work collaboratively in a team and continue developing a love of reading. It allows readers to compete at a regional and state level similar to sporting competitions and to meet other students with an equal passion for books.

When does it take place?

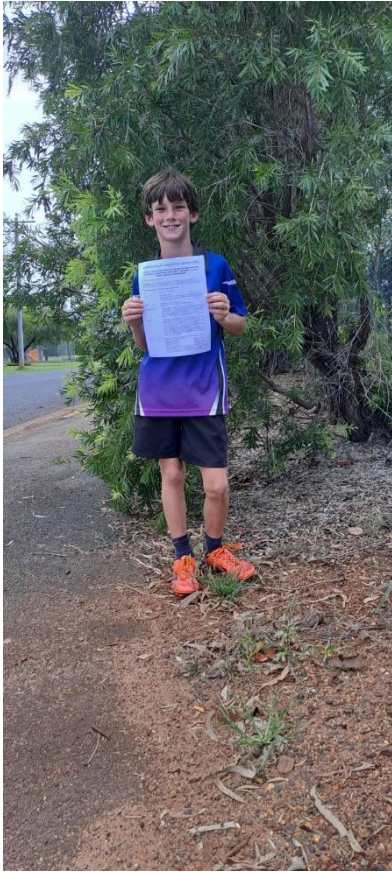
FNQ Yr 5/6 teams (one per school, four members only) may be advised of the date and start reading the set books in last week of term 1. The Year 5/6 FNQ (Cairns) regional finals will be held at Edge Hill State School on Thursday 6 June 2024. The Regional winning team will then be invited to compete with new books at the State Finals, usually held in September.

The main objective is for students to enjoy reading a range of great books and work as a team.

Need more information?

In most schools the contact person is your school's teacher-librarian and/or classroom teacher. More specific information is provided at: www.readerscup.org.au

Warm Regards,
Morgan Reynolds



Max has an epic couple of weeks with Tableland Trials.

Max was successful in gaining a spot in the Tablelands Rugby League Team

Max is a shadow for the Tablelands Touch Team.

We wish Max all the best when he trials for the Peninsula team.



Savannah had a great day out when she trialed for a spot in the Tablelands Netball team. Savannah said all the girls were so friendly. I love these kind of athletic days. Savannah put in a great performance for the day. It was a very very hot and humid day!

Thank you to your parents for supporting you and travelling to sport!