

DIARY DATES

Sunday 23 June

First Eucharist Mass
Group A
8am & 11.30am

24 June – 5 July

Student-led, Parent &
Teacher Conferences

Wednesday 26 June

Mass to celebrate Feast
of Sacred Heart, 9.15am

Stage 2 Soccer Gala Day

6.30pm First Eucharist
Rehearsal, Group B

Sunday 30 June

First Eucharist Mass
Group B
9.30am & 11.30am

Wednesday 3 July

Year 1 & 6 Attending
Parish Mass

Friday 5 July

Last day of term

Monday 22 July

Term 3 begins

Thursday 25 July

Kinder Excursion to
Calmsley Hill Farm

Saturday 27 July

Trivia Night – Christmas
in July

Thursday 8 August

Feast of St Mary of the
Cross MacKillop

Friday 16 August

P & F Disco
Infants 5.30-6.30pm
Primary 7-8.30pm

Wednesday 28 August

St Nic's Netball Gala Day

Thursday 29 August

Fathers' Day Stall

Friday 30 August

Fathers' Day Breakfast
and Liturgy

Friday 13 September

Touch Football
Stage 2 Gala Day

Friday 20 September

Footy Fever Day

Dear Our Lady of the Way Community,

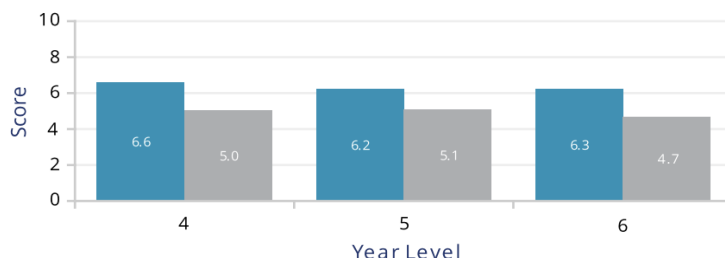
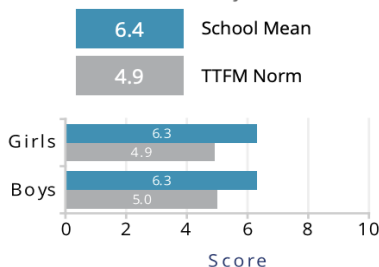


I would like to thank the thirty-one families who took part in the recent *Tell Them From Me* (TTFM) survey. Students in Years 4, 5, 6 and staff also completed this survey. The results of the survey were extremely pleasing as it supports the great work happening this year at OLOW.

Our Lady of the Way exceeded many of the TTFM Norm scores. This is not at all surprising as we are a community of safe, respectful learners. We are a community that embraces continual improvement.

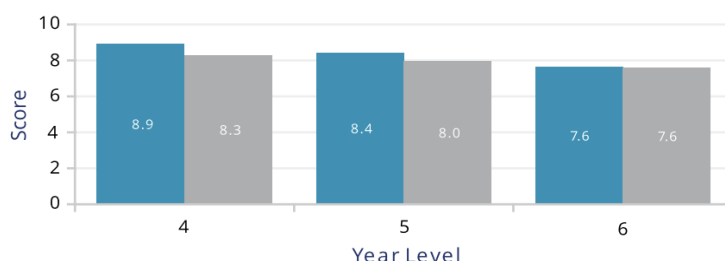
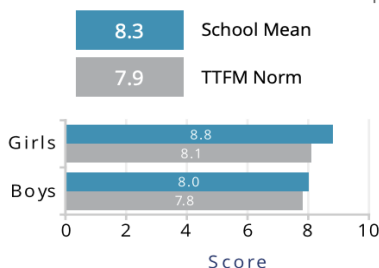
Advocacy at school

Students feel they have someone at school who consistently provides encouragement and can be turned to for advice.



Positive teacher-student relations

Students feel teachers are responsive to their needs and encourage independence with a democratic approach.



Besides the TTFM survey, we have also sought feedback from colleagues from other schools in the Penrith/Mountains area at our recent Action Plan Meeting to ensure we are presenting innovative, challenging learning experiences for all students.

OUR LADY OF THE WAY MISSION STATEMENT

Our Lady of the Way is a Catholic community in which children, teachers and parents nurture a sense of personal worth as they work together in a safe, happy, challenging and faith-centred learning environment.

For those families who attended our “Community Gathering” in Term 1, you would remember that we presented our three learning goals for the year. These goals are divided into three main areas; Religious Education, Literacy and Numeracy. It is a CEDP expectation that we are accountable for achieving these goals each year and that evidence is collected to support the progress and accomplishments of these goals. Although we are only half way through the year, we have met many of our targets already. This is due to the exceptional staff, engaged students and supportive parents and carers at Our Lady of the Way.

So what are our goals and what evidence do we have to support the achievement of these goals? (what have **we** been doing?)

2019 Overarching Goal

To extend our students as critical thinkers across all areas of their learning.

2019 Religious Education Goal

For students to demonstrate an enhanced engagement in the Religious Education Curriculum through the inquiry process.

What have we done:

- *Worked with Scott Carroll (Religious Education Teacher Educator) on even weeks in Term 1 - getting to know the students in our school.*
- *Staff Meeting led by Scott Carroll in Term 1 Week 3 where the staff were introduced to the RE Framework being trialled - staff made a commitment to trial an area of inquiry in RE.*
- *Staff Meeting led by Scott Carroll in Term 1 Week 7 where the staff looked more closely at the learning framework and started to discuss ideas about the 2 learning cycles being trialled in Stage 2 and Stage 3 - further reflection on how the RE Framework ‘works’.*
- *Stage 2 and Stage 3 teachers attended Professional Learning Day in Term 1 Week 8 where more background was given and teachers had the opportunity to begin working on the learning cycle using the RE Framework.*
- *Stage 2 and Stage 3 teachers worked in situ with Scott Carroll to further plan the learning cycle using the RE Framework.*
- *Stage 2 and Stage 3 teachers started trialling the learning cycle using the RE Framework at the beginning of Term 2.*

Evidence of goal achievement

SIGNS AND SYMBOLS: WHY DO WE NEED THEM?

KNOWs
 Signs and symbols give us information.
 We can find signs and symbols in many places.
 Symbols are things we might be able to 'touch'.
 Symbols represent things.
 Signs and symbols help us understand things.

NEED TO KNOWs
 What is the difference between a sign and a symbol?
 Why do we have certain signs and symbols?
 What do signs and symbols 'tell' us?
 Where do we see signs and symbols?

Learning Intent
 We are learning about the Sacraments of Initiation.

Success Criteria
 Name the difference between a sign and symbol.

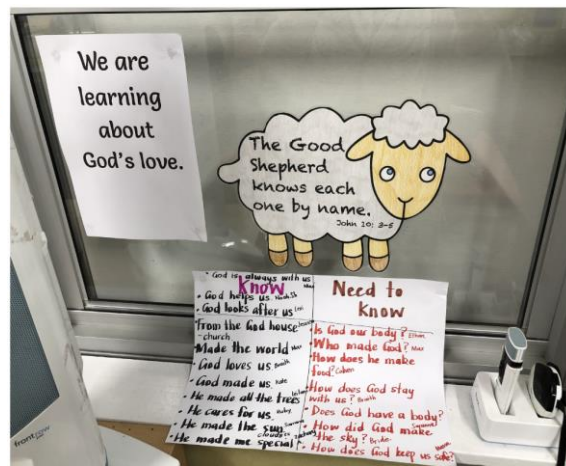
Table:

Scripture	Unpack Words	Links to Church Tradition	What it might look like today?
Matthew 28:19-20	Trinity	Trinity	Trinity
Matthew 28:19-20	Trinity	Trinity	Trinity
Matthew 28:19-20	Trinity	Trinity	Trinity

Experiential Opportunity - Mystery Box of Signs and Symbols

YEAR 4

Experiential Opportunity - Mystery Box of Signs and Symbols



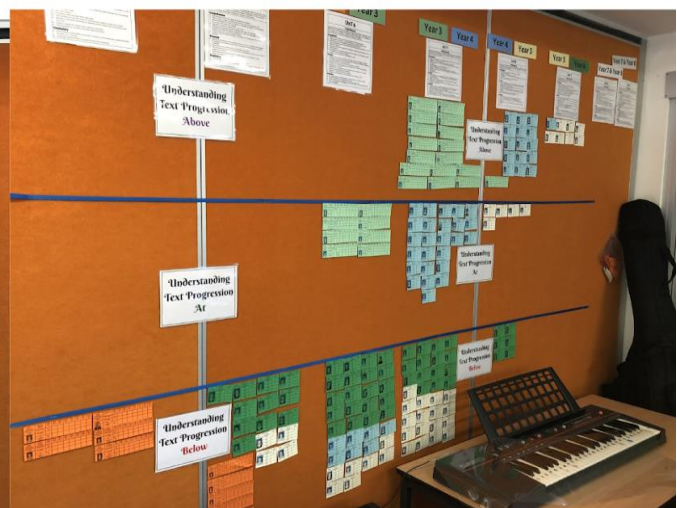
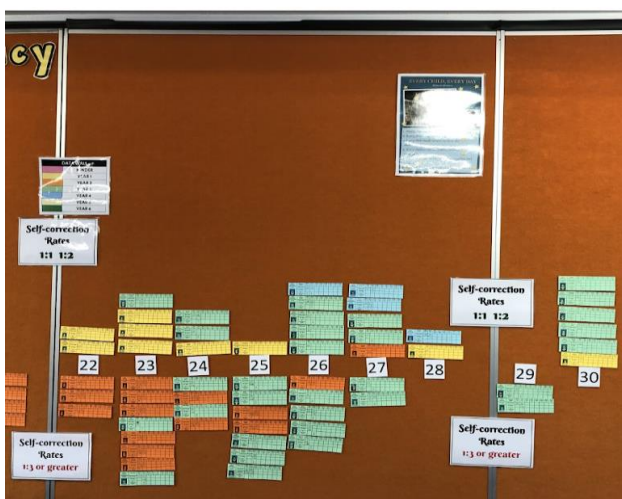
2019 Literacy Goal

For students to improve their reading comprehension through improved self-correction rates and inferential comprehension strategies.

What have we done:

- Explored [Literacy Progressions](#) - Understanding Texts (Introduced Term 1 Week 5 - Twilight meeting).
- Designed a new Data Wall focussing on collecting the data linked directly to our goal.
- Professional Learning working with our Teacher Educator, Lise Sercombe.
- 2 hour Twilight meeting with whole staff (Term 1 Week 5 - planned for Term 2 and 3).
- Each Stage team 2x half day planning with TE (Term 1 Week 7 and Term 2 Week 1&2).
- Factors contributing to quality reading teaching & the reading process.
- Breaking open the curriculum document.
- Understanding and use of the new literacy continuum: its alignment to the curriculum; understanding text; reading behaviours for planning teaching and assessing students' behaviours in reading.
- Developing our understanding of shared reading and its connection to guided & independent reading).
- [Gradual release and acceptance of responsibility](#)
- Analysis of PAT-R data
- Professional Learning (continued) Stage 3 Reading Complex Texts course – 3 days complete with follow up tasks (Year 5 & 6 teachers + Assistant Principal).
- Deeper understanding of shared reading.
- Student Reading Inventory ([K-2](#), [3-6](#)).
- Established a Literacy team with representatives from each grade.
- Changes made to teaching programs:
 - Shared reading model
 - Reading block - including 2 rotations and reading conferencing each day; change to cycle (not Monday - Friday).

Reading Data Wall





Kinder: Garden Room / Main Room

What have you taken into the classroom to help improve reading?



Reading Progressions - to identify where individual students are and their where to.

Literacy Contract instead of rotational groups

Programming for "gaps" in progressions eg homonyms, morphological knowledge

Changed Independent, Guided and Modelled Reading, Y chart for Independent learning

Changed independent, guided and modelled reading, Y chart for Independent Learning.

Changed our Shared Reading Structure

Started using contracts and changed our reading rotations to see more students each day

Creating a reading program rather than reading activities. Our students are reading with their purpose in mind.

We have collected relevant texts from various sources which connect to other KLAs and students use these texts for independent reading to practise their reading skills.

We have also begun reading conferences 1:1 where students are sharing what they read, how they read it and what they will do with the information read. During this time we look at what they can do using the progressions.

*10 minute Shared Reading session which is 'teacher talk' only

*2 x 15 minute Guided Reading sessions - students are meeting with a teacher more often

*chosen a text that is used to focus on several reading skills and areas of understanding

*made the reading groups smaller for greater focus by a particular teacher

*meeting one-on-one with students to observe their reading behaviour

Independent reading - more of during literacy groups

The gradual release of responsibility (in its infancy still!)

Gradual release of responsibility.

Shared Reading, Guided Reading and using shorter texts

Shorter guided reading sessions. Guided reading books/sessions very closely linked to Shared Reading. Use of short sharp texts to target specific skills. We tried establishing a 'contract' as Lise suggested but it wasn't successful- we will have another go later in the the year.

We have connected shared reading, guided reading and writing.

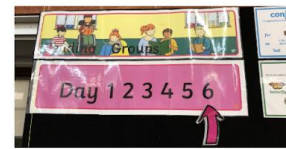
Name: max

	Independent Reading • Read the books in my red folder	
	Buddy Reading: Fluency • Read to a buddy and practise reading that sounds like talking	
	Reading Response: Comprehension • Complete a Reading Response activity for a book in my red folder.	
	Spelling • Complete a Phonics Reader book and activity sheet.	
	Vocabulary: Compound Words	
	Grammar: Nouns Activity	

If I have finished the above activities I will:

	Comprehension Complete another, different Reading Response activity for a book of your choice.	
	Read my book from the library	

Changes to Reading



Mrs Hensen	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6
8:45	Roll, Morning Circle					
9:00	INDEPENDENT ACTIVITIES 15 MIN TEACHER CONFERENCE "You are a star" - Give feedback to children in this time and 2 reading groups	INDEPENDENT READING	INDEPENDENT READING	INDEPENDENT READING	INDEPENDENT READING	INDEPENDENT READING
9:15	GUIDED READING 1 15 MIN FUNSHINE BEARS	LAUGH & LIST BEARS	TAKE CARE BEARS	SECRET BEARS	RUNNING RECORDS	SHARE BEARS
9:30	Shared Reading Session (10 min)					
9:45	GUIDED READING 2 15 MIN	LAUGH & LIST BEARS	SECRET BEARS	FUNSHINE BEARS	LAUGH & LIST BEARS	TAKE CARE BEARS

MRS HENSEN INDEPENDENT READING CONFERENCE SCHEDULE						
"Each student to have one on-one conference for 10 min with teacher"						
Reading conference prompts						
CYCLE 1	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6
	Noah Anney Alyson	Isaac Bryson Daniel	Marcus Milly Isabella	Oliver Katie Ella	Xavier Archie Thomas	Summer Amelise Riley
CYCLE 2	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6
	Mathias Orlando Isabel	Lucas George Noah	Hudson Lagan Kathryn	Jackson James Summer	Orlando Ivy Archie	RUNNING RECORDS

Every child conferences every cycle for feedback and feedforward. Blue indicates extra session.

Stage 3 LI and SC - developed following PL in situ with TE & Reading Complex Texts



Learning Intent: Writing
We are learning how to plan, draft and publish informative texts.

Success Criteria: We can...

- ☐ Use the correct graphic organiser to plan our writing.
- ☐ Use headings and sub-headings to organise our writing.
- ☐ Use topic sentences, reference links, visuals and main and subordinate clauses in our sentences.
- ☐ Use paragraphs.
- ☐ Use technical language
- ☐ Use brackets to add information.

Learning Intent: Reading
We are learning to use comprehension strategies to interpret and analyse information and ideas.

Success Criteria: We can...

- ☐ Identify different visuals used to add meaning to a text - pictures, colour, font, diagrams, numbers, dates
- ☐ Look inside and outside a word to help find its meaning.
- ☐ Look at headings and subheadings
- ☐ Skimming and scanning for information
- ☐ Use brackets to find more information

Learning Intention:
We are learning about text features.

Success Criteria:

I can:

- ~ identify the features of the text that I am reading.
- ~ explain the purpose of the features of a text.
- ~ use the features of a text to:
 - make predictions.
 - identify the main idea.
 - help me increase my understanding and make meaning.

Feedback

Likes

- Intuitive about choosing goal
- Built literacy teams to have the conversations
- Identified big problem and now bringing it back - SC, peel back the goal
- Right back to what does good reading look like
- K-6 language and strategies
- MSV on data cards makes staff aware of analysing RR's
- Examples of reading responses on the wall
- Tracking of older students
- Reaffirming that we can analyse our goal and willing to adapt
- Honest with what's working and what's not
- Y chart for different parts of literacy block
- Visual prompt of teacher/student job
- Choosing quality texts and sticking to timing in Literacy block

2019 Numeracy Goal

For students to show evidence of a greater understanding of mathematical tasks through developing vocabulary and the use of efficient reasoning.

What have we done?

PLM - Week 2, Term 1.

- To ensure “quality control” of a sample of Mathematics Assessment Interviews.
- To further explore the demonstrated growth points in the MAIs for your grade.
- To identify children to track and focus re school goal.
- Commitment to action re use of vocabulary strategies, use of data to plan learning, grade data walls being alive.
- Vocabulary charts in some rooms.
- Instructional walks re talk move actions.
- Work samples re reasoning (from celebrations of learning).
- Programs supporting reasoning and vocabulary.



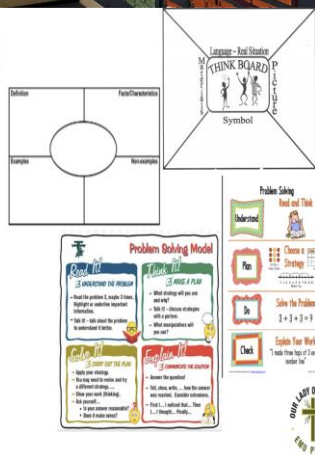
What have we done?

Think boards

Polya's Problem solving

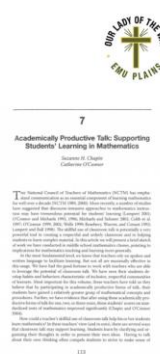
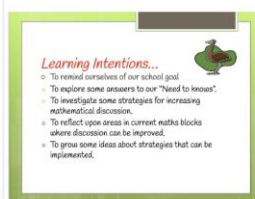
Newman's Prompts

Frayer Board



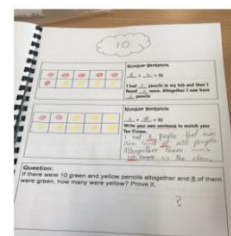
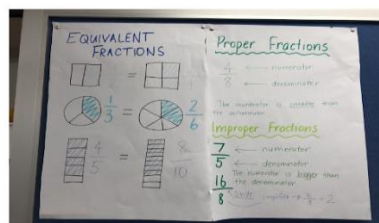
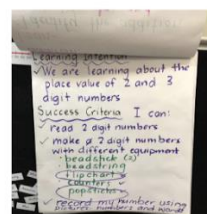
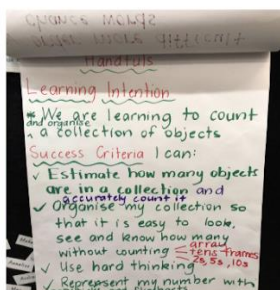
What have we done?

PLM Wk 2, Term 2



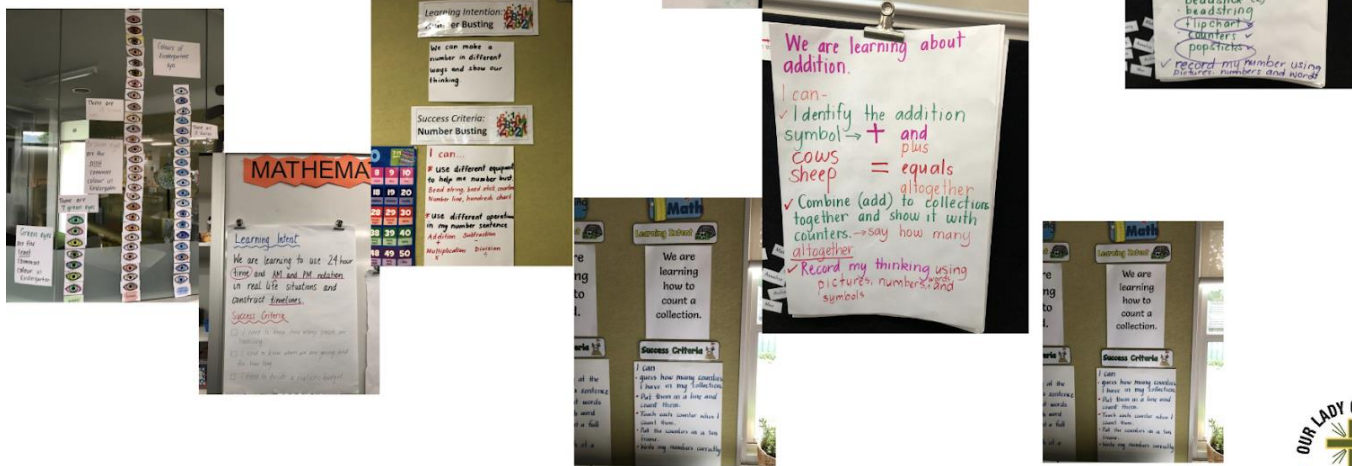
What are the results?

Anchor charts/Vocabulary supports



What are the results?

Anchor charts/Vocabulary supports



Learning Walk Feedback

Observations

- Learning Intentions and SC were evident for all KLAS..
- Ss were able to locate LI and SC
- Ks and NKTs evident and referred to by SS
- Ipad available to older students when they couldn't see clearly
- S3 able to articulate where they could get help from if needed.
- Stds were able to name each other as a source of answers eg Year 3 and 4. We can ask our team members
- Peer conferencing evident
- They were learning to write a report - and could use the Canberra times to help with the report specifics
- Instantaneous response to Kinder needs
- Stage 3 - asked q of what they were learning and why - the answer was the learning not the task
- Safe and respectful environment
- Ss engaged in what they were doing.
- Evidence of inquiry in RE, Ss had pre learning around inquiry.
- Differentiation in the task about Canberra recount. Everyone had access even if they did not go to Canberra.
- Good response to needs from staff.
- Breakout space in Yr2.





A number of parents have commented on the fact that they don't often see me around and ask where I have been or what have I been doing. Thank you for your concern. I can assure you I have been very busy working behind the scenes. I have been working collaboratively with students and teachers to establish a safe, orderly learning environment. I have been at professional development meetings with staff members, working with staff from CEDP to drive the learning agenda, visiting classrooms, working with the leadership team and staff to analyse student data and resourcing the school to ensure we have the necessary equipment to deliver an effective curriculum to meet the needs of every student. I have also been involved in the building works project and most recently, conducting Kinder 2020 interviews. It is interesting to note that the role of the Principal has changed in recent times from being a "manager" or "front person" to that of being an Instructional Leader - one who leads the learning agenda. It is also important to note that a sign of a great learning community is one where everyone shares in the leadership. That is also the reason why you may not see me out the front "leading" assemblies and other events. I am fortunate to work with such a great staff who are all leaders and we share this responsibility daily.

At the next P and F meeting on Wednesday 3 July 2019 at 7.00pm, we will be sharing our progress on our revised whole school behaviour management system. This presentation will include a look at a matrix of expected behaviours, our reward system, consequences for meeting expected behaviour and consequences for those behaviours that do not meet expectations. We have been collecting data for the first half of the year around challenging behaviours and are in the process of addressing the needs of our school. We will be seeking parent feedback and I urge as many families as possible to become involved in this process.

I hope to see you all over the next couple of weeks at our student - led learning conferences or at Sunday Mass over the next two weekends, where we will join our children who will be receiving the Eucharist for the first time.



Yours in Christ
Donna McFadzean
Principal

Communication at OLOW - Survey Feedback

A huge thank you to the many families who were able to complete and return the Communication Survey. As stated on the note, we truly value clear and open lines of communication as we know that when the home and school work in partnership it is always for the benefit of our children and their learning. There were **95 families** who completed the survey giving us valuable feedback about what is working for their family and some suggestions for improvement. The table below shows the spread of families across the school who responded, giving us information from Kinder to Year 6.

Class	No. of families	Class	No. of families
Kindergarten	28	Year 3	31
Year 1	22	Year 4	14
Year 2	11	Year 5	14
		Year 6	12

Below is a summary of the feedback given:

What's working:

- 98% of families have the current Skoolbag app with 74% finding the app a useful line of communication for notes and alerts, some stating that a paper copy is also good but recognise the need to be sustainable.
- 80% of families access the school managed Facebook page, 67% access the P&F Grade pages. 55% value the Facebook pages as a way to be kept up to date about learning across the school and celebrating student achievements.
- 64% are subscribed to the Newsletter with only 25% stating that this is a source of information they find useful.
- 69% of families read the Class Term Overviews.

Some suggestions:

- The Parent Calendar used as one way to inform the community about upcoming events (as per previous years).
- More notice given to parents about upcoming events.
- A Term Overview to highlight the key events for the term ahead.
- Notes with important information / requiring a return slip be sent home electronically and on paper.
- Ensuring notes have correct information.

Actions taken or planned:

- The Parent Calendar is now back up and running and will be added to as new dates arise.
- Staff have discussed the importance of advance notice about events where the wider community are involved. Particularly around excursions, outside school events and incursions, notice will be given. Please note however, some incursions are used and planned as an 'entry event' to a new unit of work and are intended to be a surprise to the students. For these incursions, prior notice will not be given so as not to ruin the surprise for the students. Photos will be shared on Facebook following the incursion so families can be part of the experience.
- A Term Overview of important dates will go home at the start of each new school term. These dates are already on the Newsletter each fortnight and on the Parent Calendar.
- All notes requiring a slip to be returned for all students will continue to go home on paper as well as on Skoolbag.
- Last year we introduced an excursion and sports general permission note - this has reduced the number of permission slips required.
- Before publishing, strategies are in place to ensure information is correct.

We thank you again for your involvement in this survey. Parents also play an important role in open and clear communications with the school. I encourage you all to ensure that you subscribe to the newsletter via the school website so that it is automatically emailed to you each fortnight. You can also access the link via the school Facebook page. Please also ensure that you have the current Skoolbag app, available on all smartphones and via their website. Once downloaded, ensure you subscribe to the class pages relevant to your children.

Kind regards,

Emma Mizzi

Assistant Principal

Sacrament of the Eucharist:

Over the next two weekends some of our children will be celebrating the Sacrament of the Eucharist for the first time.



We ask you to keep the following children and their families in your prayers:

Charlotte Ahern	Declan Casey	Margaret Cremen	Nathan Holmick
Demi Boormakin	Jack Casey	Macy Crook	Ivy Hooke
Elijah Bradley- Labra	Ashton Clark	Lorcan Cullen	Kallum Jackson-Logan
Tristan Bryant	Jessica Crambrook	Harrison Fisher	Archie King
Natalie Burke	Aidan Cremen	Nicholas Heffernan	Emma Lohan
Layla Pascoe	Will Pearson	Maddie Prendergast	Jessica Penfold
Holly Penny	Carter Pereira	Addison Riley	Zak Roach
Hamish Rose	Jacinta Roser	Jake Thompson	Noah Thompson
William Trad	Jye Walsh	Jake Walsh	Jacob Thompson

We invite you to attend the following Masses to support the children:

Sunday June 23 - 8am Parish Mass and an extra Mass at 11.30am

Sunday June 30 - 9.30am Parish Mass and an extra Mass at 11.30am



Feast of the Sacred Heart Mass:

Our community will be celebrating the Feast of the Sacred Heart next Wednesday, June 26 at 9:15am. The actual feast day is on Friday 28, but Fr. Paul is able to celebrate with us at the Wednesday Parish Mass. You are very welcome to join us as Year 1 teachers and students lead us in prayer.

Collection for Penrith Community Kitchen:

In conjunction with the Feast of the Sacred Heart we will also be having a collection for the Penrith Community Kitchen during Week 9 (next week).

Next week we invite you to donate the any of the following items:

- Things like "Dinner Tonight"- items they can use to make up meals.
- Tinned goods (especially peas, corn, carrots, tomatoes and tinned soups)
- Rice and pasta
- Paper towels and paper napkins
- Any non-perishable goods

Items can be sent in to your child's classrooms which will have a collection basket.

Thank you in advance for your support with this initiative.



Parish Mass:

You are warmly invited to join the children of Year 1 and Year 6 as they celebrate Parish Mass on July 3 at 9:15am.

Carole Day

Religious Education Coordinator

ASSEMBLY PRESENTATIONS

CAPTIVATE SPOKEN VOICE CHOIR

Congratulations to our Spoken Word Choir who recently performed at the Drama Learning Exhibition. This was an exciting opportunity for students to demonstrate their dramatic talents. Each school prepared their own performance piece to perform in front of an audience made up of participating school students and teachers from other schools in the Diocese of Parramatta.



Stage 3 Girls Soccer Team



ENROLMENTS FOR 2020 KINDERGARTEN

*Enrolment packs are available to those families who intend to enrol any siblings of students already at Our Lady of the Way for Kindergarten in 2020. Please collect these packs from the office and return as soon as possible as this information will assist us in preparing for next year's intake of students. **Interviews have already commenced.***

SPORTS NEWS

Cross Country News

Congratulations to the following students who represented OLOW and the Parramatta Diocese at the NSW CCC Cross Country Carnival last week.

It is a huge achievement to get to this level and we are very proud of your efforts.

Congratulations,

Eddy Lennon
Mikayla Blazek
Jack Casey
Jacob Bennett

A special congratulations goes to Eddy Lennon who placed first in his race! Go Eddy!!!!

Zone Athletics News

Congratulations to the following students who will be representing OLOW at the Zone Athletics Carnival next term:

Mason Benitez, Jacob Bennett, Mikayla Blazek, Hayley Burton, Milayna Brace, Grace Carey, Declan Casey, Oliver Casey, Jack Casey, Jessica Crambrook, Tanner Crook, Remy Cross, Noah Downey, Luke Durham, Hayley Edwards, Jade Elford, Sienna Footman, Michael Gardiner, Ava Grech, Brody Green, Cooper Hartstonge, Lucienne Heffernan, Leilahni Isaia, Archie King, Taylor Latham, Edward Lennon, Alyssa McDonald, Mia McGrath, Breha Pearson, Will Pearson, Holly Penny, Harrison Phillips, Marlie Robertson, Isabelle Roots, Jacinta Roser, Max Selby, Cara Smith, Tianna Stansfield, Samuel Thompson, Annabelle Tran, Lola Troitsin, Dominic Vella, Jye Walsh, Darby Weber.

We have been advised that the **High Jump event will not be held at the Zone Carnival**. If your child wishes to be considered for High Jump at the Diocesan Carnival, please bring in their verified Little Athletics Achievement result. These are the new qualifying heights for High Jump:

Junior - 1.00m

11yrs - 1.05m

Senior - 1.10m

Please bring records in to Miss Vella by the end of Term 2.

More information regarding the Zone Athletics will be shared soon.

STAGE 3 BOYS SOCCER GALA DAY

On Wednesday the 19th of June, Stage 3 boys participated in their Soccer Gala Day at Jamison Park. Mrs Cremen was very impressed with the sportsmanship and respect that our boys displayed throughout the day. Here are some thoughts from the boys:

Jayden (Yr 5) - The soccer gala day was good because you got to have a great experience with other schools.

Carter (Yr 5) - I liked the soccer gala day because I felt encouraged by my teammates.

Hamish (Yr 5) - The soccer gala day is a great opportunity for the people who have never played before because they get to have a go with their friends.

Ayden (Yr 6) - The gala day was fun and my teammates were very supportive.

Taylor (Yr 6) - We all showed good sportsmanship and had a go.

Harrison (Yr 6) - The gala day was great because we all tried our best and worked as a team.



Megan Vella

Sports Coordinator

AWARDS

Week 6 Assembly Awards

Ella Dwyer, Jesse Fullam, Maddison Kenyon, Zoe Radcliffe, Zachary Aldridge, Hunter Middleton, Aisling Cremen, Summer Clarke, Isaac Ahern, Zoe Robertson, Remy Cross, Oliver Casey, Amara Frank, Eli Hernandez-Milsom, Noah Thompson, Ivy Hooke, Holly Rech, Alex Hayward, Brodie Miles, Cara Smith, Isabelle Roots, Scarlett Storr, Simrin Latchminarain



Week 7 Assembly Awards

Leilani Ah Kuoi, Luke Astridge, Maddison McGrath, Pearl Johnson, Ruby Coghlan, Ivy Hayward, Liam Byrne, Lorcan Byrne, Flynn Weber, Ben Thomas, Ethan Hughes, Zoe Chang, Krystal Trigg, Iven So, Makenzie Clarke, Luka Kuster, Wade Race, Kye Chapman, Addison Riley, Aiden Cremen, Cooper Bahlmann, Hunter Grima, Christopher Elias, Tianna Stansfield, Lewis Edwards, Archie Prendergast, Taylor Latham, Kees Muller



ATTENDANCE

ATTENDANCE - EVERY LEARNER - EVERY DAY

At *Our Lady of the Way*, we continue to promote student attendance. Thank you to our parents for the support and value that you place on your child being at school each day. Regular school attendance plays a critical role in ensuring that every student has access to the same learning opportunities. When students are not at school, are late to school or leave school early, they are missing out on so much that can impact on their future learning.

Target	Current Attendance	
90%	85.4%	Kinder 88.0% Year 1 84.9% Year 2 83.6% Year 3 88.5% Year 4 87.6% Year 5 83.6% Year 6 80.8%

Absence Explanation Note: If your child is away from school, a note explaining their absence is required within 7 days of returning to school. If no note is received the absence is recorded as 'unexplained'. *Parents can use the Skoolbag app to email an absence note to school.*

PLEASE DOWNLOAD THE SKOOLBAG APP

Skoolbag is a free app that can be downloaded to your phone, iPad and computer as a form of communication with the school. Skoolbag IS NOT a social media app. It is available from iTunes and Google Play. Just search for OLOW Emu Plains and you will see our school crest. All school notes and newsletters are updated onto this site and you will receive an alert when something is uploaded or there is an important or urgent announcement. **This is a requirement for all families to ensure clear communication from the school to the home.**

SCHOOL FEES

The second instalment of school fees were due on 5 June 2019. Please be advised that unless alternative arrangements have been made with the Principal or me, fees are payable in accordance with the Diocesan School Fees Policy which states "all fees are due and payable within 30 days of the date the school account statement is issued."

If you are having difficulties with the payment of your school fees, I encourage you to contact me on 4777 7200 or olow-emupfees@parra.catholic.edu.au to discuss payment options. The Catholic Education Office is committed to supporting families experiencing genuine financial hardship. Please be assured of complete confidentiality when discussing financial issues.

The school fee collection process has commenced on overdue accounts that have not been addressed as above.

Please note: There is no 50/50 split of school fees. Enrolment signatories are jointly and severally responsible for payment of fees.

A reminder to families that a term's notice (10 school weeks) in writing MUST be given to the Principal before the removal of a student from the school or a full term's fees will be payable.

Pascale Vion

Senior Finance Officer

COMMUNITY NEWS

HAVE YOU BOUGHT YOUR POPSTARS TICKETS? DON'T MISS OUT!

ST DOMINIC'S COLLEGE PRESENTS

POPSTARS

THE 90's MUSICAL

Written by Neil Gooding and Nicholas Christo
By arrangement with David Spicer Productions www.davidspicer.com.au

HIT ME BABY ONE MORE TIME
U CAN'T You Get What You Give
TOUCH LARGER THAN LIFE
THIS WHO LET THE DOGS OUT I'M
WANNABE TOO SEXY
 My Heart (EVERYBODY)
 Will Go On BACKSTREET'S
 ACHY BREAKY HEART BACK ALRIGHT
 END OF THE ROAD
STOP
STEP BY STEP
 LET'S GET LOUD
HERO
 MOVING ON UP
 IT'S ALRIGHT
BYE BYE BYE
 CAN'T FIGHT THE MOONLIGHT
WATERFALLS MMM
 HERO ALL STAR BOP
 ALWAYS Believe
 YOU OUGHTTA KNOW
GENIE IN A BOTTLE

IT'S BOY BAND VS GIRL BAND



St Dominic's College, along with Caroline Chisholm are set to create local history with the hugely successful musical, Popstars

VENUE
St Dominic's College
Brother Warner Hall

DATES
Tuesday, 2 July - 7pm
Wednesday, 3 July - 7pm

TICKET PRICE
\$5 per child
\$10 per adult
\$25 per family of four

BOOKINGS
www.stdominics.nsw.edu.au

CAROLINE CHISHOLM COLLEGE