SCHOOL COUNCIL
Our School Council for 2014 has been finalised. The members of school council are:
Executive Officer - Helen Zull:
Staff Representatives - Kyla Mamic & Lisa Rochester:
Parent Representatives - Blair Hocking, Jo Harrison, Owen West, Paul Sutton, Olympia Tzanoudakis, Benjy Lee, Darren Beasy and Sebastian Furness
The 2013 AGM will be on Tuesday 26th February followed by the first school council meeting for the year. Thank you to these people for volunteering to fulfil this very important role.
All parents are welcome to attend the AGM and the school council meeting.

SCHOOL CAPTAINS
Congratulations to our school captains for 2014 Oscar and Jasmine. Congratulations to our School Vice Captains for 2014 Jack and Olufisayo.
All the grade six students will be allocated a leadership responsibility over the coming week.

2014 PARENT PAYMENTS & EMA
Thank you to all families who have promptly paid their 2014 Parent Payments. There are still a few families we are yet to hear from this year, could you please contact the office as soon as possible. If you hold a Centrelink card you must fill in the EMA application form and return it to the office before 28th February 2014.

MUSIC NEWS
In September our School Concert will be a truly exciting event. Our Show this year is called “Show us the Money”. It aims to, in a fun way, tell the stories of the historical figures that grace our Australian notes and coins. It will be entertaining and educational at the same time.
It is being prepared by myself and two local songwriters Wendy Ealey and Moira Tyers who have received great recognition for their “Unsung Heroes of Australian History” project which has been performed all over Australia.
As always, I am interested in parent involvement in the project. And while we will need lots of help in terms 2 and 3 with sets, costumes and the like, at this early stage I need people interested in script writing and song writing.
If you want to be involved contact me on sharpe.stephen.s@edumail.vic.gov.au

If you want to have a look at Moira and Wendy’s previous work go to www.unsungheroesofaustralianhistory.com

Stephen
UPDATE ON COBURG JUNIOR HIGH SCHOOL

Over the holiday break much work has been done with the design of the Junior School. Meetings within DEECD Facilities have also occurred and as a consequence, we are well on track for the Budget announcement in early May.

It was a very successful evening meeting on Dec 10 2013 when over 250 people attended to hear the latest developments regarding Coburg Junior. For those in attendance, the post event feedback form is still available.

A version of the information booklet is available for download here. For parents of Year 6 students in 2014, there will be an Information Evening on Thursday March 27 2014 regarding Coburg Junior. This is part of the region wide information evenings program that forms part of the transition program for Year 6 students.

The Early Expression of Enrolment eForm is now live and allows expressions of interest up to 2018.

Baade-Harbour Australia (BHA) are our architects. This company has a wealth of knowledge about our site having been responsible for the previous two stages. BHA understand how to transform the existing spaces into learning spaces that facilitate thinking and learning in a range of ways. They have the capacity to understand what is needed to create spaces that will suit the connected generation.

A tight deadline has been set to ensure the building works commence at the earliest possible date. Already significant soil testing has taken place in preparation for the extension of buildings, as the additional space must be built to accommodate the projected enrolments.

In your survey responses to the last tour, many asked what can be done to ensure that all goes smoothly for a 2015 opening. Filling out the Early Expression of Enrolment eForm is one action that will prove very helpful. It asks you to provide basic details regarding student name, school, contact details for one family member and year of intended separate enrolment. At this stage, the options for the enrolment year extend only to 2018. Such data that provides indicative enrolment interest will help with any funding discussions.

At the August Forum, it was clear that those in attendance were at ease with the junior school model and that the concerns expressed were not connected to the facilities, ethos or even curriculum but rather hesitations about student safety and management of the initial junior school cohort in a predominantly senior school environment.

Such fears are common amongst parents whose first child is about to enter secondary schooling. No-one learns effectively if there is tension and fear ~ whether it is real or only perceived, it is not helpful and strategies need to be put in place to resolve such perceptions. Please click in the Opinion Data link on the right and see the outstanding and consistent data on student safety and positive learning environment.

We want our junior students to want be comfortable in their new learning environment, to have a sense of themselves as a year level but also connect with the senior students. Everyone on the site should operate in a manner which enables all students to feel safe, secure and valued within our learning community.

The junior school model provides distinct identity and separate learning areas from the senior school. It is designed to promote a sense of self as an individual and also as a collective year level whilst still maintaining the connection to a high school through shared
facilities such as the cafe, the gymnasium and school grounds. Further to this, a relationship with the senior school students will emerge through appropriate mentoring of junior students by senior students selected from Years 10-12.

It is also important to recognise that the staff at Coburg Senior are highly skilled, well trained and qualified to teach Year 7s. In fact staff are qualified to teach from Year 7 to Year 12. Many of the teachers have experience with junior students in their previous schools.

New staff who will come into the junior school will be selected first and foremost for their high level teaching and learning skills. This is the capacity to recognize the emotional, social and academic needs of each child, the ability to extend and challenge student thinking and learning strategies. Staff need to be highly skilled at showing students how to re-define and use the critical “soft skills” of effective communication on many levels, and know how to support students to work independently and in small groups.

Part of the strategy of developing a sense of self is that recess and possibly lunchtimes will be different to the senior school. This will provide access to the cafe without the majority of senior students present. The same will apply to the use of the Gym facilities. CJHS students will have access to their own external basketball courts. The thinking around refurbishment elements include a bike shed for those students who will ride to school and outdoor exercise equipment specific to fitness needs of the junior students.

A FaceBook (FB) page for Coburg Junior High School has been created to connect with our community at another level. This will not be as dynamic as the CSHS FB page until the 2015 year commences. But any details and updates or event information, will be posted on that page.
http://www.facebook.com/coburgjunior
</br.

**REMINDERS**

**BIKES AND SCOOTERS**
Bikes and scooters are not to be ridden in the school ground, please wheel them. They are to be stored in the bike shed that is locked at about 9:15 and reopened at about 3:15. We will soon be installing more bike racks and a scooter storage system. Also students are reminded to ride their bikes and scooters with care on the way to and from school. If students are travelling on O’Hea St they should be travelling on the bike path if possible.

**PARKING**
The front car park is for school visitors (non- parents) only and for disability pick up and drop off, so please do not use this area. The rear car park is for staff only and OSHP pick up and drop off only. Parents are expected to use street parking but please read the signs carefully to avoid council fines.

**DOGS**
Please do not bring dogs into the school ground. We are happy for you to wait at the gate with your dog on a leash.
BIRTHDAYS
If your child is celebrating their birthday and you want them to bring something to share, the school requests that a fruit platter or fruit skewers are brought. If lollies or cakes are brought they will be returned to you.

General INFORMATION FOR PARENTS IS IN THE PARENT HANDBOOK ON OUR SCHOOL WEBSITE UNDER THE TAB ‘ABOUT US’

LUNCH ORDERS
Student lunch orders can only be ordered through the classroom. No late orders will be accepted at school. If your child is going to be late you will need to provide lunch from home.
NO ORDERS WILL BE ACCEPTED OVER THE COUNTER AT O’HEA ST BAKERY
A lunch menu is included in this newsletter or a hard copy is available at the school office.

SECONDHAND UNIFORM STALL
On Monday 25th February from 8.45 to 9.45am (with a break for assembly), a second hand uniform stall will be held in the hall. All items $2.
You can donate any clean used items of uniform by taking them to the office.

PARENT FITNESS SESSION
Come sweat it out with other parents straight after drop-off on Tuesday mornings. Sessions run for 45 minutes and include cardio, boxing and core. Cost is $5. All fitness levels welcome. Meet us near the amphitheatre - bring snacks and picnic blankets for your pre-schoolers and a towel, mat and water bottle for yourself.

RESPONSIBLE STUDENT AWARDS
Week 1 Ending: 07/02/14

<table>
<thead>
<tr>
<th>Student</th>
<th>Grade</th>
<th>Right/Responsibility</th>
<th>As demonstrated by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ari Solly</td>
<td>Prep B</td>
<td>Communally Responsible- Safe &amp; Comfortable</td>
<td>Showing others how to be an office monitor</td>
</tr>
<tr>
<td>Nikoletta</td>
<td>4/5 A</td>
<td>Personally Responsible - As much work as possible</td>
<td>Writing and sharing a detailed orientation for her narrative.</td>
</tr>
<tr>
<td>Allae</td>
<td>3/4 B</td>
<td>Personally Responsible - As much work as possible</td>
<td>Focusing, tuning in and applying himself during our class sessions.</td>
</tr>
<tr>
<td>Ayat</td>
<td>6</td>
<td>Personally Responsible - safe and comfortable</td>
<td>For making a great start to Grade 6</td>
</tr>
<tr>
<td>Saxon</td>
<td>6</td>
<td>Personally Responsible - safe and comfortable</td>
<td>For making a great start to Grade 6</td>
</tr>
<tr>
<td>Lina</td>
<td>3/4A</td>
<td>Personally Responsible - As much work as possible</td>
<td>sitting and completing her work with enthusiasm</td>
</tr>
<tr>
<td>Naomi</td>
<td>1A</td>
<td>Personally responsible - as much work as possible</td>
<td>always doing her classroom job without being reminded</td>
</tr>
<tr>
<td>Eva</td>
<td>2A</td>
<td>Personally Responsible - As much work as possible</td>
<td>for settling into her new school</td>
</tr>
<tr>
<td>Kai</td>
<td>2B</td>
<td>Personally Responsible - As much work as possible</td>
<td>for focusing on the formation of his letters and writing neatly</td>
</tr>
</tbody>
</table>
FARMER'S MARKET

Thank you to everyone who helped at the Market on Saturday 8th Feb, thankfully the heat didn't really hit until after we finished, and I think our first attempt at manning the breakfast BBQ went well. A very big thank you to Cameron (Tilda's dad) and Chris (Mile's dad) for being our first BBQers. They did brilliantly! Thank you also to our pancake cooks, customer service people and donation collectors. This week they were: Emma, Tilda, Anabelle, Kate & Daisy, Robyn & Senti, Bree & Jonah, Ann & Ayra, Kalissa & Frank, Meredith, Chris & Logan, Ben & Veronica, Sam, Ben, Ari & Matilda as well as Kristen, grade 2A's teacher and her partner Paul. I am still learning about how the BBQ should work and I would love feedback from anyone who bought something at our stall. Grab me in the school yard or get in touch on the number/email below.

Lemons - A very big thank you to all those who donated their excess lemons. We sold quite a lot of lemonade so they were put to great use. We will need more for the market on the 22nd Feb so if you have some spare please place them in the box in the school office or leave them at aftercare.

Next Market - The next market is on the 22nd of February and as attendances have dropped a little recently it would be great if we could get as many people as possible coming on the 22nd. Many of the stalls that have missed the last couple of markets should be back. It's Sustainability Week and the new season's apples should be available. Please spread the word, come yourself, encourage friends, family, random strangers to come and support both the school and the farmer's market more generally.

Volunteers - I could do with another volunteer or two for the final shift at the next market - if you have a child in grade 2 and are available between 11:30 - 1:30 on the 22nd Feb then please get in touch. Volunteers for the markets in March (8th & 22nd) will be drawn from the two grade 3/4 classes and I will send a form home with the kids at the end of February.

These are the market dates and grades I will draw volunteers from for the remainder of the year:

February markets: 8th & 22nd - Grade Two
March markets: 8th & 22nd- Grades 3/4
April Markets: 12th & 26th - Grade One
May Markets: 19th & 24th - Grade Prep
June Markets: 14th & 28th - Grade 4/5 & 5/6
July Markets: 12th & 26th - Grade Two
August Markets: 9th & 23rd - Grades 3/4
September Markets: 13th & 27th - Grade one
October Markets: 11th & 25th - Grade Prep
November Markets: 8th & 22nd - Grade 4/5 &5/6
December Markets: 13th - Whole school

This information can also be found in the calendar on the school's website.

Liz - (Emma in grade 2's mum. Phone; 0400 197732 or email lizpye@hotmail.co.uk)
<table>
<thead>
<tr>
<th><strong>Unit:</strong> Foundation</th>
<th><strong>Teachers:</strong> Marianne Roberts, Michael Hill &amp; Kyla Mamic</th>
</tr>
</thead>
</table>

**ENGLISH**

**Reading**

Students will be learning to recognise and identify:
1. The letters of the alphabet and their sounds
2. The high frequency words

**Writing**

Students will be writing instructions & recounts to learn how to:
1. Form letters correctly
2. Use letter-sound correspondence to record sounds in words
3. Use basic punctuation correctly

**MATHEMATICS**

Students will be:
1. Connecting names, numerals and quantities
2. Counting numbers in sequences, continuing patterns, and comparing the lengths of objects
3. Looking at times of the day

**INTEGRATED**

Students will be:
1. Investigating the members of their family and their history
2. Exploring different family structures
3. Comparing how different families celebrate important events of the past
<table>
<thead>
<tr>
<th>Class unit Level 2: 2A &amp; 2B</th>
<th>Teacher: Kristin Davis and Sarah Jackson</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Key concepts explored:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Reading and Viewing</strong></td>
<td></td>
</tr>
<tr>
<td>- Identifying main characters and describing a setting using known vocabulary.</td>
<td></td>
</tr>
<tr>
<td>- To state a sentence showing the beginning, middle and ending of a given story.</td>
<td></td>
</tr>
<tr>
<td>- To ask and answer questions about a comprehension text.</td>
<td></td>
</tr>
<tr>
<td>- To find some similarities and differences in a story</td>
<td></td>
</tr>
</tbody>
</table>

**Writing**
This term we are exposing children to a variety of text types which will be explored more deeply in the terms to come:
- **Poetry**: To write adjectives to describe themselves and to type and edit a digital text for punctuation.
- **Narrative**: revising the structure and developing the use of graphic organisers.
- **Information reports**: introduction, exploration and discussion of text features.
- **Procedure**: To can write the steps in a simple procedure *e.g How to make pancakes*
- **Letter Writing**: introduction, exploration and discussion of text feature, and to write compound sentences.
- **Grammar**: verbs, adjectives, nouns, proper nouns, collective nouns

**Spelling**
- Children will be given an individualised program from the *Oxford Word List* and each will take home ten words to learn each week.
- Breaking words into syllables and using CODES to help spell tricky words.

**Mathematics**

**Key Concepts to Be Explored:**
- **Number and Place Value**: skip counting 2, 3, 4, 5, 10. Addition and subtraction of larger numbers including terms like difference, doubles/halves, more than/less than. Rounding numbers.
- **Units of measurement**: To use a calendar find a given date and identify special cultural events on a calendar. To measure to work out the difference in length by using units of the same size. (Hand span, string, finger length).
- **Data and Collection**: Use tallies to collect, sort and interpret the data collected.

**Integrated - Our People, Family and Community**

**Key Concepts to be Explored:**
The topic examines our families from different cultural backgrounds, our local community and the different people we depend on. We identify different roles and jobs within families and communities and their impact on us. Students explore important people of the past that have impacted life today. Students explore web links to research a famous Australian.
## Class 1A & 1B
### Teachers: Alyce Farrugia & Courtney Jory

### English

**Reading**
In Grade 1 reading we will be doing:
- Guided reading groups focusing on decoding strategies (reading on, chunking, blending sounds, using synonyms) and literal comprehension strategies (locating key words)
- Oral retelling, summarising, paraphrasing and linking texts to our experiences
- Developing fluency
- Developing vocabulary

**Writing**
In Grade 1 writing this term we will be looking at:
- Recounts: structure, features, adding detail to sentences
- Narratives: comparing texts and justifying our personal preference
- Procedural texts: structure and features, following steps
- Poetry: acrostic and descriptive; developing fluency, rhyme and rhythm
- Letter writing: conventions
- Information texts: structure and features
- Grammar: common nouns, proper nouns, collective nouns, contractions, silent letters, synonyms, exclamation marks, question marks, sentence types.

**Spelling:** Children will be given an individualised program and will take home ten words to learn each week.

### Mathematics

- **Number and Place Value** – number sequences, modelling numbers, identifying numbers that are represented on a number line and placing numbers on a prepared number line, partitioning of numbers and the importance of grouping in tens.
- **Shape and Units of Measurement** – recognise and classify familiar two-dimensional shapes and three-dimensional objects
- **Data** – gathering information, identifying categories with the greatest or least number of objects.
- **Chance** – identifying outcomes of familiar events involving chance.
- **Money and financial mathematics** – identification and value of coins.
- **Location** - understanding that people need to give and follow directions to and from a place, and that this involves turns, direction and distance.
- **Patterns and Algebra** - use place-value patterns beyond the teens to generalise the number sequence and predict the next number.

### Integrated Studies
This term we are looking at our family, people and the community. We will be learning that we all belong to a family and to many different groups. Each of these groups has similarities and differences and contributes to society in different ways. There are people within our community who can help us, such as doctors, firefighters and police officers. The roles and responsibilities of family members and community members have changed over time and there have been important people form the past that have impacted the way we live today.
Class/Unit: 3 / 4  A & B  Teachers:  Ms Danielle Lockhart & Mrs Lisa Rochester

**English**
**Reading**
- Comprehension and why we need to understand what we read.
- How to locate needed information when reading information texts.
- Identifying adjectives and emotive language found in persuasive texts.

**Writing (Genres upper/Lower skills focus)**
- Narratives – through Dreamtime and Convict stories.
- Information reports
- Persuasive texts with an emphasis on Adverts.
We shall be focusing on using graphic organiser to plan, editing skills and publishing.

**Mathematics**
**Key Concepts to Be Explored**
- Reading and manipulating numbers up to 1000
- Mental strategies used when problem solving mathematical equations
- Money and fractions
- Formal vocabulary needed when measuring. ie: Length, Mass, Capacity, Time

**Integrated Studies**
Our unit is entitled “The Australian Community and Life Over Time”. We begin with a brief look at Aboriginal life and then the impact of convict arrival here. After experiencing our city camp in week 7, we will explore what cultural groups now make up Australia. Finally we shall compare Coburg past and present.
<table>
<thead>
<tr>
<th>Class/Unit</th>
<th>4/5</th>
<th>Teacher: Sebastian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 5</td>
<td>Level 4</td>
<td></td>
</tr>
<tr>
<td><strong>English Reading</strong></td>
<td><strong>English Reading</strong></td>
<td></td>
</tr>
<tr>
<td>Fiction – Holes by Louis Sachar (Narrative)</td>
<td>- Comprehension and why we need to understand what we read.</td>
<td></td>
</tr>
<tr>
<td>Non-Fiction – different texts, including electronic resources, relating to Australian history and government</td>
<td>- How to locate needed information when reading information texts.</td>
<td></td>
</tr>
<tr>
<td>Writing (Genres upper/Lower skills focus)</td>
<td>- Identifying adjectives and emotive language found in persuasive texts.</td>
<td></td>
</tr>
<tr>
<td>- Narratives</td>
<td>Writing (Genres upper/Lower skills focus)</td>
<td></td>
</tr>
<tr>
<td>- Information Reports</td>
<td>- Narratives</td>
<td></td>
</tr>
<tr>
<td>- Persuasive Texts</td>
<td>- Information reports</td>
<td></td>
</tr>
</tbody>
</table>

**Mathematics Key Concepts to Be Explored**

- Number and Place value - including reading and ordering large numbers, prime numbers, factors and multiples, fractions
- Measurement – prefixes (milli, cent), area and perimeter, time elapsed
- Shape – vocabulary, nets

**Mathematics Key Concepts to Be Explored**

- Reading and manipulating numbers up to the tens of thousands.
- Mental strategies used when problem solving mathematical equations
- Money and fractions
- Formal vocabulary needed when measuring. i.e.: Length, Mass, Capacity, Time

**Integrated Studies - 3 to 4 lines outline**

The topic for this term will begin with a brief look at Aboriginal life and then the impact of convict arrival here. We will also be looking at Federation and the development of the three levels of government that provide us with the parliament, laws, services and justice system that we live by today. The contributions made by significant people/persons during the development of Australia as a nation will also be explored.
<table>
<thead>
<tr>
<th>Class: 5/6</th>
<th>Teacher: Tim Prendergast</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td>Fiction – Holes by Louis Sachar (Narrative) Non-Fiction – different texts, including electronic resources, relating to Australian history and government</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>- Narratives - Information Reports - Persuasive Texts</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>- Number and Place value - including reading and ordering large numbers, prime numbers, factors and multiples, fractions - Measurement – prefixes (milli, cent), area and perimeter, time elapsed - Shape – vocabulary, nets</td>
</tr>
<tr>
<td><strong>Integrated Studies - Governance</strong></td>
<td>Australia was colonised by the British for several reasons, eventually forming different colonies. Due to several factors including defence and inter colony trade, these colonies decide to Federate. This Federation and development of the three levels of government provide us with the parliament, laws, services and justice system that we live by today. Contributions have been made by significant people/persons during the development of Australia as a nation.</td>
</tr>
</tbody>
</table>
# DIARY DATES

<table>
<thead>
<tr>
<th>Year</th>
<th>Month</th>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>FEBRUARY</td>
<td>08</td>
<td>Farmer's Market 8:00-1:00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>18</td>
<td>Junior Meet the Teacher interviews</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Coburg District Swimming Trials</td>
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<tr>
<td></td>
<td></td>
<td>19</td>
<td>Senior Meet The Teacher Interviews</td>
</tr>
<tr>
<td></td>
<td></td>
<td>21</td>
<td>Week 1 interschool sport V St Fidelis at home</td>
</tr>
<tr>
<td></td>
<td></td>
<td>22</td>
<td>Farmer's Market 8:00-1:00</td>
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<td></td>
<td>25</td>
<td>AGM School Council &amp; School Council Meeting 6:30 in staffroom</td>
</tr>
<tr>
<td></td>
<td></td>
<td>26</td>
<td>Prep Home Reading Night &amp; Family BBQ</td>
</tr>
<tr>
<td></td>
<td></td>
<td>28</td>
<td>Week 2 Interschool Sport V Moreland away</td>
</tr>
<tr>
<td></td>
<td>MARCH</td>
<td>04</td>
<td>Coburg District Tennis Championships</td>
</tr>
<tr>
<td></td>
<td></td>
<td>05</td>
<td>2015 Prep Information session and tour at 9.30 am</td>
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<tr>
<td></td>
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<td></td>
<td>Inner North/Moreland Division Swimming Championships</td>
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<td></td>
<td></td>
<td>06</td>
<td>Pre School Story time starts 9:00 in room 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>07</td>
<td>Week 3 Interschool Sport V Pascoe Vale North -Home</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10</td>
<td>LABOUR DAY HOLIDAY – NO SCHOOL</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11</td>
<td>John Fawkner Transition day Gr 3-6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12</td>
<td>Grade 3-6 Camp- Urban Camp Parkville</td>
</tr>
<tr>
<td></td>
<td></td>
<td>13</td>
<td>Grade 3-6 Camp- Urban Camp Parkville</td>
</tr>
<tr>
<td></td>
<td></td>
<td>14</td>
<td>Grade 3-6 Camp- Urban Camp Parkville</td>
</tr>
<tr>
<td></td>
<td></td>
<td>19</td>
<td>National Ride To School Day</td>
</tr>
<tr>
<td></td>
<td></td>
<td>21</td>
<td>Week 5 Interschool Sport V Pascoe Vale -Home</td>
</tr>
<tr>
<td></td>
<td></td>
<td>22</td>
<td>Farmer’s Market 8:00-1:00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>28</td>
<td>Week 6 Interschool Sport V Pascoe Vale South -Away</td>
</tr>
<tr>
<td></td>
<td>APRIL</td>
<td>04</td>
<td>Interschool Sport V AIA Home</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Last day term one 2:30 dismissal</td>
</tr>
</tbody>
</table>
S4C Community Soccer Festival
A Centenary event – celebrating 100 years of Red Cross
Saturday 22nd March 2014
10am – 4pm @ Clifton Park, Victoria Street, Brunswick

All welcome! We invite registrations for mixed teams via our facebook page: https://www.facebook.com/Sports4Change

More information at www.sportsforchange.net