CURRICULUM DAY MONDAY 29th FEBRUARY - NO STUDENTS REQUIRED AT SCHOOL

TREASURER’S VISIT
Last Friday the State Treasurer Tim Pallas was invited to Coburg North Primary by our State member Lizzie Blandthorn to view our facilities and appreciate the stress we are under due to rapidly rising enrolments. The Treasurer was shown around the school and presented with our vision for Coburg North by Owen West.

In 2015 the Deputy Premier and Education Minister James Merlino toured the school and followed it up last week with a meeting with our School Council President Jo Harrison and School Councillor Owen West. The School Council are hopeful that the 2016 budget will include some funds for the school to master plan for the future and be allocated a double storey portable. Thank you to Jo and Owen for the time they are dedicating to the improvement of our school facilities.

LIBRARY BAGS
The Foundation students at Coburg North received a visit from Lizzie Blandthorn a couple of weeks ago. Lizzie presented the excited students with their library bags so they can now start borrowing from the Library. One student was very excited when Lizzie said she worked at Parliament – he thought she worked at Parliament station, “under the ground!”

MEET THE TEACHER INTERVIEWS
Thank you to all the families who attended the ‘Meet the Teacher Interviews” on Tuesday and Wednesday afternoon and evening. The teachers value this time with parents as it helps them form a broader picture of each student and lay the foundation for a positive working relationship with families. If you were unable to attend it is imperative that you make another appointment with your child’s teacher.

DAILY COMMUNICATION
Daily communication with the school for messages to students and teachers should be done via a phone call or message bank on 9354 1660 to ensure they are received. Please DO NOT send emails.
WELCOME TO COUNTRY
On Tuesday 16th February we had our first Welcome to Country Ceremony. The Welcome was conducted by Wurundjeri Elder, Uncle Bill Nicholson and followed by a Smoking Ceremony.

A Smoking Ceremony is one of the most significant and ancient ceremonies performed by Aboriginal and Torres Strait Islander People. It is believed to have cleansing properties and the ability to ward off bad spirits.

After the ceremony students listened to historical and cultural stories told by Uncle Bill. They viewed several artefacts and learned traditional dance.

It is hoped that this will become a regular event at Coburg North Primary School.

The next RAP (Reconciliation Action Plan) meeting will be held in Michael’s classroom on Monday 22nd February at 3.45pm. Anyone interested is welcome to attend.

CURRICULUM DAY
The school will be closed on Monday 29th February; OSHP will be running a Curriculum Day program. The cost is $60 for the day. We will open from 7am-6pm. **Bookings are essential.**

The program will provide lunch and afternoon snacks.

Thank you Kerryn Cilia

2016 PARENT PAYMENTS
There are still a number of outstanding 2016 Parent Payments. Please see the office for a copy of these payments if you have not yet paid for yours.
CSEF
As mentioned in last weeks newsletter applications for the 2016 CSEF have commenced.
Forms for parents to claim CSEF (Camps, Sport, Excursion Fund) were sent home with students on Monday 15th Feb. If you are eligible and wish to apply please fill in the forms and present it to the school office together with your Centrelink Card before Monday 29th Feb. 2016.
Parents must re-apply each year.
Forms can also be picked up from the school office.

Code Club is starting at CNPS

Is your child interested in learning how to make computer programs such as games, animations and websites? Paul Vella will be running a fun Code Club program in Mr. Prendergast's room before school on Wednesdays at 8am.

This is a free program targeted at kids aged 9-11, although we are happy to accept anyone in grades 3 thru 6 that are interested.

We are taking enrolments now but please note that spaces are limited.

When does it start? First session is Wednesday 2nd March at 8am

More information: http://www.codeclubau.org/

Enrolments: Paul Vella techincoburg@gmail.com 0498999056

Immunisation Services at Moreland City Council
The Australian Government recently announced new immunisation requirements that commence 1st January 2016 (subject to the passage of legislation). Parents who do not fully immunise their children (up to 19 years of age) will cease to be eligible for family assistance payments including the Child Care Rebate, Child Care Benefit and the Family Tax Benefit Part A end of year supplement. Moreland City Council wishes to advise that our free immunisation sessions continue to run over the school holidays and that we are happy to answer any questions regarding immunisations your child may have missed, and to assist you in completing these.
Contact details: Janelle Hyatt 9240 1121, Liz Masulans 9240 2403 and Gayle Baddeley 9240 1202
Italiano a CNPS

Benvenuta signora Sarah

Ciao a tutti!

We now have two teachers of Italian at CNPS. This semester signora Sarah is teaching Italian to the Grade 1 classes and Foundation C and D. She is also helping out in 1/2 Golden Time. Make sure you say “Ciao” and introduce yourself to her.

In cucina – i biscotti

Last week in our Golden Time Italian activity we made “i biscotti della nonna” using the following ingredienti:

- la farina con lievito - self raising flour
- le uova - eggs
- il burro - butter
- la crema - cream
- lo zucchero - sugar
- la vaniglia - vanilla

Che buono!

Grazie to Leila’s mum - Di, Esme’s Mum – Jane, Samira’s Mum – Sue and Scarlett’s Mum – Jenny for helping with the cooking.

CNPS Italiano website

Italiano@CNPS is our Italian website for the students, teachers and families of Coburg North Primary School. Here you'll find: the songs, video clips, online games, activities and websites we are using in our lessons. Students can use the site to review things we have been doing in class and extend on and practise their italiano at home. The “Questa Settimana” section of the site includes a weekly article about our Italian activities at Coburg North Primary School.

Visit: http://cnpsitaliano.weebly.com/

A presto!
PGL CAMPASPE DOWNS

On Wednesday the 10th of February the grades 5/6 students went on camp to PGL Campaspe Downs in Kyneton.

We arrived at the camp and ate the lunch that we brought along with us. Everyone was so excited to have a look around and explore the grounds. We had to wait for the grade 3/4s to leave in order for us to get in to our cabins. Talking to the 3/4s was good to hear from them all about the exciting things they had done and we would be doing.

The Giant Swing was voted the best activity by the 5/6 campers. It was awesome. A lot of students felt nervous to pull the release rope the first time to allow them to start swinging. Even me. But there was no stopping them after the first go.

The Flying Fox activity was a close second for favourite activity. It was really quick and you got to have a lot of goes. But I didn’t like the landing part. The flying fox looked really long but when you were on it, you feel like time flies.

Abseiling challenged a lot of us especially when we had to lean back off the edge of the tower. However, it was exciting and I felt an energy rush through my body. I had no fear whatsoever.

Archery was my personal favourite because I liked playing the games. We learnt new techniques on how to accurately fire the arrow. It was fun.

The 5/6 grades also voted on the food. The most popular food was the ‘Hash Browns’. They had nice and crispy edges and were cooked just right.

The talent show was a huge success and very funny. Who knew we had so much talent. Congratulations to the winners – Merched, Xander, Browen, AnthonyR, AnthonyT and Gem – of C.N.P.S Talent Show.

A big thank-you to everyone who helped to organise camp, it was fantastic fun. More pictures of camp can be found at: http://cnps56a2016.edublogs.org/

By Amelia
<table>
<thead>
<tr>
<th>Student</th>
<th>Grade</th>
<th>Right/Responsibility</th>
<th>As demonstrated by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eliza</td>
<td>2A</td>
<td>Personally responsible - as much work as possible</td>
<td>Working really hard and trying her best during a free-write session.</td>
</tr>
<tr>
<td>Scarlett</td>
<td>2A</td>
<td>Personally responsible - as much work as possible</td>
<td>Settling well into her new grade.</td>
</tr>
<tr>
<td>Skyla</td>
<td>2A</td>
<td>Personally responsible - as much work as possible</td>
<td>Working hard to write 5 sentences during our free-write session.</td>
</tr>
<tr>
<td>Jemma Lee</td>
<td>34C</td>
<td>Personally responsible - as much work as possible</td>
<td>Planning and writing a descriptive holiday recount</td>
</tr>
<tr>
<td>Celia</td>
<td>34C</td>
<td>Personally responsible - as much work as possible</td>
<td>Writing a detailed recount of her holidays</td>
</tr>
<tr>
<td>Amin</td>
<td>3/4 A</td>
<td>Personally responsible - as much work as possible</td>
<td>settling well into classroom routine</td>
</tr>
<tr>
<td>Seeley</td>
<td>1C</td>
<td>Personally responsible - as much work as possible</td>
<td>Moving quickly and quietly to all learning tasks.</td>
</tr>
<tr>
<td>Neve</td>
<td>1C</td>
<td>Personally responsible - as much work as possible</td>
<td>Trying her best and creating a detailed recount of her holiday.</td>
</tr>
<tr>
<td>Sarah</td>
<td>1B</td>
<td>Personally responsible - as much work as possible</td>
<td>working hard and trying her best in all her work.</td>
</tr>
<tr>
<td>Louis</td>
<td>FB</td>
<td>Personally responsible - as much work as possible</td>
<td>Being a fantastic listener at school.</td>
</tr>
<tr>
<td>Abby</td>
<td>5/6 B</td>
<td>Personally responsible - as much work as possible</td>
<td>completing a thorough report on the 3 levels of government.</td>
</tr>
<tr>
<td>Alexandra</td>
<td>5/6 B</td>
<td>Communally responsible - safe &amp; comfortable</td>
<td>encouraging and supporting her peers during group tasks this week.</td>
</tr>
<tr>
<td>Oshin</td>
<td>2B</td>
<td>Personally responsible - as much work as possible</td>
<td>Being a good role model for the class.</td>
</tr>
<tr>
<td>Ethan</td>
<td>FA</td>
<td>Personally responsible - as much work as possible</td>
<td>For being a good listener and putting in effort with all his learning.</td>
</tr>
<tr>
<td>Keira</td>
<td>FD</td>
<td>Personally Responsible - as much work as possible</td>
<td>For making sure the classroom was tidy</td>
</tr>
<tr>
<td>Edward</td>
<td>1A</td>
<td>Personally Responsible - as much work as possible</td>
<td>For setting a great example of being a happy member in the class</td>
</tr>
<tr>
<td>Clara</td>
<td>1A</td>
<td>Personally Responsible - as much work as possible</td>
<td>For showing great listening skills and sharing ideas in class discussions.</td>
</tr>
</tbody>
</table>
RESPONSIBLE STUDENT AWARD

Week ending 12th Feb

<table>
<thead>
<tr>
<th>Student</th>
<th>Grade</th>
<th>Right/Responsibility</th>
<th>As demonstrated by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amira</td>
<td>FA</td>
<td>Personally responsible - as much work as possible</td>
<td>Concentrating and trying hard in independent reading.</td>
</tr>
<tr>
<td>Milak</td>
<td>5/6 B</td>
<td>Personally responsible - safe and comfortable</td>
<td>using the school camp event to broaden her social connections with her peers.</td>
</tr>
<tr>
<td>Jarvis</td>
<td>1A</td>
<td>Personally responsible - as much work as possible</td>
<td>writing an acrostic poem using descriptive language.</td>
</tr>
<tr>
<td>Ahmed</td>
<td>2B</td>
<td>Personally responsible - as much work as possible</td>
<td>sounding out words to help his spelling.</td>
</tr>
<tr>
<td>Jordan</td>
<td>FD</td>
<td>Personally responsible - as much work as possible</td>
<td>trying his best to write his name</td>
</tr>
<tr>
<td>Millie</td>
<td>1B</td>
<td>Personally responsible - as much work as possible</td>
<td>for making interesting categories for sorting in Maths</td>
</tr>
<tr>
<td>Zoya</td>
<td>1C</td>
<td>Personally responsible - as much work as possible</td>
<td>for trying hard to make her writing neat all of the time.</td>
</tr>
<tr>
<td>Eliza</td>
<td>2A</td>
<td>Personally responsible - as much work as possible</td>
<td>writing a wonderful poem about cherries</td>
</tr>
<tr>
<td>Bernard</td>
<td>2A</td>
<td>Personally responsible - as much work as possible</td>
<td>writing a wonderful poem about sushi</td>
</tr>
</tbody>
</table>

DIARY DATES

2016

FEBRUARY

15 Hockey Clinic
16 Senior School Meet the Teacher interviews
17 Junior School Meet the Teacher Interviews
19 Inter-school sport away game
23 School Council AGM and first meeting
25 Foundation Home reading session and family BBQ
26 Interschool sport away game
29 Curriculum Day – no students required at school

MARCH

3 Grade 5/6 excursion to Parliament House
4 Interschool sport – home game
    National ride to School Day
6 Sydney Road Street Party- CNPS Sing, Sing, Sing! 12:30pm
11 Interschool Sport – home game
14 Labour Day holiday - no students required at school
15 2017 Daytime Foundation Information Session 9:15 – 11:00
    School Council 6:30 in the staffroom
18 Interschool sport
23 Twilight Sports
24 Last day of term 1 – 2:30 dismissal

MAY

18 2017 Foundation Evening Information Session 7.00 pm
Meet the Parents! and kids

FAMILY SOCIAL NIGHT
Friday 4th 5pm
HARMONY PARK

We would love you to come along and meet other parents while the kids play. Bring a picnic rug, picnic or something for the barbecue.
<table>
<thead>
<tr>
<th>Class: Foundation</th>
<th>Term: 1</th>
<th>Teachers: Zoe, Laura, Lillian &amp; Michael</th>
</tr>
</thead>
</table>

**English**

Reading

- Practising independent reading behaviours such as: choosing a book, sitting quietly, handling books gently, looking at the words and pictures.
- One to one matching as we point under each word.
- Using strategies to work out unknown words. We will learn to: look at the pictures, use the pattern and use the first letter.

![Use the Pattern](image1) ![Look at the Pictures](image2) ![Use First Letter](image3)

- Using the comprehension strategy of predicting and using our prior knowledge to help us better understand what we read.
- Practising letter names and sounds.

Writing

- ‘Having a go’ at writing and trying our best.
- Planning what we want to write by saying our sentence orally before writing it.
- Saying words slowly, listening for the sounds, and writing letters for the sounds we can hear (focusing on getting the initial sound in words).
- Writing from left to right and from top to bottom on the page.
- Forming letters correctly.

**Mathematics**

- Counting small collections.
- Being accurate when counting.
- Matching number names with numerals and objects to 10.
- Copying, continuing and making patterns.
- Sorting, describing and naming 2D shapes.
- Using simple location words.

**Integrated Studies - I belong**

Students will explore their school rights and responsibilities. They will learn about how making good choices helps themselves and others to learn and feel safe at school. Students will become familiar with routines in both the class and the wider school. They will learn strategies to make new friends and about how to be a good friend and class member.

**Important Dates**

- Meet The Teacher Night: 17/2
- Curriculum Day: 29/2
- Foundation home reading information evening & BBQ: 25/2
- Labour Day: 14/3
- Twilight Sports: 23/3
- Last Day of Term: 24/3
TERM 1 CURRICULUM OUTLINE
GRADE 1

Classes: 1A, 1B and 1C  
Teachers: Stephanie Dimovski, Anna Lam, Carmel Post

English

Reading
Although each reading group has a focus specific to their learning needs, these are some of the reading and comprehension skills we will be focussing on as a whole class throughout the term:

- Decoding strategies such as reading on, chunking, blending and stretching of sounds and using synonyms.
- Building our literal and inferential comprehension skills
- Developing reading fluency and accuracy.
- Developing and expanding our vocabulary.
- Oral retelling, summarising, paraphrasing and linking texts to our own personal experiences and knowledge.
- Main Idea: identifying the main idea and supporting details in fiction and non-fiction texts.
- Predicting: making predictions before, during and after reading in fiction and non-fiction texts, predicting topic-specific vocabulary that we may encounter in non-fiction texts, and being able to clarify unfamiliar vocabulary by using the glossary and context cues.

Writing/Word Study
In Grade 1 writing this term, we will be looking at procedural texts and acrostic poems. We will look closely at the structure, features and purpose of each text type. In addition, we will be developing our skills in the following areas:
- Grammar: adjectives, synonyms, adverbs, commands and action verbs, and compound sentences.
- Punctuation: using commas as a list and to add extra information, and using full stops and capital letters correctly.
- Editing: students proofread and edit their own written work for meaning, spelling, grammar and punctuation errors.
- Handwriting: This term, Grade 1 students will be introduced to dotted thirds, the 4P’s of handwriting (posture, paper positioning, pencil grip and pressure) and the 4 Magic Tricks (formation, sizing, CBNT – close but not touching, baseline). Each week students will undertake a targeted handwriting session, focused on correct letter formation and sizing, and writing legibly with growing fluency.

Spelling
Children will be given an individualised program and will take home ten spelling words from the Oxford Wordlists to learn and practice each week. Children will learn a spelling strategy weekly including: VCV words, bossy ‘e’ sound, all words have a vowel/vowel sound, recording initial consonant blends, removal and substitution of initial single sounds. Children will also look at different phonological codes and spelling patterns including –ir, er, ur, long e sound (ee, ea, a_e, silent e), oi and oy, long a sound (ai, ay, a_e).

Speaking and Listening
Students will be focussing on:
- Speaking clearly with appropriate pitch and volume.
- To listen for and reproduce letter patterns and letter clusters.
- Listening to other students sharing their ideas and views.
- Taking part in pair and group work.
Mathematics

- **Number and Place Value:**
  
  * Recognise, model, read, write and order numbers to at least 100. Locate these numbers on a number line.

- **Patterns and Algebra:**
  
  * Investigating number sequences to and from 100 by ones from any starting point.
  * Skip counting by 2’s, 5’s and 10’s starting from zero.

- **Statistics and Probability**
  
  * Data collection, asking simple questions to gather responses, describing data displays and pictographs.

- **Measurement and Geometry (Time):**
  
  * Naming and ordering the days of the week and months of the year.
  * Describing duration using months, weeks and days.

- **Measurement and Geometry (Location):**
  
  * Giving and following directions to familiar locations using directional location.

- **Problem Solving:**
  
  * Exploring and applying mathematical strategies to solve a range of worded, open ended problems. Students will use three steps to problem solving success: Persistence, explain your thinking and does it make sense.

**Integrated Topic**

This term we are learning about our family, people and the community. In this unit of study, students will learn that:

- They belong to a family and other groups within the community.
- Individuals and cultural groups are similar and different.
- Family and community members have many roles.
- There have been important people of the past that have impacted today.

Students will also have the opportunity to interview a family member to learn a little more about their life and to also understand their family history.
TERM 1 CURRICULUM OUTLINE
GRADE 2

Classes: 2A and 2B
Teachers: Courtney Jory and Sebastian Fitzgerald

English

Reading
Although each reading group has a focus specific to their learning needs, these are some of the reading and comprehension skills we will be focussing on as a whole class throughout the term:
- Building our literal and inferential comprehension skills
- Developing reading fluency and accuracy.
- Developing and expanding our vocabulary.
- Oral retelling, summarising, paraphrasing and linking texts to our own personal experiences and knowledge.
- Main Idea: identifying the main idea and supporting details in fiction and non-fiction texts.
- Predicting: making predictions before, during and after reading in fiction and non-fiction texts, predicting topic-specific vocabulary that we may encounter in non-fiction texts, and being able to clarify unfamiliar vocabulary by using the glossary and context cues.

Writing/Word Study
In Grade 2 writing this term, we will be looking at procedural texts poetry (cinquain poems. We will look closely at the structure, features and purpose of each text type. In addition, we will be developing our skills in the following areas:
- Grammar: adjectives, synonyms, adverbs, commands and action verbs.
- Punctuation: using commas as a list and to add extra information, using full stops and capital letters correctly, and compound sentences.
- Editing: students proofread and edit their own written work for meaning, spelling, grammar and punctuation errors.
- Handwriting: focused on correct formation and sizing, and writing legibly with growing fluency.

Spelling
Children will be given an individualised program and will take home ten spelling words from the Oxford Wordlists to learn and practice each week. Children will learn/revisit a spelling strategy weekly including: VCV words, bossy e sound, onset and rime, and breaking words into syllables. Children will also look at different phonological codes and spelling patterns including – long a sound (eigh and ei), long e sound (ey, ee, y, ea, a _e), tion and sion, cious and tious.

Speaking and Listening
Students will be focussing on:
- Speaking clearly and varying volume and intonation patterns.
- To listen for and reproduce letter patterns and letter clusters.
- Listening to other students sharing their ideas and views.
- Taking part in pair and group work.
- Making short oral presentations to the class on learned and familiar topics.
**Mathematics**

- **Number and Place Value:**
  * Recognise, model, represent and order numbers to at least 1000.

- **Patterns and Algebra:**
  * Investigating a range of increasing and decreasing number sequences.
  * Developing fluency and confidence with counting forwards and backwards.

- **Statistics and Probability**
  * Identifying questions of interest based on one categorical variable, data collection and gathering data relevant to the question.

- **Measurement and Geometry (Time):**
  * Naming and ordering months and seasons, using a calendar to identify the date and to determine the number of days in each month.

- **Measurement and Geometry (Location):**
  * Giving and following directions to a place on a map using directional language.
  * Arranging objects using a set of directions.
  * Interpreting simple maps of familiar locations and identifying the relative position of key features.

- **Problem Solving:**
  * Exploring and applying mathematical strategies to solve a range of worded, open ended problems. Students will use three steps to problem solving success: Persistence, explain your thinking and does it make sense.

**Integrated Topic**

This term we are learning about our family, people and the community. In this unit of study, students will learn that:

- They belong to a family and other groups within the community.
- Individuals and cultural groups are similar and different.
- Family and community members have many roles.
- There have been important people of the past that have impacted today.

Students will also have the opportunity to interview a family member to learn a little more about their memories and experiences, and to also understand their family history.
## TERM 1 CURRICULUM OUTLINE

<table>
<thead>
<tr>
<th>Class: 3/4</th>
<th>Teachers: Sarah Jackson, Lewis Bainbridge, Simon Presljak</th>
</tr>
</thead>
</table>

### English

**Reading**
- Fiction and Non-Fiction texts
- Learn and apply strategies – finding main idea, understanding sequence, recalling facts and details

**Writing**
- Recount – writing about our camp experience or for non-campers, their experience at school.
- Procedural – writing about family traditions, investigated during Integrated studies, such as recipes
- Narrative – plan and write a creative piece of writing, focussing on character development and narrative arc.
- Writer’s Notebook – begin planting seeds of writing, with which we can explore at a later date.
- Writer’s Notebook encourages creativity, imagination

### Mathematics

**Number and Place Value** - odd and even numbers, number patterns, mental strategies to solve addition, place value up to 5 digits (grade 3) and beyond (grade 4), four operations and checking answers with calculators

**Measurement and Geometry** – telling and making time on analogue and digital clocks, telling time to the minute, am / pm time, elapsed time, converting time

**Data representation and Interpretation** – analysing and interpreting graphs, collecting and presenting data with bar / column graphs, quantitative and qualitative data collection

### Integrated

- Exploring family trees, histories and traditions. Students will interview family members to learn about their family history, create a family tree, plot key dates on a timeline and observe traditions and customs, to share with members of their class.

### Homework

- Students are expected to practise spelling words and complete homework by Thursday each week or as stated by teachers. They are encouraged to read on a nightly basis. This can be books (from home, school or local library), magazines, newspapers and ebooks. The 3/4s will visit the library every Tuesday.
- Students who don’t complete tasks during classtime or hand in their homework may be asked to complete tasks during break times.

### Important Dates

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/4 camp</td>
<td>8th – 10th Feb</td>
</tr>
<tr>
<td>Meet The Teacher Night</td>
<td>16th Feb</td>
</tr>
<tr>
<td>Curriculum Day</td>
<td>29th Feb</td>
</tr>
<tr>
<td>Labour Day holiday</td>
<td>14th Mar</td>
</tr>
<tr>
<td>Last Day of Term</td>
<td>23rd Mar</td>
</tr>
</tbody>
</table>
**Class: 5/6  Teacher: Tim Prendergast and Lisa Rochester**

**English**

**Reading**  
Non-Fiction – different texts, including electronic resources, relating to Australian history and government.  
Comprehension – locating directly stated information, identifying the main idea and summarising in our own words.

**Writing**  
- Recounts  
- Newspaper Reports  
- Information Reports  
- Note taking, subheadings, labelled diagrams and citing references.

**Mathematics**  
Measure – units of time, interpreting calendars and timetables.  
Fractions and Decimals – Compare, locate and order common and related fractions and locate and on a number line.  
Patterns and Algebra - Exploring the place value system beyond the thousandths, using whole numbers, decimals and fractions.  
Chance – conducting chance experiments and list the possible outcomes as a fraction.  
Location and Transformation – Exploring how rotation, reflection and translation impacts on an object.

**Integrated Studies - Governance**  
Students will explore the factors that led to colonies deciding to Federate. Students the explore the development of the three levels of government, parliament, laws, services and the justice system that we live by today. Students will conduct preferential votes and investigate the principles behind Australian Democracy.

**Important Dates**  
Meet The Teacher Night  16/2  
Inter-school Sports (Away)  19/2  
Inter-school Sports (Away)  26/2  
Curriculum Day  29/2  
Excursion – Victorian Parliament  3/3  
Inter-school Sports (Home)  4/3  
Inter-school Sports (Home)  11/3  
Labour Day  14/3  
Inter-school Sports  18/3  
Last Day of Term  24/4
Fawkner Food Festival

We are excited to invite you to join us at the Fawkner Food Festival on Saturday, 19 March.

Held at Fawkner Primary School during Cultural Diversity Week, the festival will be a celebration of all things food!

**Date:** Saturday, 19 March  
**Time:** 10.30am-2.30pm  
**Venue:** Fawkner Primary School, 40 Lorne Street, Fawkner

A variety of cultural foods will be on sale throughout the day, plus demonstrations around food growing, cooking and reducing food waste. There are also plenty of fun activities for the kids, including Bike n' Blend (smoothie-making though pedal power!), playing with food, and sports and ball games from Active Moreland.

For more information, check out the Fawkner Food Festival 2016 event on facebook ([https://www.facebook.com/events/1131089093582257](https://www.facebook.com/events/1131089093582257)) and please share with your networks. We hope to see you there!

This festival is partly funded by Moreland City Council’s Celebrating Place Grants Program.
Was YOUR fitness last on the list in 2015?

2016 - Prioritise YOU!

Join us for a Trial Week NOW!