

## CALENDAR OF EVENTS

16 June	9:15am Assembly presented by 5/6G
21 June	6:00pm Parent Forum - Homework
21 June	7:00pm P&C Meeting
26 June	Mid-year parent interviews
30 June	9:15am Assembly presented by Preschool
30 June	Last day of Term 2
17 July	First day of Term 3

## FROM THE PRINCIPAL

### TODD WOODBRIDGE AND THE ANZ HOT SHOTS TEAM VISIT GIRALANG PRIMARY

We were exceptionally fortunate to be chosen as one of four ACT Primary Schools to be presented with Hot Shots tennis racquets for every Kindergarten child last Tuesday. Todd Woodbridge, Australian doubles champion, was on hand to present the racquets to our Kindy students on behalf of the ANZ Hot Shots team. Todd provided a highly engaging presentation for the whole school as well as tennis clinics after the formal proceedings. I must admit, I was totally star struck! Todd has achieved so much and from such an early age. He certainly inspired our students to have a growth mindset and strive for their dreams. Thank you to Kieran Blackwell for coordinating the visit.



Tennis star Todd Woodbridge with Kindy students Justin and Harry

## VOLUNTARY CONTRIBUTIONS

Did you know that your voluntary contribution is **tax deductible**? It is! With tax time approaching, now is the perfect time to donate your voluntary contribution to either the Library Trust Fund or the Building Trust Fund. So far this year we have received voluntary contributions from 61 out of 217 families, and a further 20 consumable contributions from Preschool families.

A reminder:

The **Library Trust Fund** will be used to purchase:

- Multiple copies of the latest "hot reads" fiction and non-fiction (junior and senior)
- High interest, low readability texts
- Graphic novels
- Atlases
- Non-Fiction – The Arts, Countries, History, Geography, Japanese, Technology
- Senior student non-fiction
- Updating our reference section

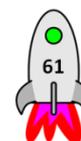
The **Building Trust Fund** will be used to complete stage two of the multipurpose court, the roofing structure.

The School Board has nominated an amount of \$80 per child (which equates to \$20 per term) or \$150 per family, to equitably spread the load among all parents. You are not restricted to these amounts or contributing to just one fund.

Voluntary Contributions 2017



217



## DA VINCI DECATHLON SUCCESS

Congratulations to our team who placed third overall in the engineering section, and tenth in the science section of the Da Vinci Decathlon at Canberra Grammar School. Our STEM skills certainly came in handy during the competition! Thank you to Mark Bormann for coaching the team.



Our team with their third place engineering entry

## OUR FIRST 40<sup>th</sup> BIRTHDAY PRESENT!

We are excited to inform you that our front gardens will be replanted and reinvigorated for our 40th Birthday, starting TOMORROW. The project should take up to five days in total, so let's cross our fingers for nice weather! During this period of time there will be limited access through the front of the school, and we encourage all families and students to please use the back entrance doors, as we do in the mornings and afternoons. All visitors will be required to sign in at the front office as per normal arrangements.



The before pictures...

## THINKUKNOW CYBER SAFETY PRESENTATION

On Wednesday 31 May the Australian Federal Police presented the ThinkUKnow Cyber Safety Presentation for parents and carers of Giralang Primary. The presentation highlighted many important themes, including what children see online, what they say, what they do and how your role as their parent is vitally important in keeping communication open and honest with your child. Thank you to Sarah Redgrove for coordinating the visit.

Here are some online basics for parents from the Office of the Children's eSafety Commissioner's website:

### ***Keeping your children safe online***

Your children's online world is as much a part of their life as offline, so it is crucial that you are as involved in supporting their online wellbeing as you are their physical health. Your skills in rule setting, support, guidance and respect are just as important to helping ensure your kids enjoy positive digital experiences and to help them gain confidence in asking for advice and support. Knowing they are equipped to make sound decisions and manage risks online is so important, especially with the number of internet-enabled devices that can be used without adult supervision.

### ***Explore the internet together***

Digital education and communication is essential to the safety of your kids online. This will help instill confidence in your kids—and peace of mind for you! Exploring the internet together and talking about the websites, games and activities they enjoy is a good way to start those conversations. Get to know your children's friends both online and offline and use technology-based solutions to help protect their devices—filters, parental controls and e-security software are all great tools. Remember—there is no substitute for your involvement because no-one loves your kids as much as you do.

### ***Three steps to protecting your kids online***

You can help keep your kids safe online using these three basic strategies.

#### **1. Communicate openly with your kids**

It's not possible to supervise your kids 24/7 so finding ways to establish and maintain trust is really valuable.

- ✓ Talk to them about their online activities, from chatting about their favourite websites to asking who they are talking to and if they are having any online issues.
- ✓ Give them strategies to deal with upsetting online content, from turning off the screen, telling a trusted adult, and showing them how to block and report people.
- ✓ Research the age ratings for the games and apps your child uses so you can determine age appropriateness and suitability.
- ✓ Explore the sites and apps your kids love, play online games together and consider setting up your own accounts with the sites they frequent. This will help you familiarise yourself with the operation of those sites and potential risks. Ask your kids to show you how they work—they'll love teaching you something!
- ✓ Set age appropriate rules for using the internet and devices and, where practicable. Seek your child's input—this will help your child understand risks. As they get older you can review your rules to align with their maturity level.

## 2. Use technology tools to keep them safe

There are so many technological advances that can enhance the experience for your child online and help keep them safe, both within the site or app and for their devices.

- ✓ Use parental controls and install filtering software to help block unwanted content and pop-ups and to restrict access to specific content and pages.
- ✓ Help your child to set up the privacy settings on all sites and devices they use.
- ✓ Locate the computer in an area of your home that can be supervised. Parents of older children

may have an 'open door' policy when devices are used in bedrooms and to ensure that screens are facing outward. And make sure you check in regularly to see what they're viewing.

- ✓ Consider rules for internet-enabled handheld devices—where and when.
- ✓ Install and update anti-virus and other e-security software to restrict unauthorised access to data on the home computer. Ensure all security features are turned on and set to automatic scan and regular updates to protect against the latest risks.
- ✓ Activate safety features on web browsers to protect your devices and personal information.
- ✓ Show your child how to block and report users or pages on the sites they use.

## 3. Encourage safe and responsible behaviour

Setting rules for your child's internet use and establishing clear boundaries and expectations is imperative. Your rules will depend on the age of your kids and the level of responsibility you are willing to give but is underpinned by conversation, education and trust.

- ✓ Consider a family online safety contract as a tool to negotiate agreement about rules and renegotiate as required. It could cover the type of websites that can be visited, time spent online and acceptable online behaviour. This example from ThinkUKnow Australia can be a good starting point for your own family contract.
- ✓ Educate your kids about safe and positive online behaviour and encourage them to think before they post, text or share; be respectful online; avoid posting things that may upset others; and understand that content can remain online forever and can be shared by others without permission.
- ✓ Help them keep their personal information private. This means avoiding using full names,

phone numbers, home address, school name and date of birth.

- ✓ Set their online profiles to the maximum privacy settings. Online conversations, images and videos might be viewed by others and can't always be removed.
- ✓ Ensure your child uses strong passwords on devices and explain the importance of not sharing passwords, even with friends.
- ✓ Talk to them about cyberbullying behaviour and how to report and manage it. You can get some great advice and resources about cyberbullying on our website.
- ✓ Explain the dangers of meeting face to face with someone they have only chatted with online.
- ✓ Encourage your child to talk to a trusted adult if any content they view or if contact with someone online makes them feel uncomfortable.

Belinda Love - Principal

## SCHOOL BANKING



School Banking is on every Friday. Please drop off your banking books to the Front Office in the morning.

**Keep saving for a chance to win a trip to Tokyo Disneyland.**

All students who make 15 or more School Banking deposits of any amount by the end of Term 3, 2017 will be automatically entered into the draw to win an unforgettable family trip for up to two adults and three children, to Tokyo Disneyland.



If you would like to know more about School Banking, please visit [commbank.com.au/schoolbanking](http://commbank.com.au/schoolbanking) to register.

Cate Ticehurst & Christine Ostheimer – School Banking Officers

## P&C NEWS

A huge thank you to the many volunteers who helped us run our 40<sup>th</sup> Birthday Disco!

The disco was a great success despite it being a chilly night. Not only did the children have fun, we also raised over \$1,800 for the school and canteen through the price of entry, sale of glow items, the cake stall and canteen. Some of the money raised will be used to support school services and events such as Breakfast Club, the Canteen, the Art Show and Year 6 Graduation, and some will be put towards our long-term goal of raising money for new K-6 playground equipment.

P&C really appreciates the parents and carers who help out with large events such as discos. Every extra pair of hands makes a huge difference to the way the event runs, and every cake baked and every sausage eaten contributes towards our fundraising goals!

The biggest, big thank you goes to disco organisers Jennifer Sexton and Alica Tschierschke! Please get in touch with Jennifer and Alica via [giralangpandc@gmail.com](mailto:giralangpandc@gmail.com) if you would like to learn how to run a disco or would like to help out with our spooky Halloween disco in November.

P&C is also looking for a Uniform Shop volunteer and Breakfast Club volunteers, so please get in touch if you think you might be able to help out with either of these services. Uniform Shop needs a volunteer 8:30am-9:15am every second Friday and Breakfast Club needs volunteers from 8:00am-9:00am on Tuesdays.

Megan Hemming - P&C President

# News from... Year 2/3G - Pegasus, 2/3I - Aquilla and 2/3W - Dracos

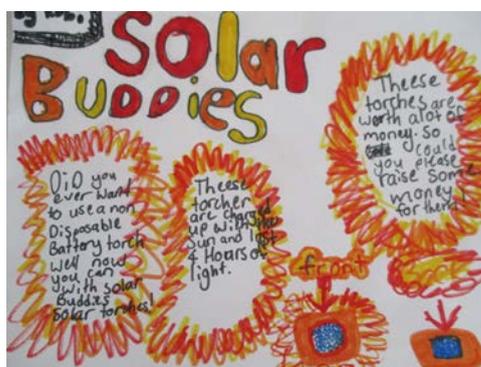
For the last 7 weeks it has been go, go, go for the Year 2/3 team. Looking back, it is hard to believe that we have done all the things we have done.

We started the term with Aqua Safe for the Year 2s. Every day for 2 weeks the students practised how to enter and exit the pool safely, safety skills for the beach, river and pool, and what to do in an emergency. It was wonderful watching the students' water confidence grow over the program.

Our learning focus for the term has been sustainability. We have looked at the amount of rubbish we produce in a day, what we recycle, completed a light survey across the school, and explored types of renewable energy resources.

Perhaps the most exciting aspect of our term is becoming involved in the Solar Buddies program. This charity sends solar torch kits to schools and other organisations for them to construct. However, the kits need to be purchased. So we are having a Used Toy Stall to raise money to buy the kits. The students have designed and created posters to advertise the stall and will set up and run it in Week 8.

The amount of learning has been phenomenal as we are applying so many academic skills to a real life situation. The students are also gaining a deeper understanding of energy poverty and the challenges faced by children less fortunate than themselves.



**Shaun Grandi – Year 2/3 Teacher**  
**Katrina Ireland – 2/3 Teacher -**  
**Meredith Wells – 2/3 Teacher**

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## Recipe for a Growth Mindset

### Ingredients

Disposition

Patience

Perseverance

Problem solving  
strategy

Persistence

Resilience  
way

Determination

Enjoyment

### Method

1. Embrace the opportunities in the day

2. Accept that mistakes are inevitable

3. Use failures to motivate you

4. Make different mistakes until you find the right

5. Practise until the challenge is easier

6. Be strong, don't let anyone or anything get in your

7. No excuses, get out of your own way if need be

8. Celebrate each and every one of the small steps you  
make on the path to success

Elise Wark – EAL/D Teacher

# News from... KP - Shooting Stars and KS - Super Stars

## 'Kindy Motations'

Every Tuesday and Thursday afternoons KP & KS combine for 'Kindy Motations'. We spend the afternoon doing 5 motation rotations, focussing on our fine and gross motor development. Our rotations have included obstacle courses, hopscotch, beanbag toss, balancing, sharpening pencils, bead threading, lego, playdough, drawing with pastels and much more. Here are some photos of us in action...



# ANZ Hot Shots Tennis

Last week Giralang Primary School had some very special guests come to visit. Todd Woodbridge and the Hot Shots Tennis crew came to make an amazing presentation and give a gift of a tennis racket to each Kindergarten student. We were a part of the ANZ Tennis Hot Shots Racquet Roadshow for 2017.



# SCHOOL REVIEW

We are continuing to give you a brief insight into School Review happening 29th-31<sup>st</sup> of August this year. This week we would like to show you in more detail, domains five and six of the tool. On the left, the domain is explained in detail and on the right are the ratings available for us. What rating do you think our school deserves for each domain?

## Domain Five: An Expert teaching Team

### An expert teaching team

The school has found ways to build a school-wide, professional team of highly able teachers, including teachers who take an active leadership role beyond the classroom. Strong procedures are in place to encourage a school-wide, shared responsibility for student learning and success, and to encourage the development of a culture of continuous professional improvement that includes classroom-based learning, mentoring and coaching arrangements.

The assessment of this domain includes consideration of the extent to which:

- the school places a priority on attracting, retaining and developing the best possible teachers;
- the leadership team has strategies in place to assist teachers to continue to develop and share deep understandings of how students learn subjects/content, including pre-requisite skills and knowledge, common student misunderstandings and errors, learning difficulties and effective interventions;
- teachers in the school are experts in the fields in which they teach, have high levels of confidence in teaching in those fields and are eager to expand their subject knowledge to learn how to improve on their current teaching practices;
- the school expects all teachers to be highly committed to the continuous improvement of their own teaching and to be focused on the development of knowledge and skills required to improve student learning;
- the principal and other school leaders lead and model professional learning in the school;
- the principal and other school leaders build networked school relationships that support leadership development, including principal-principal mentoring relationships;
- school leaders ensure that opportunities are created for teachers to work together and to learn from each other's practices, including through online professional communities;
- the school works to ensure the continuity of a culture of collaboration and teamwork over time across cohorts of teachers;
- the school uses agreed formal processes to manage unsatisfactory performance; and
- the school has in place a professional learning plan and associated budget to support local and, where appropriate, system priorities.

#### Outstanding

The teaching staff of the school are experts in the fields in which they teach and have very high levels of pedagogical knowledge and skill, including expert knowledge of evidence-based teaching strategies.

Teachers and school leaders take personal and collective responsibility for improving student learning and wellbeing, working together and learning from each other's practices. The sharing and showcasing of best practice are common. In team meetings there is an emphasis on the joint analysis of student work and on teaching strategies for improving student learning. Teachers collaboratively plan, deliver and review the effectiveness of lessons.

School leaders place a very high priority on the ongoing professional learning of all staff and on the development of a school-wide, self-reflective culture focused on improving classroom teaching.

School leaders participate in professional learning activities, learning alongside teachers, and the school supports teachers to continue formal study and celebrates professional success.

#### High

There is evidence that the principal and other school leaders see the development of staff into an expert and coherent school-wide teaching team as central to improving outcomes for all students.

There is a documented professional learning plan and the school has arrangements in place for mentoring and coaching. Teachers visit each other's classrooms and welcome opportunities to have principals and other school leaders observe and discuss their work with them.

Attention is paid to strengths and weaknesses in the school-wide team, with strategies in place to recruit staff with particular expertise, to train staff to address particular needs, and to support staff who find it difficult to commit to the school's improvement agenda.

The school provides opportunities for teachers to take on leadership roles outside the classroom.

#### Medium

The school undertakes professional learning activities, although these may not always focus on the development of knowledge and skills required to improve student learning and there may not be a coherent, documented learning plan.

The principal and leadership team are seen as supportive of, but not generally involved in, the day-to-day practice and learning of teachers.

Teachers are open to constructive feedback and provide feedback to colleagues, although there may not be formal mentoring or coaching arrangements in place.

The school is implementing a formal process for conducting professional discussions with staff.

The school's professional learning agenda is made explicit to staff at induction, and in staff handbooks.

Where it is necessary to manage unsatisfactory staff performance, this is done professionally and effectively, and in accordance with agreed guidelines.

#### Low

The development of a professional school-wide team does not appear to be a driving consideration of the principal or other school leaders (eg, no reference is made to the National Professional Standards for Teachers, there are no mentoring arrangements in place, teachers work largely in isolation from one another 'behind closed doors').

There is little evidence that school leaders are proactive in the recruitment and retention of staff.

There is little sense of a whole-school coordinated approach to professional learning and a low priority is given to enhancing staff performance.

What's the evidence?	
School leaders place high priority on professional learning and participate in all activities	Planning boards in collaboration room
Professional Growth Tool for Literacy and Maths being used by all teachers	Vacations (going to other classes) are targeted to teachers to get ideas from other colleagues
Teachers given times to plan collaboratively and to review programs	Executive teachers take intervention and extension groups
Mentoring and coaching through executive teachers	Documented professional learning agenda/calendar
Mentoring and coaching through colleagues with experienced teachers and new educators being linked together	Executive involved in all PD
Leadership roles taken by classroom teachers in a variety of fields including GAFE, Science, Music, Art, Japanese, Maths	Professional discussions to other staff after PD
Consistent follow up with PD by revisiting	Belconnen network leaders school visit - learning walks
Open plan allows for constant feedback for teachers	Financial support from Executive team to do outside PL
Executive teachers finding appropriate resources for teachers to use to tie in with best practice in the classroom	Learning walks allow teachers to get feedback on what they are doing

# SCHOOL REVIEW

## Domain Six: Systematic Curriculum Delivery

### Systematic curriculum delivery

The school has a coherent, sequenced plan for curriculum delivery that ensures consistent teaching and learning expectations and a clear reference for monitoring learning across the year levels. The plan, within which evidence-based teaching practices are embedded, and to which assessment and reporting procedures are aligned, has been developed with reference to the Australian Curriculum or other approved curriculum and refined collaboratively to provide a shared vision for curriculum practice. This plan is shared with parents and families.

The assessment of this domain includes consideration of the extent to which:

- the school has an explicit, coherent, sequenced plan for curriculum delivery across the years of school which makes clear what (and when) teachers should teach and students should learn;
- the plan for curriculum delivery is shared with parents, families and the wider community and feedback is sought on ways to make the school curriculum responsive to local needs;
- staff of the school are familiar with and work within the school's shared curriculum expectations;
- the curriculum is used as a basis for ongoing staff discussions about the best ways to maximise student learning and wellbeing;
- school leaders focus attention and energy on priority curriculum areas and on ensuring that all students are proficient in the basics, as well as on the appropriate key learning areas in Years 10-12;
- the school curriculum includes a strong focus on the development of cross-curricular skills and attributes such as literacy, numeracy, information and communication technology capability, critical and creative thinking, personal and social capability, ethical behaviour and intercultural understanding;
- a priority is given to constructing learning experiences that are accessible, engaging and challenging for all students, including those with particular needs;
- the school places a priority on making the curriculum locally relevant and adopts a strengths-based approach to recognising, valuing and building on students' existing knowledge and skills;
- assessment processes are aligned with the curriculum and are designed to clarify learning intentions, establish where individual students are in their learning, diagnose details of student learning (eg, gaps in knowledge and understanding), and to monitor learning progress across the years of school;
- reporting processes are aligned with the curriculum and designed to provide parents, families and students themselves with information about the achievement of curriculum intentions and progress over time; and
- professional development is provided to build staff skills in curriculum planning and development.

#### Outstanding

The school has a clearly documented whole-school plan for curriculum delivery. This plan is aligned with the Australian or other approved curriculum and, where appropriate, system curriculum documents. The plan makes explicit what (and when) teachers should teach and students should learn. The curriculum delivery plan is being implemented throughout the school and is shared with parents and the wider community.

A strong alignment has been achieved between the overall curriculum delivery plan, term and unit plans, classroom teaching and the regular assessment of student progress in relation to curriculum expectations.

Considerable attention has been given to ensuring 'vertical' alignment of the curriculum so that there is continuity and progression of learning across the years of school, with teaching in each year building on to and extending learning in previous years. General capabilities and cross-curriculum priorities are understood, valued and used as active learning streams for all students.

A high priority in curriculum planning is given to the progressive development of students' deep understandings of concepts, principles and big ideas within learning areas, as well as to the ongoing development of cross-curricular skills and attributes, including teamwork, critical thinking, problem solving, and the evaluation of information and evidence.

The school places a priority on making the curriculum locally relevant and accessible to all students and values and builds on to students' existing knowledge and varying backgrounds.

#### High

The school's curriculum delivery plan identifies curriculum, teaching and learning priorities and requirements. The curriculum delivery plan reflects a shared vision (by the school's governing body, principal, school leadership team, and teachers) for the school, and provides a context for delivering the curriculum as detailed in the Australian or other approved curriculum and, where relevant, system curriculum documents.

The school curriculum plan and curriculum delivery (including the time allocated to particular learning) balance requirements to address all learning areas, to give priority to English, mathematics and science, and to embed the fundamental skills of literacy, numeracy and higher order thinking in all school subjects.

The school leadership team ensures that the enacted curriculum remains a focus for discussion among, and collaboration between, teachers and that the curriculum plan is the reference against which flexible delivery is designed, assessment tasks are developed and student learning is reported. Curriculum delivery is designed to meet the needs of the range of students within each year level as well as those with disabilities and other particular needs.

#### Medium

The school has a documented plan for curriculum delivery that includes year level and term plans, but the progression of learning from year to year is not always obvious and the relationship between the pieces of the plan (the year, term and unit plans) would benefit from further clarification.

School leaders talk about embedding fundamental cross-curricular skills such as literacy, numeracy and higher order thinking within all subjects, but there is little evidence that school-wide strategies are in place to drive a consistent approach. Literacy tends to be seen as the responsibility of English teachers and numeracy, the responsibility of mathematics teachers.

Discussions about curriculum delivery tend to be sporadic and reactive with a year level focus rather than being driven by a leadership team with a whole-school approach.

#### Low

School leaders and teachers have limited familiarity with national or system-wide curriculum documents.

The school may have a documented plan for curriculum delivery but there is little evidence that the whole-school plan drives the lesson plans of individual teachers.

The enacted school curriculum is not seen as a central concern of all teachers (eg, it is not a regular topic of conversation, a focus for assessment design or a framework against which student learning is reported).

What's the evidence?	
Collaborative Team	Data is used to maximise student learning
Collaboration Meeting every week	Kids Matter
Explicit evaluation of student outcomes e.g., BEE Spelling, PAT Testing, pre and post testing, PMs	NeuEd
Using data to inform teaching and programs	Mindfulness - Smiling Mind
Monitoring students development and outcomes	Early Years Intervention
Professional Learning - Kaye Lowe, Writing PD,	STEM - cross curricular skills and looking at the national agenda
Sequenced planning for curriculum delivery across the school	Respectful behaviour expectations staff, students and parents

Initiator of



fresh  
TASTES

# Our Story

## Celebrating Success



Giralang Primary School

### All aboard for Fresh Tastes

**The teachers, students and parents of Giralang Primary are all committed to creating a healthy food and drink culture for their school. In particular, they're supporting everyone to bring healthy food and drink choices from home.**

"Initially, we ran a Food Expo night where parents, teachers and members of the community could learn about healthy food options for lunchboxes," said Giralang Primary School's Fresh Tastes coordinator, Lauren Hancock.

The school teamed up with an accredited practising dietitian from Feeding who, as one of the Fresh Tastes partners, was able to present an informative workshop during the Expo. Parents received handy brochures to take home and even free food storage container giveaways as incentives to attend.

**"The feedback from the families who attended the Expo was extremely positive and everyone walked away with ideas for making lunchboxes healthier," Lauren said.**

In the junior school, the children are learning about healthy eating through music, art, writing and cooking – all with the goal of taking home ideas for their own lunchboxes. The Food&ME™ resources were particularly helpful for guiding these activities.

"Year 1 is making their own interactive lunchboxes and identifying healthy options and what could be swapped for healthier alternatives," said Lauren.



Across the entire school, fruit break is now called 'Crunch O'clock' to encourage students to bring vegetables, rather than fruit every day.

The teachers are also making the point of stopping to have a healthy break with their students," Lauren explained.

In summer, Tasty Tuesday was introduced that created a great buzz throughout the school.

"Year 6 teamed up with the Fresh Tastes committee to create healthy frozen snacks, including grapes, pineapple and oranges." Lauren explained. "The frozen treats were sold by the students at the canteen for \$1 each."

"We know some students have since asked their parents to freeze fruit as healthy options for their own lunchboxes."

*Fresh Tastes is open to all primary schools across Canberra. Contact the Fresh Tastes team for information about how your school can get involved. Fresh Tastes is part of the ACT Government's Healthy Weight Initiative supporting a healthy, active and productive community.*



[freshtastes@act.gov.au](mailto:freshtastes@act.gov.au)



[www.health.act.gov.au/freshtastes](http://www.health.act.gov.au/freshtastes)



(02) 6205 1452



# ***Latham Early Links to Learning Playgroup***

**A supported playgroup for pre pre-schoolers and their parents.**

Latham Early Links to Learning enables carers and their children to socialise with one another, whilst creating opportunities to participate in early learning literacy activities to build vocabulary and language skills. Latham Early Links to Learning can assist children to transition in to the preschool environment.

**When:** Every Wednesday at 9:15am – 10:45am

**Where:** Latham Pre-School (behind the school)  
Wanliss St, Latham ACT 2615

**Cost:** Free

## **For more information contact:**

Tina Jackson from Belconnen Community Service  
(02) 6278 8141 or [tina.jackson@bcsact.com.au](mailto:tina.jackson@bcsact.com.au), or  
Tania Blak from Latham Primary School  
(02) 6142 0077 or [tania.blak@ed.act.edu.au](mailto:tania.blak@ed.act.edu.au)

**This playgroup is delivered in partnership between Latham Primary School and BCS Youth and Family Support.**



BCS Youth and Family Support Program is an ACT funded initiative







# Da Vinci

## MACHINES



1 SEPTEMBER - 29 OCTOBER 2017

*Extraordinary designs by an extraordinary man  
500 year-old designs brought to life  
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1 TOM MOON AVENUE TEMORA NSW