From The Principal

Welcome to the 2016 school year. Hopefully by now you would have received my letter together with your daughter’s Student Personal Data Sheet and an Emergency Procedures form which you are required to complete and return to the school as soon as possible. I apologise for not sending out the letter and attachments in Week 2 but, as you may be aware, technology proved to be incredibly challenging for our school (and many other schools) and we were not able to manage routines as promptly as we would have liked.

Apart from technological issues, we have had a very smooth start to the year. Students have settled in well and are working diligently and, attendance has been extremely high. There is a very high correlation between achievement and attendance; therefore, I am hopeful that this good pattern will continue.

You daughters would have told you that during the first week of school we held several assemblies where we spoke about school ethos, school values, aggressive behaviours, perseverance, success, and resilience; we also stressed that from time to time it is very normal for students to “fail” a test or an exam. What is important is that they learn from their failure and accept failure as a normal part of their development.

Over the past few years we have noticed, and indeed research confirms, that young people do not cope with failure all that well. They are accustomed to “compliments” and “praise” as well as “being rescued” and when confronted with failure, rather than learning from their mistakes, they give up altogether. If you are interested in exploring this topic further, I have included a research summary provided by the Alliance of Girls’ Schools Australasia: Creating “seriously resilient” children; what they learn from stress and failure”. Throughout the year we will continue to explore these issues with both students and parents.

On another topic, International Women’s Day (IWD) is a very important event on our calendar and we will celebrate women’s achievements in various ways:

- there will be an IWD and Leadership Induction Assembly on Monday 7 March attended by Hon Susan Close MP;
- some members of the SRC will attend the IWD Breakfast at the Adelaide Convention Centre on Friday 4 March;
- the Year 11 students will go to the Mitcham Cinemas for a special screening of “Suffragette” on Tuesday 8 March;
- the Canteen will sell healthy food packs for $5.00 on Tuesday 8 March.

All families are invited to attend the IWD and Leadership Induction Assembly on Monday 7 March at 9:00am sharp. Please ring Jenni or email (jennifer.stewart490@schools.sa.edu.au) if you wish to attend.

I am looking forward to another exciting and successful year.

Antoinette Jones
Creating “seriously resilient” children: what they learn from stress and failure

In light of a recent New South Wales Department of Education report stating that fairness and equity concerns are created by “students with better resources and greater access to tutors or parents who can help drive success in school-based assessment”, Queensland academic Rachael Sharman asks whether helping children with homework helps or hinders their progress. Writing in a recent article in *The Conversation*, she argues that children learn valuable lessons from stress and failure and that, depending on why parents help their child with homework, they may in fact be doing more harm than good.

Sharman, a lecturer in psychology at the University of the Sunshine Coast, asks parents: are you motivated to help your child because you are worried they will fail, or how their performance might reflect upon you? Are you concerned they may miss out on longer-term goals (like university entry) unless you take over some tasks for them? Are they so stressed out by their homework you feel you should help them out?

She says that if parents answer “yes” to any of these questions, then “I'm afraid you are not helping, you are hindering their progress”.

Sharman explains that there are two broad categories of people: those who are motivated by performance and those who are motivated by mastery. People who are performance motivated are only interested in outcomes. They believe that ability is a fixed trait and that having to work hard “signals low natural ability”. According to Sharman, these people are “psychologically fragile in the face of failure and therefore avoid the experience at all costs”, even to the point of cheating.

On the other hand, people who are mastery motivated continue to work hard towards their goals, never giving up because they believe that failure is an important part of the learning process. Sharman writes that mastery motivated people “persist in the face of failure and develop creative problem-solving and emotional-coping strategies” and that, over time, “these strategies combine to create a seriously resilient person”.

Not only do mastery motivated people develop great resilience, Sharman also says that studies also show that “people with mastery goals ultimately outperform those with performance goals”. In addition, while parents may take over tasks like homework to prevent their child from suffering anxiety, this actually reinforces the message that children can avoid taking on a challenge and teaches them to “rely on others for an easy way out”. This, she says, “is where the line is crossed from supporting to enabling”.

In an earlier article in *The Conversation* on “bulldozer parents”, published in 2014, Sharman argues that parents should “vaccinate” their children by continually exposing them to small amounts of stress so that they learn adaptive coping strategies to assist them when faced with a larger stressor. Instead, she says, failure “appears to have become a dirty word in modern parenting”, with parents completely disregarding how important failure is in their child’s development.
Sharman’s arguments are supported by American research in which students in Grades 8, 9 and 10 participated in a mastery-oriented summer enrichment program. Stanford University psychologist, Paul O’Keefe, says the study results show that being in an environment that emphasises learning for learning’s sake reduces concern about outperforming other students and enhances intrinsic motivation. In other words, students who learn in a mastery-oriented environment develop a mastery mindset — typified by “high levels of engagement, resiliency in the face of failure and a thirst for knowledge” — and they carry it with them even when they move into performance-oriented environments.

**Conclusion**

Girls’ schools create a positive culture where there is no gender stereotyping and girls are not afraid to take on new challenges. Girls are not intimidated by having boys in classrooms, leading to an environment where they are not afraid to ask questions, contribute in class, or show an interest in traditionally male-dominated areas. Teachers play an important role in demonstrating to girls that failure is an important part of the learning process and, equally, parents have a vital role in “vaccinating” their daughters against stress. Together, girls’ schools and parents can continue to create, as Rachael Sharman terms it, “seriously resilient” girls who are ready to face the challenges, and the failures, of life inside and beyond the school gates.

**References**


School Recommended Device

The advantages of owning a School Recommended Device (SRD):

At the end of 2014 MGHS, in consultation with the Governing Council, decided to recommend one of three laptops for students to purchase. It was not an easy decision to make, but after a lot of research and advice from other schools, we settled on an SRD for four main reasons:

• The SRD comes with software
• The SRD is imaged to connect with the school servers
• The supplying company supports the school with issues students may have with their SRD
• The school’s technicians do not have time to address the issues presented by the numerous types of laptops students own.

You would be aware that for computers to connect to the school servers they need to be “imaged” in certain ways. To build an image costs close to $10,000 and each image gets readjusted to cope with each of the three models we recommend. It gets readjusted again when other models are recommended from year to year.

When students purchase an SRD, the school and the supplying company take responsibility for any issue/difficulty students may encounter.

Students may bring other devices to school and although we do give them logons and passwords we cannot guarantee that their devices will connect easily to our network.

I would like to thank all the families who have purchased the School Recommended Device and encourage other families to do so. Time-payment is an option.

Antoinette Jones | Principal

Finance

Payment Options
Due to increasing costs, effective 11 March 2016 Bizgate will cease operating as a payment option for school payments.

When making a payment to the school there are a number of payment options you can choose from:

• Cheque - made payable to Mitcham Girls High School
• EFTPOS - in person or over the phone
• Direct Debit payment plan through the school
• Direct payment through any bank to the school Banks SA account using the Family Code as identification
• Cash

If you have any question please contact Sue King (Finance Officer) or Kate Burdett (Business Manager) on 8272 8233 or email dl.0903.finance@schools.sa.edu.au.

Sue King | Finance Officer
Daymap 2016

As you may be aware, the school has invested time and money integrating Daymap into the school to improve data collection and communication.

In our first year teachers used a wide range of functions in Daymap including:

- Marking Care Group and subject rolls
- Reconciling student absences
- Booking resources and rooms
- Accessing student records and family information when necessary
- Accessing information about student learning difficulties and strategies to adapt the curriculum
- Setting work when absent
- Recording non submission of work
- Recording harassment issues
- Completing interim progress reports

In our second year students gained access to Daymap. This allowed greater communication between teachers and their classes and allowed students to:

- See their timetable and absence information
- See class notes, homework and resources
- Communicate with their teacher through Daymap Messaging

This is now our third year and the next stage of the implementation process is to give parents access through what is called the “Parent Portal”.

This access will be organised to commence at the beginning of Semester 2 where all parents will be given login details to access Daymap. This information will be able to be accessed on multiple platforms including mobile technology. Parents will be able to:

- See their daughter’s timetable and absence information
- Communicate with teachers
- See class information

Teachers are currently working on:

- posting Classroom Management Plans (CMP) for all classes
- posting Learning and Assessment Plans (LAP) for all classes
- posting assessment tasks and task resources on Daymap

Once the above work has been completed, the “portal” will be opened up to parents.

As part of our ongoing push to establish our current systems in Daymap we will also be implementing the new Non Submission process which will message parents via Daymap rather than via mailed letter. Daymap messaging will also be used to alert parents to Focus Room Attendance and Internal Suspension.

As you can see there will be a lot of information coming your way via Daymap. We hope you use the system and see the benefits of using it as we have at school. Our aim is to improve communication between the school, the teachers, the students and the parents, and we believe that it is Daymap that will support this at Mitcham Girls.

Tony Sims  |  Deputy Principal
A warm welcome to all the families with students at Mitcham Girls. It is hard to believe that just 6 weeks ago students and staff were only just beginning to think about going ‘back to school’. Since then students have been involved in the Week 1 Orientation program, which sets some common goals and reminds everyone of the school values, they have settled into classes, established a relationship with the teachers and hopefully made new friends – and participated in the Swimming Carnival.

Parents of students in Year 8 met with Care Group teachers on Monday 8 February; a very well attended event. On Wednesday 2 March parents will have the opportunity to meet other teaching staff at a BBQ, which will be followed by a Parent Voice Forum. This is another chance to ask questions and clarify any concerns.

By the end of Week 4, Year 8 students attended a camp at Aldinga, whilst the Year 9s participated in some resilience building activities. These events aim to establish a solid basis for further success as we encourage all our girls to access as many opportunities as they can.

The Middle School Team looks forward to sharing many positive experiences with the girls at Mitcham Girls High School.

Zinta Ozolins | Assistant Principal Middle School

Year 9 Drama Production
Year 9 Drama students will be performing Wheeler Dealer by Sue Murray during a Matinee performance on Tuesday 5 April and an evening performance at 6:00pm on Thursday 7 April.

This play is not only fun, with moments of rap, magic, singing and dancing, but Wheeler-Dealer deals honestly with the experience of acquired disability and the hostility, awkwardness and anger that goes with it. The main character, Mandy, is now wheelchair-bound after a car crash.

On hearing Mandy’s inner and outer voices, audiences will be struck by her spiky resilience and her willingness to call others on their own barely concealed confusion. Led by a fun and multi-talented character, who proves that honesty is strength, this is a hopeful and wryly comic play about the things we don’t say and how they reveal themselves anyway.

Come along and enjoy the first dramatic performance of 2016!

Kate Ralph | Drama Teacher
**Science News**

**Science Experience**
We would like to thank the Rotary Clubs of Mitcham, Blackwood, West Torrens, Port Adelaide and Mount Barker who provided assistance to enable some of our Year 9 and 10 students to participate in the 2015 Science Experience last December. The Science Experience is an annual three day program at either Flinders University or the University of Adelaide and Waite Campuses. The girls enjoyed a wide range of hands-on science activities and events.

**CREST Awards**
At the end of last year over thirty of our Year 8 students worked hard and successfully completed a Bronze CREST Award. CREST is run by the CSIRO to encourage creativity in science and technology.

This involved designing an experiment to compare different brands of a product, then carrying it out and reporting on their results. This required skills and resilience. Well done girls!

**International Lego league**
Team “Let it Grow”, who won the South Australian competition and were also very successful in the national competition in Sydney last year, have been invited to compete internationally in China in June.

This is a wonderful opportunity to represent the school, South Australia and Australia. However, to be able to travel to Shanghai, China, the girls need some financial support.

Please support their fundraising efforts by:
- Buying Kytons hot cross buns and lamingtons
- Buying tickets in the People’s Choice Lottery
- Offering sponsorship
- Offering goods for a raffle

All support, large or small, will be gratefully appreciated and publicly acknowledged.

**Helen Marussinzky | Science Coordinator**
Sports News

House Captains
Congratulations to the six Year 8 House Captains elected on the Year 8 camp in week 4. They join the other captains elected towards the end of 2015 to lead their House until the end of Term 3.

Mitchell  Fraser  Spence
Year 8  Talara McHugh  Tamrah Steer  Zarlie Lynch
       Bella Sulistyato  Bonnie Charvel  Claire McCormack
Year 9  Hayley Meyer  Harmony Rist  Hollie Wright
       Georgia Tucker  Amelia Thompson  Ella Nixon-Dores
Year 10 Cecilia Ronson  Sydnie Schultz  Martina Giurelli
   Year 11 Freshta Mohammed  Brianna Fantis  Marisa Serem
       Amy Skingsley  Alicia Murphy  Abby Mills

Swimming Carnival
The annual Mitcham Girls Interhouse Swimming Carnival took place on Tuesday of week 3. The pool was surrounded by girls dressed in House colours loudly cheering throughout the day. The day started with continuous freestyle relay events, with each House winning a year level relay. This was a pattern that continued throughout the day, with each race a closely fought affair, ensuring a close finish when the points were tallied for the overall result.

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<tr>
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<th>Junior Cup</th>
<th>Senior Cup</th>
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<tr>
<td>1st</td>
<td>Fraser (261)</td>
<td>Fraser (274)</td>
<td>Fraser (535)</td>
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<tr>
<td>2nd</td>
<td>Mitchell (214.5)</td>
<td>Spence (313)</td>
<td>Spence (517)</td>
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<tr>
<td>3rd</td>
<td>Spence (203.5)</td>
<td>Mitchell (204)</td>
<td>Mitchell (419)</td>
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Michael Finos  |  H&PE Coordinator
Senior School News

SACE Day
On 12 February all Year 12s spent the day at the Hawthorn Community Centre for SACE Day. A day dedicated to preparing us for the oncoming year and the future. The day began with a speech from psychologist, Kirralie Smout, who, through her upbeat personality, taught us about avoiding distractions and remaining positive through tough times.

From a TEC talk video about a boy’s philosophy for happiness while battling Progeria, to various speeches from post-school graduates who discussed their goals and experiences after high school, we were left feeling more confident in our ability to remain positive and succeed throughout the year and in the future.

To tie it together, we played a skipping game where we were required to pass from one side of the skipping rope to the next - a task that required teamwork and left us feeling closer. Overall, SACE Day was a great start to our final year of high school, that has left us with the positivity to push through whatever may face us in the future.

We valued:
• The helpful tips about keeping a positive attitude and keeping away from distractions
• Being treated as adults
• The skipping rope game because it was fun and really brought everyone together in that moment
• Hearing post-graduate experiences from graduates who showed us how our plans can change in the next couple of years.

Taylor Atkins & Abbey Taylor | 12.45
Whole School News

World Challenge Expedition: Vietnam 2015
At the end of 2015, sixteen students from Year 10 and 11 travelled to Vietnam to complete a one month World Challenge Expedition.

The students participated in varying levels of challenges, but all felt the positive effect this experience had on them. Mitcham Girls High School students immersed themselves within a new culture, built on their own sense of resilience, and gained an appreciation of what they could learn about the world and themselves, and from others.

From the beginning of the World Challenge program in 2014 students fundraised for a charity project in Vietnam; in addition to this most of them raised the money to cover their own travel costs, giving them money management and promotional / fundraising skills.

They committed to regular planning meetings which, as time passed, they increasingly organised themselves. They also attended a training camp and several day walks in preparation. However, nothing could prepare them for the overall experience, once they landed.

On arrival in Vietnam, the students had to organise all accommodation, transport, meals and manage the budget for the whole group. The responsibility for the overall group leadership roles was rotated through the group with pairs taking on one task for three days at a time, before embarking on a new role. As a result, each member of the group could gain confidence and self-esteem in all of these areas, as they performed set tasks. The teachers maintained an overview to ensure health and safety; however, responsibility in the first instance rested with the students themselves.

The expedition was made up of four key phases designed to challenge the students every step of the way:

- **ACCLIMATISATION** – The first few days was to acclimatisate to the new country. This included getting used to the climate, culture, exchange rates, bartering for food and provisions, carrying a backpack and sourcing accommodation and transport. The acclimatisation phase was also a great chance for students to get used to making decisions and taking on responsibilities. This took place in Ho Chi Minh City and the Mekong Delta; the humidity itself was a challenge here.

- **TREK** – The trekking phase was the physically challenging aspect of the expedition. It included a three day hike around Kon Tum and a four day hike in the hills around Da Lat.

- **PROJECT** – The project phase was the culturally demanding aspect of the expedition and lasted for 6 days. The project took place in Hoi An where the students worked at a home for disadvantaged children, creating a vegetable and herb garden. As the children at the home were being fed for about 72 cents a day, this vegetable garden was to act as an additional source of fresh produce for the residence. Our students also had an opportunity to interact with the children at the home, which for many of our students, was the highlight of their expedition.

- **REST AND RELAXATION** – The last phase was devoted to rest and recreation: ranging from snorkelling, sightseeing cultural landmarks, market shopping and attending local entertainment such as a water puppetry performance. In this phase, the girls had opportunities for a range of cultural and religious experiences in cities, towns and villages.

Overall, participating in the World Challenge Expedition built the students’ confidence in managing their own learning. Through immersing themselves in a new culture, our students were able to develop a global perspective including differences in diet, environment, hygiene and living conditions.

This experience delivered immeasurable benefit to the students, a learning experience well beyond anything possible in the classroom. The varied opportunities helped the girls develop leadership, global understanding and team management skills. A truly rewarding experience and one that these students will not forget. Welcome home Girls!
**Whole School News**

**World Challenge Expedition: Vietnam 2015**

From a student’s perspective:

“I went into this trip with high expectations and came out of it being truly amazed. I achieved everything that I set out to do and even more.”

“World Challenge is an amazing organisation and I really hope that Mitcham Girls continues to work with them to provide more opportunities for girls to experience, learn and grow.”

“I got to know my friends even better and I got to know some new friends really well.”

From a parent’s perspective:

“... had a great experience and often talks about her experiences, which will no doubt continue for some time in the future. It is something that will remain with her for the rest of her life.”

“... a fantastic experience and I would encourage any student to participate if able to.”

“To any parent of any student who is on the verge of saying yes to this trip, DO IT! Give your permission, it’s an amazing experience for these young people.”

Kate Ralph & Mike Elliott  |  World Challenge Coordinators
Community News

Child & Adolescent Sleep Clinic

Does your teenager:

• have trouble falling asleep?
• not fall asleep until late at night?
• have trouble waking up or getting out of bed in the morning?
• miss school or feel fatigued throughout the school day?

If you answered yes to any of these questions, your teenager could benefit from a new treatment program being run at the Child & Adolescent Sleep Clinic, within the School of Psychology, at Flinders University.

For more information please call 8201 7587 or email casc.enquiries@flinders.edu.au.

Effective Living

The Effective Living Centre has run Positive Parenting Courses for a number of years, supported by the Unley City Council.

The program is as follows:

• Wednesday March 2 – Talk So Kids Will Listen and Listen So Kids Will Talk – Donna Broadhurst
• Wednesday March 16 – Understanding Your Child’s Temperament – Donna Broadhurst
• Wednesday March 30 – Managing Anger in Children – Donna Broadhurst
• Wednesday April 6 – Talk So Teens Will Listen and Listen So Teens Will Talk – Vina Hotich

All sessions run from 7:30 - 9:30pm at 26 King William Road, Wayville. Cost $15/adult, $12 Concession, $10 ELC Friend, $ 24/couple.

Further information on the full year’s program and how to book at www.effectiveliving.org or by email office@effectiveliving.org.

Education Scholarships

If you have a humanitarian visa, are studying, or living in a City of Mitcham zoned suburb then the Australian Refugee Association (ARA) may be able to assist with a contribution to the cost of your school fee expenses.

Scholarship Eligibility Criteria:

• Are a former refugee or asylum seeker
• Arrived to Australia under 5 years
• Have a Centrelink Health Care or Immi Card
• Have a current course enrolment and fee invoice, uniform or book price list
• Live or study in the City of Mitcham zone
• Not eligible if Under the Guardianship of the Minister

Scholarships are funded by the City of Mitcham and up to a maximum of $200 is available!

Scholarship applications are available from the Help Desk at ARA, 304 Henley Beach Road, Underdale, from 9:30am - 4:30pm. Phone: 8354 2951 or email reception@ausref.net.
Community News

Youth Drop In Support Service With KIARA
Are you, or do you know someone who is, struggling with something that you would like to discuss in an informal and confidential environment? The youth drop in service is run by Kiara, a trainee psychologist, along with a fully qualified and experienced psychologist.

All youth aged 10 to 18 years of age are welcome to attend. Families and friends are also welcome.

This free service is run from our very funky Red Room at the centre, so why not drop in and have a chat, some nibbles and just chill out - facebook.com/fullartonparkcentre.

Where: 411 Fullarton Road, Fullarton
Phone: 8372 5180
When: Tuesdays 4:00 - 6:00pm (school term only)

Lourdes Valley (Southern Cross Care) Lifestyle Programs
Lourdes Valley at Myrtle Bank is looking for students who would like to volunteer in their lifestyle programs. For example - running a small cooking class, bingo, playing board games, doing a quiz, gardening classes, setting up a community garden, modified sports classes. The options are endless – whatever your passion in all probability there’s an activity that relates and can be meaningful for all involved.

Students may like to undertake a “personal project” related to aged care and the importance of lifestyle. A few years ago Lourdes Valley undertook a project where students from a local school came in and helped to document the lives of our residents – ultimately presenting each resident with a “This is your life” styled book with photos and memories. There are also many residents who love classical or jazz music and they would be delighted to have students come in to perform for them!

If you would like to know more about these programs please contact Martyna Wiencierz, Wellness & Lifestyle Manager, Lourdes Valley. Phone: 8433 0400 or email martyna.wiencierz@southernxc.com.au.

Parenting Seminar
Dr Justin Coulson will be presenting a free Parenting SA seminar, ‘Children, teens and pornography: What every parent should know’ at the Adelaide Convention Centre on Wednesday 6 April, 7:00 – 9:00pm. Dr Coulson is a nationally recognised parenting researcher, author and speaker.

The seminar will also be webcast live for parents who are unable to attend in person or would prefer to view from home.

Bookings can be made online at http://parentingsa.eventbrite.com.au.

Southern Cross Cultural Exchange
Learn how you can become an exchange student, talk to SCCE staff and exchange student returnees. Hear about the scholarships on offer closing 24 March. Are you interested in hosting a French student arriving in May?

Term 1 Information Sessions at the Marion Cultural Centre, 287 Diagonal Road, Oaklands Park:
   Tuesday 8 March, 7:00 - 9:00pm
   Tuesday 22 March, 7:00 - 9:00pm
   Tuesday 5 April, 7:00 - 9:00pm

For more information telephone 1800 500 501, email scceaustr@soucc.com.au or visit their website www.scce.com.au.
**VET / Careers**

**Adelaide Zoo Career Awareness Days**
If you are passionate about wildlife and interested in a career with animals and conservation, then join us for our Career Awareness Days on Friday 18 March or Friday 17 June. This special day gives students a chance to learn all about how they might become part of the zoo team one day. It’s a great chance to meet staff from a range of careers at the zoo – from Zoo Keeping, Veterinarian, Vet Nursing and more, including horticulture and management.

Hear about how our staff became part of the zoo team and learn how students can get that competitive edge to land your dream job!

The cost is $38 per student. Lunch is provided.


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**Diary Dates**

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<th>Month</th>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>March</td>
<td>Tuesday 1</td>
<td>Year 8 Gift Dance Auditions</td>
<td>1:30pm</td>
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<td></td>
<td>Wednesday 2</td>
<td>Year 8 Parent BBQ Evening</td>
<td>5:30 - 7:00pm</td>
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<td></td>
<td>Wednesday 2</td>
<td>Year 8 Parent Forum</td>
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<td>Monday 7</td>
<td>Governing Council AGM</td>
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<td><strong>Monday 14</strong></td>
<td><strong>Public Holiday</strong></td>
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<td>Monday 21</td>
<td>Governing Council</td>
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<td>Wednesday 23</td>
<td>Year 8 Immunisations</td>
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<td><strong>Friday 25</strong></td>
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<td>Wednesday 6</td>
<td>Year 10 Risky Business</td>
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<td>Friday 8</td>
<td>Sports Day</td>
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<td>Friday 15</td>
<td>End Term 1: Reports distributed at 3:10pm</td>
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<td>May</td>
<td>Wednesday 4</td>
<td>Parent / Teacher Interviews</td>
<td>3:00 - 7:00pm</td>
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<td>Thursday 5</td>
<td>Parent / Teacher Interviews</td>
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<td>Monday 9</td>
<td>Open Day / Night</td>
<td>9:00 - 11:00am</td>
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<td>Tuesday 10 - Thursday 12</td>
<td>Year 9 NAPLAN Testing</td>
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<td>Monday 16</td>
<td>Governing Council</td>
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<td>Monday 23</td>
<td>Student Free Day</td>
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<td>Tuesday 24</td>
<td>Principal’s Tour</td>
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